BLUM, Maryann Baird, 1937-
THE ELEMENTARY SCHOOL COUNSELOR AND THE
EDUCABLE MENTALLY RETARDED CHILD.

The Ohio State University, Ph.D., 1969
Education, special

University Microfilms, Inc., Ann Arbor, Michigan

© Copyright by

Maryann Baird Blum

1970
THE ELEMENTARY SCHOOL COUNSELOR AND

THE EDUCABLE MENTALLY RETARDED CHILD

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Maryann Baird Blum, B.A., M.S.

* * * * * *

The Ohio State University
1969

Approved by

[Signature]
Adviser
College of Education
ACKNOWLEDGMENTS

This project could not have been successful without the encouragement, guidance, and assistance of many individuals. Some are: Dr. Anthony C. Riccio, committee chairman, Dr. G. Orville Johnson, Dr. David E. Lema, Dr. Joseph J. Quaranta, Jr., committee members, who directed the research; Mrs. Darla Monroe and Mrs. Karen Henson who provided secretarial assistance; the staff members of Instructional Systems, Inc. who contributed vital services too numerous to enumerate; the many teachers of the educable mentally retarded in the State of Ohio who gave freely of their time and wisdom in providing the data for the study; my many friends and colleagues who indulged me during this effort; and my husband, Bob, whose patience, understanding, and thoughtfulness have been appreciated.
VITA

October 11, 1937 .......... Born - Denver, Colorado

1959 ...................... B.A., Colorado State College, Greeley, Colorado

1959 - 1962 ............... Teacher, Wheatridge High School, Jefferson County, Colorado

1962 - 1964 ............... Speech Therapist, Bryan Public Schools, Bryan, Texas

1964 - 1965 ............... Teaching Assistant, Department of Education and Psychology, Texas A&M University, College Station, Texas

1965 - 1966 ............... Consultant in Speech Improvement, Long Beach Unified School District, Long Beach, California

1966 - ..................... Instructor and Coordinator, Speech and Hearing Therapy Program, Faculty for Exceptional Children, College of Education, The Ohio State University

FIELDS OF STUDY

Major Field: Guidance

Studies in Curriculum and Instruction. Professor Paul R. Klohr

Studies in Developmental Psychology. Professor George G. Thompson
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgments</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vita</td>
<td>iii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER

I. INTRODUCTION TO THE STUDY ............ 1

<table>
<thead>
<tr>
<th>Background for the Problem</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>8</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>8</td>
</tr>
<tr>
<td>Assumptions</td>
<td>9</td>
</tr>
<tr>
<td>Limitations</td>
<td>10</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>10</td>
</tr>
<tr>
<td>Organization of the Dissertation</td>
<td>11</td>
</tr>
</tbody>
</table>

II. REVIEW OF RELATED LITERATURE ........ 12

<table>
<thead>
<tr>
<th>Concepts, Approaches, and Practices Related to Guidance</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Development of Guidance in the Elementary School</td>
<td>28</td>
</tr>
<tr>
<td>Perceptions of the Elementary School</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER PAGE

Contemporary Concepts of Guidance and Related Practices as They Are Utilized in Meeting the Needs of the Educable Mentally Retarded Child .......................... 46

The Characteristics of the Educable Mental Retardate Which Have Implications for Guidance Concepts and Practices .................. 52
Summary ........................................ 59

III. PROCEDURES ............................................. 61
Selection of the Instrument ...................... 62
Selection of the Sample Group .................. 64
Administration of the Instrument ............... 65
Analysis of the Data .............................. 66
Summary ........................................ 69

IV. FINDINGS ............................................. 70
The Analytical Procedures ....................... 70
The Findings and the Limitations of the Hierarchy ........................................ 72
The Rationale for and Discussion of the Hierarchy ........................................ 128
The Hierarchy as Related to Accepted Conceptualizations of the Elementary School Counselor's Role .................. 168
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison of the Categorized Hierarchy of</td>
<td></td>
</tr>
<tr>
<td>Statements to Existing Conceptualizations of Counselor Role</td>
<td>176</td>
</tr>
<tr>
<td>Summary</td>
<td>186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. A CONCEPTUAL FRAMEWORK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Rationale for Guidance Assistance to the Educable Mentally Retarded</td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>189</td>
</tr>
<tr>
<td>A Conceptual Framework of the Counselor's Roles in Providing Guidance Assistance to the Educable Mentally Retarded</td>
<td>194</td>
</tr>
<tr>
<td>Some Considerations Required in Implementing the Conceptual Framework</td>
<td>201</td>
</tr>
<tr>
<td>The Responsibility of Counselor Education Programs in Preparing Counselors to Work with the Educable Mentally Retarded in the Elementary School</td>
<td>204</td>
</tr>
<tr>
<td>Summary</td>
<td>206</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>208</td>
</tr>
<tr>
<td>Conclusions</td>
<td>213</td>
</tr>
<tr>
<td>Recommendations for Further Study</td>
<td>215</td>
</tr>
</tbody>
</table>
APPENDIX ................................................... 217

BIBLIOGRAPHY ............................................... 224
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summary of the Sample and Sub-sample Groups</td>
<td>72</td>
</tr>
<tr>
<td>2. Hierarchy of Statements Based on Percentages of the Total Sample Responding Highly Important and Moderately Important Taken Together</td>
<td>125</td>
</tr>
<tr>
<td>3. Hierarchy of Statements Based on Weighted Frequencies of Highly Important and Moderately Important Responses Taken Together</td>
<td>126</td>
</tr>
<tr>
<td>4. Hierarchy of Statements Grouped According to Components of Counselor Role</td>
<td>170</td>
</tr>
<tr>
<td>5. Statements Categorized as Other Classified by Content</td>
<td>175</td>
</tr>
<tr>
<td>6. Summary of Statements Organized According to Faust's Conceptualization of the Consultation Role</td>
<td>181</td>
</tr>
<tr>
<td>7. A Comparison of the Categorized Hierarchy with the Faust Hierarchy of the Consultation Role of the Elementary School Counselor</td>
<td>182</td>
</tr>
<tr>
<td>8. Summary of Statements Organized According to Faust's Conceptualization of the Counseling Role</td>
<td>184</td>
</tr>
<tr>
<td>9. A Comparison of the Categorized Hierarchy with the Faust Hierarchy of the Counseling Role of the Elementary School Counselor</td>
<td>185</td>
</tr>
<tr>
<td>FIGURE</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Comparative Percentages for the Statement Confer with Parents of the Child Having Academic Difficulty</td>
</tr>
<tr>
<td>2.</td>
<td>Comparative Percentages for the Statement Supervise the Audio-Visual Program</td>
</tr>
<tr>
<td>3.</td>
<td>Comparative Percentages for the Statement Analyze the Instructional Implications of Standardized Test Results</td>
</tr>
<tr>
<td>4.</td>
<td>Comparative Percentages for the Statement Conduct Research on Teaching Methods</td>
</tr>
<tr>
<td>5.</td>
<td>Comparative Percentages for the Statement Tabulate Data of Research Studies for the School</td>
</tr>
<tr>
<td>6.</td>
<td>Comparative Percentages for the Statement Record the Test Results in the Cumulative Folder</td>
</tr>
<tr>
<td>7.</td>
<td>Comparative Percentages for the Statement Interpret to Individual Parents Their Child's School Ability and Achievement Test Results</td>
</tr>
<tr>
<td>8.</td>
<td>Comparative Percentages for the Statement Evaluate Instructional Material's Suitability for Giving Children Knowledge of the World of Work</td>
</tr>
<tr>
<td>9.</td>
<td>Comparative Percentages for the Statement Develop Local Norms for Standardized Tests</td>
</tr>
<tr>
<td>10.</td>
<td>Comparative Percentages for the Statement Discuss Common Student Problems with the Principal</td>
</tr>
<tr>
<td>11.</td>
<td>Comparative Percentages for the Statement Work with Individual Teachers to Develop Their Counseling Skills</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>12. Comparative Percentages for the Statement Obtain and Show Guidance Films and Discuss Them with the Class</td>
<td>84</td>
</tr>
<tr>
<td>13. Comparative Percentages for the Statement Provide Individual Conferences on a Continuing Basis for Those Children Presenting Learning or Adjustment Problems</td>
<td>85</td>
</tr>
<tr>
<td>14. Comparative Percentages for the Statement Assist the Teacher in the Appraisal of the Student</td>
<td>86</td>
</tr>
<tr>
<td>15. Comparative Percentages for the Statement Prepare Transcripts for Pupils Transferring to Another School</td>
<td>87</td>
</tr>
<tr>
<td>16. Comparative Percentages for the Statement Administer an Individual Test to Selected Students</td>
<td>88</td>
</tr>
<tr>
<td>17. Comparative Percentages for the Statement Do Research on the School's Special Education Program</td>
<td>89</td>
</tr>
<tr>
<td>18. Comparative Percentages for the Statement Direct Research Studies on the Curriculum</td>
<td>90</td>
</tr>
<tr>
<td>19. Comparative Percentages for the Statement Interpret the Guidance Program Through Speeches to Parent and Community Groups</td>
<td>91</td>
</tr>
<tr>
<td>20. Comparative Percentages for the Statement Conduct Studies to Evaluate the Guidance Services</td>
<td>92</td>
</tr>
<tr>
<td>21. Comparative Percentages for the Statement Develop and Teach Units on Social and Emotional Adjustment</td>
<td>93</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>Comparative Percentages for the Statement Conduct Case Studies of Pupils Presenting Special Learning or Adjustment Problems</td>
</tr>
<tr>
<td>23</td>
<td>Comparative Percentages for the Statement Carry on the Work of the Principal in His Absence</td>
</tr>
<tr>
<td>24</td>
<td>Comparative Percentages for the Statement Routinely Interview Truants and/or Their Parents</td>
</tr>
<tr>
<td>25</td>
<td>Comparative Percentages for the Statement Interpret Test Results to Individual Students</td>
</tr>
<tr>
<td>26</td>
<td>Comparative Percentages for the Statement Conduct Group Sessions in Which Staff Members May Discuss Their Concerns</td>
</tr>
<tr>
<td>27</td>
<td>Comparative Percentages for the Statement Provide the Teacher with Suggestions for More Effective Teaching Techniques</td>
</tr>
<tr>
<td>28</td>
<td>Comparative Percentages for the Statement Discuss Purposes of the Guidance Program in Staff Meetings</td>
</tr>
<tr>
<td>29</td>
<td>Comparative Percentages for the Statement Meet on a Regular Basis with Small Groups of Children Who Present Attendance, Behavior, or Learning Problems</td>
</tr>
<tr>
<td>30</td>
<td>Comparative Percentages for the Statement Consult with the Professional Staffs of Community Referral Agencies</td>
</tr>
<tr>
<td>31</td>
<td>Comparative Percentages for the Statement Secure Glasses, Shoes, Etc., for Needy Students</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>32. Comparative Percentages for the Statement Act as Liaison Between School and Police on Student Investigations</td>
<td>104</td>
</tr>
<tr>
<td>33. Comparative Percentages for the Statement Hold Parent Meetings to Better Acquaint Them with the Activities of the School</td>
<td>105</td>
</tr>
<tr>
<td>34. Comparative Percentages for the Statement Use Research to Identify Common Student Problems</td>
<td>106</td>
</tr>
<tr>
<td>35. Comparative Percentages for the Statement Make Periodic Reports of His Work to the Principal</td>
<td>107</td>
</tr>
<tr>
<td>36. Comparative Percentages for the Statement Consider with a Teacher a Problem She Has with a Student in Class</td>
<td>108</td>
</tr>
<tr>
<td>37. Comparative Percentages for the Statement Interview Pupils Referred by the Principal</td>
<td>109</td>
</tr>
<tr>
<td>38. Comparative Percentages for the Statement Organize Special Activities for New Students</td>
<td>110</td>
</tr>
<tr>
<td>39. Comparative Percentages for the Statement Provide Counseling for Parents</td>
<td>111</td>
</tr>
<tr>
<td>40. Comparative Percentages for the Statement Serve on Civic Committees and Study Groups on Youth</td>
<td>112</td>
</tr>
<tr>
<td>41. Comparative Percentages for the Statement Make a Visit to Each Child's Home Once During the Year</td>
<td>113</td>
</tr>
<tr>
<td>42. Comparative Percentages for the Statement Coordinate and Plan the School's Testing Program</td>
<td>114</td>
</tr>
<tr>
<td>43. Comparative Percentages for the Statement Interview Students Referred by Teachers</td>
<td>115</td>
</tr>
</tbody>
</table>
FIGURE PAGE

44. Comparative Percentages for the Statement Serve as the Faculty Representative on the P.T.A. Planning Board ................................................................. 116

45. Comparative Percentages for the Statement Plan and Coordinate the School's Orientation Program .............................................................. 117

46. Comparative Percentages for the Statement Administer Personal Data Blanks, Autobiographies, or Completion Sentences as Student Appraisal Devices ............................................................. 118

47. Comparative Percentages for the Statement Make Item Analyses of Teacher-made Classroom Tests ................................................................. 119

48. Comparative Percentages for the Statement Provide Counseling for Teachers Who Have Problems ................................. 120

49. Comparative Percentages for the Statement Conduct Parent Conferences to Discuss the Child Who Exhibits Social or Emotional Problems in School ............................................................. 121

50. Comparative Percentages for the Statement Provide Individual Conferences in Which Pupils Might Discuss Their Future Goals and Plans ................................................................. 122

51. Hierarchy of Statements ................................................................. 127

52. Hierarchy of the Counselor's Roles in Providing Guidance Assistance to the Educable Mentally Retarded in the Elementary School ................................................................. 197
CHAPTER I

INTRODUCTION TO THE STUDY

Contemporary public education in America holds as its central purpose the facilitating of the total development of each individual so that he might become increasingly self-directive and capable of meaningful and productive living. In order to accomplish this goal, educators have organized the total educational effort into various components or programs. One basic component is instruction. The instructional program of the school is designed to transmit the heritage and precepts of the society to its young. It also centers on providing opportunities for the student to master the necessary concepts and skills to make him a productive and contributing member of the adult society. The content of the instructional component is a curriculum based on the various disciplines and bodies of knowledge. Instruction is designed to facilitate the cognitive development of the child. The child, using his intellect, interacts with the various bodies of knowledge as presented through the instructional materials provided by the teacher and the leadership of the teacher manifested through the teacher's person and relationship with the child. Instruction seeks to enable the child to organize information and
knowledge, process the resulting wisdom according to his belief and value system, and utilize the totality of this experience as he makes decisions about his life. Most often the instructional program of the school is designed for and conducted with groups of children, although attempts are made to individualize instructional objectives, materials, and methodology in accordance with a given child's needs.

Guidance, a second major component of the public school program, is the complement to the instructional program. Guidance, by definition, is based on the concept that education provided through the instructional program, although usually a group experience, must be an individual process. Therefore, the guidance program seeks to understand and provide for the needs of individual students. The most recent conceptualizations of guidance hold that its purpose is to assure that all of the experiences in each child's life have congruence and purpose for him as an individual. While the instructional program of the school is centered primarily upon the cognitive development of the child, the guidance program seeks to facilitate his affective development. The guidance program, therefore, should provide experiences through which the child is enabled to evolve a concept of himself which permits him, as a person, to relate effectively and successfully to the persons and situations he encounters in the present, while at the same time seeing implications of the past and present as he plans for the future.

The instructional program of the school has long been available to all of the students who are able to profit from it. Often the basic instructional program has been modified or enriched to meet the
needs of given groups of youngsters. For example, special education classes are typically organized for those children whose reduced intellectual functioning makes it impossible for them to profit from the basic instructional program.

Guidance, on the other hand, has often been available only to selected students. School guidance workers have, as the discipline has evolved, achieved varying degrees of success in providing appropriate guidance services for the many types of students whom they serve. Guidance programs in the secondary schools were the first to develop and even yet are the most clearly defined. Elementary school guidance programs, often developmental in approach and emphasis, emerged much later and, to a degree, are still in the formative stages of development. Guidance programs designed to meet the special needs of exceptional children were among the last to develop. The modifications of elementary school guidance programs which would assure that the special guidance needs of the exceptional child are met are not yet clearly defined. As these modified programs develop, however, the counselor's role in providing guidance assistance to these children becomes critical.

Guidance for exceptional children involves the total efforts of many persons. It has all the complex problems involved in the provision of total guidance services for normal children plus the additional problems resulting from the restrictions placed upon the exceptional child or youth as a result of his handicap or deviation from what is considered average or normal. Any approach toward finding a solution to the problem of organizing guidance services for exceptional children must take into account: (1) the general problems involved, (2) an
understanding of the diagnostic information required, (3) the role of the personnel involved (including the teacher, psychologist, and guidance counselor), and (4) the unique problems, characteristics, and needs of specific children and groups of children.¹

An effective guidance program for exceptional children is a natural outgrowth of an effective general guidance program, just as an effective instructional program for the exceptional child is an extension of the basic general education program.

John Curtis Gowan has summarized some of the principles upon which guidance programs are built:

1. School guidance seeks to help children solve their developmental tasks on schedule.
2. School guidance seeks to individualize the curriculum according to the child's needs and capacities.
3. School guidance recognizes the primacy of cognitive competence in influencing emotional health and over-all orientation to reality.
4. School guidance is also concerned with the promotion, establishment, and maintenance of sound social relationships.
5. School guidance seeks to be permissive rather than directive, non-punitive rather than punitive, listening rather than talking, and ameliorative rather than threatening.
6. School guidance seeks first the child's welfare.²

The foundation upon which a guidance program for exceptional children should be built is one of the basic precepts of guidance,


that being the adaptation of objectives, principles, and practices of guidance to fit the special needs of the cases at hand. The creative challenge comes in determining how these objectives, principles, and practices might be modified in establishing programs for the guidance of the exceptional, and more particularly, the educable mentally retarded child.

"Obviously, the major modification in the principles is that of adapting to the capacity of the child and the timing of the guidance procedures. We cannot, for example, expect that the retarded child will accomplish all his developmental tasks on schedule."\(^3\) We can, however, design comprehensive in-school guidance programs tailored to suit his specific needs in order to make this goal a more likely reality.

It was the purpose of this study to conceptualize the roles of the elementary school counselor in providing appropriate guidance assistance for the educable mentally retarded child being educated in the elementary school.

BACKGROUND FOR THE PROBLEM

Determining the most effective and humane ways of making it possible for the mental retardate to become productive in and well adjusted to the mainstream of society has long been a matter of concern to society. Over the years this has been attempted through

\(^3\)Ibid.
many different approaches ranging from institutionalizing the retarded to providing educational and developmental experiences closely approximating those designed for children with normal intellectual abilities. When planning educational experiences and opportunities for the educable mentally retarded was delegated as an appropriate responsibility of public education, "... guidance was not recognized as a partner in the educational team, and the major emphasis even today of guidance practices for mentally retarded children comes through the school psychologist who tests them and makes the diagnosis." 4

The roles and responsibilities of the school counselor in serving the guidance needs of the educable mentally retarded are not, to date, agreed upon. The basic educational goals for the retarded center around achieving some degree of social and vocational maturity and independence rather than an emphasis on academic achievement as is usually a basic goal for children with normal intelligence and intellectual functioning. This difference in basic objectives certainly contributes to the dilemma of the school counselor as he attempts to clarify his proper relationship to the mentally retarded children in his school and to those professionals who have primary responsibility for the education of these children.

In preparing an anthology of readings on the guidance of the educable mentally retarded, Gowan and Demos have noted some serious

---

4Ibid., p. 182.
deficiencies in theory, research, and tested practices in this area. More specifically, they point out that while there is extensive literature on the vocational counseling and training of the retarded, there is very little on theory and practices in the area of the social-personal counseling of the retarded. Neglect of this important dimension of a comprehensive guidance program could result in an unnecessary prolongation of the fears, anxieties, and frustrations experienced by all children, and especially the retarded, as they are confronted with the various developmental tasks of life.

The counselor assigned to a school housing classes for the educable mentally retarded has the same responsibility to these pupils as he has to the pupils who do not possess these intellectual and behavioral limitations. Although many elementary school counselors are probably doing a very adequate job of providing guidance assistance to the educable mentally retarded, and many others are concerned enough to make careful trial-and-error attempts to accomplish this goal, there is not available evidence to suggest that the guidance and counseling needs of the educable mentally retarded are being adequately met. The need for a careful approach to identifying the roles and responsibilities of the school counselor in providing appropriate guidance intervention and services for the educable mentally retarded is apparent.

---

5 Ibid.
STATEMENT OF THE PROBLEM

The problem in the present study was to develop a conceptual framework of the elementary school counselor's roles and responsibilities in providing guidance assistance to the educable mentally retarded based on: (1) the perceptions of those roles and responsibilities held by teachers of the educable mentally retarded, and (2) accepted conceptualizations of the elementary school counselor's role.

SIGNIFICANCE OF THE PROBLEM

The roles and responsibilities of the elementary school counselor are becoming more clearly defined as the developmental approach to elementary school guidance is being more widely implemented. This approach stresses that the guidance program of the school be designed to meet the needs of all children rather than being available to only a selected few who are at crisis points in their lives. Since the educable mental retardate is eligible for enrollment in the public elementary school, the services of the developmental guidance program and the counselor must be extended to him. If the program and the specific components within it are to meet the specific guidance needs of the educable mentally retarded child, it may be necessary for the counselor to adjust his priorities, objectives, and behaviors in order to meet these needs. It is contended, therefore, that the findings of this study are of value for at least five reasons: (1) they define a baseline for program planning derived from in-puts
provided by those closest to and with the best understanding of the guidance needs of the educable mentally retarded; (2) they provide a hierarchical ordering of possible types of counselor assistance as they relate to the guidance needs of the educable mentally retarded; (3) they suggest ways in which accepted conceptualizations of the elementary school counselor's roles can be re-ordered to meet the special needs of the population being considered; (4) they reveal some considerations which must be made in implementing guidance programs for the educable mentally retarded in the elementary school; and (5) they provide data to be considered in the expansion of counselor education programs.

ASSUMPTIONS

The following assumptions were made regarding the study:

1. Qualified teachers of the educable mentally retarded are the best source of data regarding the guidance and counseling needs of the educable mentally retarded.

2. Accepted conceptualizations of the elementary school counselor's roles and responsibilities can be re-ordered to provide for the specific guidance needs of the educable mentally retarded.

3. The Special Education Directory, 1968-1969, prepared by The State of Ohio, Department of Education, represents an accurate and reliable source for the selection of qualified teachers of primary and intermediate classes for the educable mentally retarded to be included in the study.

4. The teachers included in the study are qualified to perform their duties as teachers of the educable mentally retarded and to
provide the responses solicited by the instrument employed in this study.

5. The instrument, originally constructed by Lyle D. Schmidt and revised by The Ohio State University Evaluation Center and David M. Weis, which was utilized in this study adequately reflects a sample of the possible guidance services and counselor tasks typically assumed to be performed by the elementary school counselor.

LIMITATIONS

Only teachers of special education units serving educable mentally retarded children with chronological ages six through twelve (usually termed primary and intermediate), housed in elementary schools, and approved by the Ohio State Department of Education, Division of Special Education, are included in the sample group.

DEFINITION OF TERMS

In order to fully understand the findings of this study, these specific definitions of the following terms must be kept in mind:

**Conceptual framework.** A conceptual framework is an organized pattern of related concepts, ideas, or constructs.

**Educable mentally retarded.** Those children who are placed in special education units designated as educable mentally retarded in accordance with the laws and procedures of the State of Ohio shall be termed educable mentally retarded.
Elementary school counselor. Elementary school counselor refers to a person who holds valid partial or permanent certification as a school counselor in the State of Ohio and is assigned to one or more elementary schools to be responsible for the guidance and counseling program.

Guidance. Guidance is that aspect of the total program of the elementary school which is designed to facilitate the development and/or adjustment of pupils through planned or conducted activities under the leadership of the counselor.

Role. A role is the pattern of behavior which is expected of a given person by virtue of his previous performance.

ORGANIZATION OF THE DISSERTATION

Chapter I has consisted of the introduction to the study including: the background for the problem; the statement of the problem; the significance of the problem; and the assumptions, the limitations, and the definitions of terms which limit the study. Chapter II contains a selected review of the related literature which the investigator believes to be pertinent to the study. Chapter III details the research procedures and the instrumentation employed in the study. Chapter IV presents and discusses the findings of the study. Chapter V presents the conceptual framework based on the findings. Chapter VI includes the summary and conclusions of the study as well as recommendations for further related research.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II contains a selected review of the literature in the five areas which the investigator believes to be most pertinent to the present study. These areas are: (1) the literature related to present concepts, approaches, and practices related to guidance; (2) the literature related to the development of guidance in the elementary school; (3) the research on perceptions of the elementary school counselor's role; (4) the literature related to contemporary concepts of guidance and related practices as they are presently utilized in meeting the needs of the educable mental retardate chronologically aged six through twelve and being educated in the elementary school; and (5) the literature defining the characteristics of the educable mentally retarded child chronologically of elementary school age with implications for guidance concepts and practices.

CONCEPTS, APPROACHES, AND PRACTICES RELATED TO GUIDANCE

Understanding contemporary concepts of guidance and the practices currently employed necessitates a brief review of those historically significant conceptualizations of guidance out of which present concepts of guidance and its related practices have evolved.
**Historical Perspective**

The first conceptualization or model which is historically significant for understanding current guidance concepts and practices in American public schools is that which Frank Parsons developed in the early 1900's in his attempt to study the uniquely varied characteristics of the individual as they related to the requirements of a given occupation. The approach to guidance utilized three basic steps: (1) man analysis or the systematic appraisal of the counselee's capabilities, interests, and temperaments; (2) job analysis or the counselee's study of the occupational opportunities, requirements, and outlook in specific lines of work; and (3) comparison of the two above sets of data. Methodology included the study of biographical data of successful men in various fields of work, visits to industries, business, and other occupational locations, and conversations with persons engaged in various occupations. For this model and methodology Parsons coined the term "vocational guidance."\(^1\)

In evaluating the Parsonian model, Barry and Wolf cite several disadvantages of this theory including: (1) the theory became practice before it was adequately evaluated; (2) the theory assumes that vocational guidance can exist distinctly apart from social-personal guidance; and (3) the theory stresses occupational choice based only on reasoning about two sets of facts and tends to ignore some of the

critical anthropological and sociological factors which are relevant. Nevertheless, Parson's model provided a beginning for the development of conceptualizations of guidance.

A second impact on the conceptualization of guidance was that made by John M. Brewer when he conceived of guidance as being identical to education and proposed that guidance was a logical vehicle for implementing the Seven Cardinal Principles of Secondary Education which were adopted and disseminated by the United States Bureau of Education in 1918. Brewer advanced the thesis that the goal of all education is to prepare students to engage in meaningful life activities with knowledge and wisdom as means to this end. Guidance was seen as a series of activities and actions permeating all educational activity. This conceptual framework is credited with broadening the scope of guidance concepts to include more of life's activities than were noted in the occupational emphasis of the Parsonian model. 3

"By 1930 the concept of 'educational and vocational' guidance was well on its way to general acceptance." 4 From 1925 to 1937, William M. Proctor, Leonard V. Koos, Grayson N. Kefauver, and Harold C. Hand emerged as leaders of a movement which saw guidance as a process of the distribution and adjustment of students. In the

---


4 Ibid., p. 56.
distributive function of guidance students are aided by the counselor in discovering educational and vocational opportunities which are available to them. The adjustive function provides counselor help for the student who has been unable to integrate the knowledge about himself and his environment in accordance with his goals. The obvious limitation of this conceptual framework is that it provides guidance only when crises are at hand. The major contribution of the model is its emphasis upon client decision making which is presumably compatible with his concept of self and environment.\(^5\)

Guidance as decision making was further advanced as a model by Arthur J. Jones,\(^6\) George Myers,\(^7\) and, more recently Martin Katz. Katz defines guidance as "... professional intervention in the choices an individual makes among the educational and occupational options our society allows him."\(^8\) The most important task of guidance workers in this model is to encourage the counselee to understand and process the range of values and to bring his own value system into full consideration when engaged in decision making. This model is

\(^5\)Ibid., pp. 56-58.


consistent with the basic tenets of democracy in stressing the individual's capability for self-improvement and his personal responsibility for attaining maximum self-realization.  

Each of the aforementioned positions provided unique and significant inputs for the evolution of a comprehensive conceptualization of guidance and the formulation of specific practices which are the outgrowths of such concepts. No one of them, nor even an amalgamation of them, can serve to provide a totally satisfactory and complete conceptual framework, but each, for its purpose and in its time, made a valuable contribution which has bearing on the present status of the field.

Present Status

Most contemporary writers addressing themselves to the topic of theory, conceptualizations, or models and practices as these relate to guidance assistance agree that the nature of the guidance assistance which is provided in a given situation grows out of the conceptual framework upon which it is based, as well as the practices employed which enable the conceptual or theoretical framework to become observable and testable realities. Adequate conceptualization is, therefore, an antecedent to practice and will to a great degree influence practice. The use of a conceptual framework in determining specific practices permits the user to organize a body of knowledge in a meaningful way

---

so that his strategies and specific actions are congruent, have direction, and lead to the accomplishment of stated objectives.

In introducing a discussion of the current status of theory and practice in public school guidance, Merville C. Shaw points out that although definitive statements delineating a conceptual framework for the operation of a specific guidance program are rarely available, there is some theory underlying every guidance program. He further suggests that because guidance workers in the public school setting are faced with problems and situations which they perceive as demanding immediate attention and action, they often are not aware of the theoretical basis which they employ, however subtly, in determining the kind, length, and quality of attention or action they accord a specific problem or situation.\(^\text{10}\)

The action-orientation of the school guidance worker tends, by its very nature, to separate him from a concern about or an acknowledged need for a formal theoretical basis for action. He prefers to ascribe responsibility for conceptualizing the field to expertise in the field namely, the counselor-educators and textbooks. Through actual experience, or his own perceptions of his experience, the public school guidance worker has come to question the expertise of the field as being too far removed from the realities of the situation to be believable, practical, or even relevant. Thus, the age-old

theory-practice gap has remained wide, and the communication between
the two groups has often been ineffective.\textsuperscript{11}

Herr, in comparing the perceptions held by counselor-educators
and those held by public school practitioners of the major influences
on the conduct of guidance in the public school, found a great deal
of discrepancy in the perceptions of the two groups. The group of
counselor-educators ranked themselves as the primary influence on
public school guidance practices while the practitioners ranked the
counselor-educators as tenth out of twelve possible influences.\textsuperscript{12}

Stripling indicates that the lack of clear-cut theory held by
counselor-educators can be cited as a causal factor in perpetuating
and complicating the theory-practice gap:

\begin{quote}
Counselor educators have been guilty of snatching
bits of theory from many areas of the behavioral sci-
ences while making little or no effort to assimilate
this theory into a frame of reference which can under-
gird counselor education and give direction to the
prospective school counselor. Consequently, counselor
education has been oriented largely toward a cook-book
approach which emphasizes how-to-do-it techniques. The
result has been the development of a school counselor
who is lost in a wonderland of techniques and inadequate
theory. Such a counselor knows how to do many things;
unfortunately he has little insight into why he does
these things.

In school-counselor preparation, there must be
greater appreciation of the fact that theory is the
foundation stone of our way of thinking. It gives us
direction and reveals avenues of exploration. Many
\end{quote}

\textsuperscript{11}Ibid.

\textsuperscript{12}E. L. Herr and S. H. Cramer, "Counselor Role Determinants
as Perceived by Counselor Educators and School Counselors," Counselor
leaders in counselor education believe that there is a body of content which, if assembled and organized, could serve as a foundation for school-counselor preparation. The task of organizing this theory is perhaps one of the greatest challenges facing counselor educators today.13

Shaw reiterates that the place of formal theory in providing a framework for guidance practices is made even more complex by the fact that there is at present little consensus about the nature of guidance as a discreet and independent body of knowledge capable of generating theory uniquely its own. More often than not, the components of guidance theory tend to be borrowed from other disciplines and fields such as psychology, sociology, measurement, learning, and personality.14

Kehas, in studying the literature on guidance theory published from 1962 through 1965, reported: "Only one article formulated a theoretical model of guidance. . . . There is a consensus that lack of theory impedes research and development in the field; and a conviction that guidance needs a theory of its own is growing."15

Kehas further observes that while many significant strides have been made in the provision of guidance services and the careful

13 Robert O. Stripling, "School-Counselor Preparation: The Key to Effective Guidance," Theory Into Practice, Vol. 2, Number 1 (February, 1963), Columbus, Ohio: The Ohio State University, pp. 34-35.


recruitment, training, and retention of well qualified guidance workers has improved, much of this forward progress has been rather random and haphazard. The result is that while there are more and better guidance workers in the schools providing more and a wider variety of services than was true a decade ago, many present guidance programs lack cohesiveness, direction, and purpose. Also evident is a lack of a meaningful and clearly defined relationship between the guidance program and other aspects of the educational endeavor.\footnote{16}{C. D. Kehas, "Towards the Development of Theory in the Administration and Organization of Guidance Services," \emph{Counselor Education and Supervision}, Vol. 1 (Winter, 1961), pp. 100-101.}

Shertzer and Stone point out that:

The development and management of (guidance) programs should flow simultaneously from guidance theory and from theory in educational administration. Perhaps it is premature to suggest that decision be based on theory since neither area is noted for a well-developed theoretical base. Because of this lack of a systematic theoretical framework, a pragmatic approach is the only approach currently available. If it is true that we are in the unhappy and unscientific position of basing our activities upon trial and error methods, it is essential that we recognize that trial and error does not mean trial alone.\footnote{17}{Bruce Shertzer and Shelley C. Stone, "Administrative Deterrents to Guidance Program Development," \emph{Theory Into Practice}, Vol. 2, Number 1 (February, 1963), Columbus, Ohio: The Ohio State University, p. 30.}

Dorothy E. Johnson makes an appeal for the development of guidance theory as an alternative to the pragmatic approach:

Guidance programs have developed largely through a pragmatic approach, in a get-what-you-can and a do-what-needs-to-be-done fashion. This approach may
have served guidance well in the past, but present pressures demand something more. The 'something more,' it is becoming increasingly apparent, involves a philosophy of guidance - or at least a set of basic principles - and the development of a comprehensive theory that will serve as a basis for orderly and effective program development.  

The lack of clear-cut conceptual frameworks for guidance upon which practices can be soundly based is clearly evident as suggested in the above comments. Shaw accounts for this in two ways. Guidance, because it has evolved largely through responding to specific pressures from society which have been varied greatly in time and nature, has not enjoyed an orderly growth as a viable body of knowledge directed by those in the profession. He suggests that the end of World War II marked the birth of guidance broadly conceived, as a profession, and cites the newness of guidance as a profession as the second factor.  

As the profession continues to crystallize and become increasingly well organized, perhaps the efforts to evolve models will be accelerated and the practicality of a sound conceptual framework as a basis for practice, and for the evaluation of practices, will be recognized.  

Shaw notes that the present concepts of what a conceptual framework for guidance should accomplish have been unrealistically

---


narrow in scope and have resulted primarily in role definitions. Very few attempts have been made to conceptualize guidance as a distinct facet of the educational framework although several contemporary notions deserve mention.

Developmental guidance holds as its prime concern the positive growth of all maturing boys and girls. The most notable proponents of this approach are Wilson Little and A. L. Chapman whose work includes Developmental Guidance in the Secondary School, Herman J. Peters and Gail Farwell who authored Guidance: A Developmental Approach, and Robert Mathewson who presents his principles in Guidance Policy and Practices. Developmental guidance is directed toward the achievement of personal adequacy and effectiveness through self-knowledge, knowledge of the environment, a thorough mastery of self-environmental or self-in-situation relationships, and a complete understanding of personal and social values. It involves all the school personnel as well as community resources and must be a team effort in the finest sense of the term. It emphasizes the dynamic nature of the person and his potentiality for change. Developmental guidance.

---

20 Ibid., pp. 3-4.


guidance is seen as continuous from kindergarten through adult education, the cumulative effect of experiences being the essence of the process.\(^{24}\)

Tiedeman and Field view guidance as the science of purposeful action. They contend that because current guidance practices take place beside rather than within education, the full and totally effective application of guidance is impeded. This occurs because public school guidance workers lack a professional identity of their own and are, therefore, viewed as being ancillary technicians for the teacher who remains the central figure in American education. Tiedeman and Field hold that teaching involves the communication of others' experience while guidance must involve the process of examining and drawing conclusions about the student's own experiences. The task of guidance is to provide the student with information about new situations; criteria for evaluating them; knowledge regarding available sources of information; and help in establishing or modifying their purpose or awareness of internal and/or external changes.\(^{25}\)

Shoben views guidance as social reconstruction. He asserts that guidance, as presently conceived, is an effort through science such as test data, psychological development, and prediction of performance to persuade children toward the value system of the middle class. This is done under the guise of self development.

\(^{24}\)Ibid.

His central point is that the process of self-exploration is facilitated by intimate exposure to a variety of human models. In this model the counselor has two major tasks: (1) a human feedback function by which the impact of the school is assessed and made available to its official personnel, and (2) a catalyst function for the clarification of the character of the school as a source of appropriate models for developing students. Simply stated, Shoben's model places the counselor in the position of assessing and deploying the resources of the school to assure each child of the opportunity to use them to examine his life. 26

The net result of the above contemporary contributions, according to Shaw, is several particular approaches to guidance rather than a definitive conceptual system. The current need is for a comprehensive conceptual framework which would encompass these and all other specific approaches which might be derived to account for various aspects of the guidance phenomena. 27

Shaw in discussing the components for a conceptual framework for guidance includes the following as essentials: (1) when the guidance intervention should occur, (2) where the guidance emphasis should be placed, (3) whom the guidance services are intended to reach, (4) how the guidance services may be rendered, and (5) why


the guidance services are being rendered. He proposes a model which plots the time at which intervention takes place against the basic techniques for achieving objectives and the portion of the school population which can be reached through a given technique introduced at a given time. The essence of the theory's content is that general prevention of certain kinds of problems be planned for all pupils early in their school experience, identification and treatment of specific problems be planned for some pupils during their school experiences, and diagnosis and therapy be provided for a comparatively few pupils later in their school experiences. Both an indirect (generalist role) and a direct (specialist role) focus are included in the kinds of services rendered. Shaw stresses the need for parsimony in conceptualizing about guidance at this point in time, and contends that it is not valid to plan what to do (practice) until the why for doing it (theory) is clearly established.  

If the lack of theory has had any negative impact on practice, then examination of the roles and functions of various guidance specialists should reveal a certain amount of disagreement and confusion. This, in fact, turns out to be the case. Literature dealing with these topics, in marked contrast to the situation with respect to theory, is voluminous. . .  

While there seems to be more consensus regarding what the school guidance worker should do than there is why he should do it, there are still several areas of disagreement concerning guidance

28 Ibid., pp. 13-20.

29 Ibid., p. 6.
practices. One such issue is the question of who constitutes the counselor's appropriate clientele. Johnson, Stefflre, and Edelfelt and Berlin contend that the school counselor works primarily with those pupils whose school performance and/or adjustment or personal stability is in doubt. Miller and Mathewson, on the other hand, contend that guidance services should be designed for all children who are enrolled in the school. McCully suggests that the counselor should observe process in the student's transaction with content, interpret his observations to teachers, and demonstrate process in group situations.

Still another difference among counselors centers around the generalist versus specialist issue. In broad terms, the specialist is generally seen as spending his time primarily in counseling with students, while the generalist point of view maintains that the counselor should function more as a consultant within the school system, working less with students and more with staff and parents. In the last analysis, one is left with the impression that


32Frank W. Miller, Guidance Principles and Services (Columbus, Ohio: C. E. Merrill Books, 1961).


those who advocate that the counselor operate as a specialist are, in effect, advocating that he work directly with individual pupils who have specific personal problems. Those who argue that the counselor should operate as a generalist appear to be insisting that he deal indirectly with the developmental problems that all children have.35

Summary

Present conceptualizations of guidance are outgrowths of a rather piecemeal approach to conceptualizing the field. To date no comprehensive conceptual framework of guidance has been evolved which has been designed by the professionals in the field, is relatively independent of the concepts of other disciplines which are inextricably bound to guidance as a body of knowledge, and accounts for: (1) when the guidance intervention should occur, (2) where guidance emphasis should be placed, (3) whom the guidance services are intended to reach, (4) how the guidance services may be rendered, and (5) why the guidance services are being rendered. In the absence of such a conceptualization, guidance practices and services are often affected in that they lack identity within the entire educational endeavor, clarification in the minds of the consumers, and direction in the accomplishment of stated objectives.

The literature summarized above discusses some of the concepts, approaches, and practices related to guidance which would be applicable to any level of the public school. Because the direct

concern in this study lies in the elementary school, it is necessary to consider some of the factors having a bearing on the development of elementary school guidance which have implications for conceptualizing guidance assistance for the educable mental retardate being educated in the elementary school.

THE DEVELOPMENT OF GUIDANCE IN THE ELEMENTARY SCHOOL

It is essential that a conceptual framework for providing guidance assistance to the educable mental retardate in the elementary school fit into existing frameworks for guidance assistance at this level. Formal guidance programs at the elementary school level, designed to serve all pupils, are relatively new additions to the total educational program at this level; therefore, the counselors who are uniquely trained and employed to implement them are new additions to the profession of guidance.

Historical Perspective

Faust, in tracing the history of elementary school counseling points out that from the time of the initiation of guidance services in the elementary school, which occurred in the twenties, until the late fifties the counselor in this setting borrowed very heavily from traditional secondary school guidance and school psychology.36

William Burnham, the father of what has become developmental guidance, wrote as early as 1924 about the need for a human behavior specialist in the elementary school to assure that all children were provided with a proper learning climate. His model called for a very complete involvement of the teacher, stressing that the teacher become a mental hygienist and that the human behavior specialist facilitate this development in teachers.  

Faust credits the Burnham model with being able to last through some very bad years for guidance in the elementary school. The depression of the thirties made it difficult for any "extras" to survive in the school. The need for expediency and accuracy in occupational placement generated by World War II pre-empted time, emphasis and money, and, once again, Burnham's concepts were put aside. The scientific revolution given impetus by Sputnik created new demands, and it was not until the sixties that Burnham's concepts really came into their own.

Present Status

Although there is now consensus that guidance assistance should be provided in the elementary school, there is some disagreement as to the exact nature of this assistance. Some writers such as

---


Miller, Hatch and Costar, and Bernard, Evan, and Zeran have suggested that elementary school guidance should merely be an appropriately adapted counterpart of the secondary school guidance services.

In 1961, Anna Meeks aided the cause of developmental guidance in the elementary school as an entity unto itself by making some predictions which eventually came true. Her model for guidance included all children in the school and revolved around a developmental focus in the learning climate of the school. She was among the first to define objectives for guidance in the elementary school and also contributed significantly to the clarification of the role of the elementary school counselor.

In 1968, Meeks published Guidance in the Elementary School in which she discusses her conceptual framework for elementary school guidance:

1. Guidance is an integral part of the total educational process. . . . an organized effort to adjust the educational experience to the uniqueness of the individual child. Instruction and guidance then, are essential aspects of the education process. Neither is complete in itself, and each enhances the other.

---


42 Ibid., pp. 30-31.
2. Guidance is concerned with the developmental needs of children and therefore it is for all children. . . . guidance is a positive process that is for all children and not just for the maladjusted child.

3. Guidance is focused on the child as a learner in the educational setting of the school. . . . the basic purpose of guidance is to personalize mass education.

4. Guidance is a developmental continuum. . . . It is hence primarily developmental, and prevention and remediation are, 'means' rather than 'ends' per se.43

Counselor educators played a critical role in furthering the cause of developmental models for guidance in the elementary school. Early contributors include George Hill, Merle Ohlsen, Harold Cottingham, and Herman J. Peters. Textbooks and books of readings also had an impact. Notable among them are: Guidance in the Elementary School, edited by Herman Peters, Anthony C. Riccio, and Joseph J. Quaranta,44 Guidance in Elementary Schools: Principles and Practices authored by Harold Cottingham,45 and Elementary School Guidance by Ervin and Mary Detjen.46 Journal articles and institutes related to elementary school guidance increased in number, as did the writers of the sixties.


Included in this group are: Merville Shaw, Harold Munson, Dale Nitzschke, Bruce Shertzer, Anthony Riccio, and William VanHoose. Federal legislation which enabled funding, particularly the National Defense Education Act as amended in 1964, gave great impetus to developmental guidance in the elementary school since it made it possible for schools to receive federal funds for the employment of elementary school counselors.47

Riccio in discussing the general status of elementary school guidance provides a summary of the major arguments used to support guidance in the elementary school: (1) the value of guidance mandates that it be available to students of all ages, (2) the continuous nature of guidance suggests that for its full value to be realized it must begin early in life when patterns of behavior are being established, and (3) the early identification of especially talented students is in the interest of the entire society. He further points out the responsibility of guidance preparation programs in establishing courses of study to prepare counselors specifically for the elementary school level if they are to be expected to maintain effective guidance programs in the elementary school. One of his conclusions is that there is little general agreement regarding the primary emphasis in the provision of elementary school guidance services.48


Summary

The establishment of developmental guidance in the elementary school had its beginnings in the twenties but did not become a fact until the sixties. Although such programs are now accepted and exist in many elementary schools, there is still some difference of opinion among the experts in the field regarding the exact conceptual framework upon which these programs should be built.

The lack of agreement regarding a conceptual framework for elementary school guidance pointed up by Riccio and others has had an impact on the counselor's role in the elementary school.

PERCEPTIONS OF THE ELEMENTARY SCHOOL COUNSELOR'S ROLE

One of the most serious problems growing out of inadequate or incomplete conceptualizing in the field of guidance is that of how guidance workers are perceived by others with whom they work. In the absence of a definitive, comprehensive, and generally accepted conceptualization of guidance, counselors behave in accordance with their private conceptualizations which are uniquely evolved as a function of the individual counselor's personality, theoretical understandings, and on-the-job experience.

Russell and Willis found in surveying teachers that a high proportion of them believed that communication between guidance workers and teachers was poor, that counselors tend to overprotect students, that teachers could provide many of the guidance services if they had time to do so, and that teachers were not consulted when
critical decisions about children were being made by guidance staff specialists. 49

Darley presents some serious allegations by teachers against counselors. He contends that teachers feel that: (1) counselors are at best a part of the administrative staff, and administrators are at best a necessary evil; (2) counselors provide only ancillary services and are, therefore, expendable; (3) counselors pamper those students who should be permitted to drop or flunk out of school; (4) the pseudo-Freudian and pseudo-psychometric jargon used by counselors is nonsense; and (5) the pretense of confidentiality in the counseling relationship is little more than a shield for the counselor to hide behind as he undermines the strength and welfare of the institution for the sake of an individual. 50

Pierson reveals a possible motive for the resentment teachers often feel when some of their ranks are elevated, in their eyes, to the position of counselor:

... it is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face. 51


The perceptions of the guidance program and counselor held by pupils is also often blurred due to lack of theoretical clarity.

Gibson studied guidance services in twelve secondary schools within a three-state area. He found that more than one-fourth of the students indicated that counselors had not assisted them personally in any way; that over half were not sure what activities comprised the guidance program of the school; that about one-third felt that the program had not been defined or explained to them during their high school years; and that many felt shortchanged because their test results had not been interpreted to them.52

Grant evaluated the help given to students in educational planning, vocational planning, and personal-emotional problems. His analysis pointed out that while the counselor was preferred as the first source of help with educational and vocational planning, this was not the case in social-emotional problems.53

Heilfron asked students to indicate the degree of counseling needed by students with various kinds of problems. Pupils felt that those who were bright and performing well in school did not need the services of the school counselor and that the majority of the time


counselors spent with students should be reserved for those who evidenced serious character disorders.  

The above studies lead to the conclusion that students do not view the counselor as being an effective source of help except in the area of vocational-educational decision making or in crisis situations, nor do they fully understand the range of guidance services presumably available to them.  

Certainly one of the most potent influences on guidance practices is that of the administration of the school system as well as the local building in which the counselor is employed. Several studies in this area such as those by Martyn and Purcell indicate that counselors frequently function as clerks or as quasi-administrators. They are often expected by the principal to be involved in administrative and instructional areas such as curriculum making, pupil attendance, discipline, and substitute teaching. Too often the administrator views the counselor as capable of doing many things reasonably well but does not accord him the opportunity to provide

---


the services to the school for which the counselor is presumably uniquely prepared.

Shertzer and Lundy, based on data collected from a stratified sample of 300 elementary principals in Indiana, concluded:

The administrator's image of an elementary school counselor suggests an individual who serves as coordinator, consultant, and counselor in that order. The elementary counselor would serve as a coordinator for processing and using pupil data, as a consultant to parents and teachers in the realm of pupil adjustments and lastly, as a counselor to pupils in crisis situations.57

McDougal and Reitan sought information pertaining to the training and experience of counselors, the functions of the elementary school counselor, and issues and problems germane to elementary school guidance programs and practices from elementary school principals in three states. The counselor functions emerging as "very important" by a majority of elementary school principals were:

1. Counseling individual students with personal and social problems.
2. Consulting with parents concerning their children's problems.
3. Counseling individually students with academic and educational problems.
5. Identifying students with special talents and special problems.

6. Assisting teachers in the area of testing and appraisal techniques.

7. Interpreting the guidance program to the community.

Bosdell surveyed teachers, counselors, principals, and school psychologists in order to describe the responsibilities of each person as viewed by himself and the others. The Bosdell instrument contained sixty specific guidance services and each person was asked to match the service with the professional he thought most appropriately responsible for providing it. In describing the elementary school counselor, Bosdell said:

The elementary school counselor is seen as being primarily responsible for the following services:
1. Counseling with pupils with emotional problems.
2. Counseling with pupils about family problems.
3. Working with parents of children who have problems.
4. Arranging referrals.
5. Working with parents to improve parent-child relationships.
6. Helping teachers with mental health aspects in their classrooms.

The views parents hold of the guidance program and the counselor's services are not as thoroughly studied. Studies by Evraiff

---


and Bergstein and Grant reveal that parents, like their children, view the counselor’s expertise and greatest helpfulness as being in the areas of educational and vocational planning and program planning. Johnson provides an excellent summary of the literature in this area:

Inquiry into what counselors were doing in schools throughout the country revealed an alarming lack of agreement concerning not only what they were doing, but what they should be doing. Research indicated that counselors were more nearly quasi-administrators or quasi-clerks than they were guidance workers or counselors. Studies of how counselors were perceived by their various 'publics' suggested that they were not always viewed similarly by students, parents, teachers, and administrators, and that counselors often perceived themselves differently from the way their publics saw them. For example, counselors saw themselves as being more competent in the area of personal-emotional counseling than did students, parents, or teachers. By these publics counselors were sought out to help with educational and vocational plans and with programming. Research indicated, too, that often school counselors themselves did not have a clear concept of what they should be doing. If counselors did not clearly understand their responsibilities, they tended to perform more administrative and clerical than counseling and guidance duties.

Johnson also discusses the status of counselor definitions as exemplified through guidance practices:

It seems clear that the way counselors perceive themselves and their roles greatly influences the way others perceive them. How counselors function is dependent upon the expectancies others have of them. Students, parents, teachers, and administrators will avail themselves of counselor services only when they expect counselors can be of assistance,


Perception of counselor role and function, then, appears to be largely within the power of counselors themselves to control - if they have a clear perception of who they are and what they should be doing.\textsuperscript{63}

In order to clarify the role of the counselor, the professional organizations in the field have exerted leadership. In 1962, a self-study was designed by the American School Counselors Association (ASCA). Various divisions of other related professional groups such as the American Personnel and Guidance Association, the National Association of Secondary School Principals, and the American Association of School Administrators were involved in the project. The purposes of the study were to clarify the unique social service performed by school counselors and to design a statement which would so describe the role and function of the school counselor that any school counselor could study his actual circumstances in comparison with the policy issued by the group.\textsuperscript{64}

The substance of this policy statement is summarized below:

1. Planning and Development of the Guidance Program. An effective guidance program in a school results from cooperative effort of the entire staff in planning and developing the program. Parents, pupils, and community agencies and organizations can also contribute toward these efforts. It is essential that the objectives of the program and procedures for meeting those objectives be clearly formulated.

2. Counseling. It is essential that the majority of a school counselor's time be devoted to individual or small-group counseling.

\textsuperscript{63}\textit{Ibid.}, pp. 12-13.

\textsuperscript{64}\textit{Ibid.}, p. 12.
3. **Pupil Appraisal.** The school counselor assumes the roles of leader and consultant in the school's program of appraisal.

4. **Educational and Occupational Planning.** The counselor provides pupils and parents with an understanding of the pupil as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote the self-direction of the pupil.

5. **Referral Work.** The counselor is the principal person on the school staff who makes and coordinates referrals both to other specialists in pupil personnel services and to public and private agencies in the community.

6. **Placement.** The counselor's role in providing placement services for individual pupils involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves the informational services of educational and occupational planning, pupil appraisal, and counseling assistance appropriate to the pupil's choices and progress in school subjects, extracurricular and community activities, and employment.

7. **Parent Help.** The counselor holds conferences with parents and acts as a resource person on the growth and development of their children.

8. **Staff Consulting.** The school counselor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils.

9. **Local Research.** Research in guidance is concerned with the study of pupil needs and how well the school services and activities are meeting those needs. The school counselor plays a role of leadership in determining the need for research, conducting or cooperating in research studies, and interpreting the research findings to members of the school staff.

10. **Public Relations.** The school counselor has a responsibility for interpreting the counseling and guidance services of the school to members of the school staff, parents, and the community. All his efforts at giving service to the individuals in
the guidance and counseling program have potential value in public relations.  

The above statement was devised to delineate the role and specific areas of responsibility of the secondary school counselor. It is usually contended by the authorities in the field that the counselor at the elementary school level establish a role and set of responsibilities uniquely his own and appropriate to the guidance needs of all children in the elementary school. However, the ten types of responsibilities summarized above can give direction to the elementary school counselor, especially when conceptualized in accordance with the general framework of his particular role. A preliminary statement drafted in 1966 by the joint ACES - ASCA Committee on the Elementary School Counselor is the most comprehensive and widely accepted definition of elementary school counselor role to date:

We envision a 'counselor' as a member of the staff of each elementary school. The 'counselor' will have three major responsibilities: Counseling, consultation, and coordination. He will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. He will coordinate the resources of the school and community in meeting the needs of the individual pupil. The 'counselor' will work as a member of the local school staff and as a member of the team providing pupil personnel services.  


One of the most complete attempts to conceptualize the counselor's role is that made by Verne Faust and presented in his book, *The Counselor-Consultant in the Elementary School*. Faust's conceptual framework is built on the premise that guidance in the elementary school should be developmental in nature and provided for all children. He attempts to synthesize the theory and practice of a decade into an elementary school counselor identity. In establishing this identity, Faust posits two distinctive yet interrelated roles for the counselor. He argues that the consultant role is objective in emphasis and exterior to self; the counselor role, on the other hand, is personal and subjective. Faust contends that it is difficult, if not impossible, for the counselor to maintain both of these roles with the same person and suggests that if the needs of the total population of students in the school, particularly as they relate to the cognitive goals of education, are maintained as the primary concern of the counselor, the role to be utilized in a given situation will be more clearly evident. In reacting to the ACES-ASCA statement on the elementary school counselor, cited above, Faust dispenses with the coordination role as a set role for all counselors, preferring to structure coordination as a counselor activity according to the unique demands of each school or district.


68 Ibid.
In defining his basic terms, Faust states: "Counseling and consultation differ in several ways. The primary differences can be found in (a) focus and (b) the kinds of relationships that are developed within the employing school."\textsuperscript{69}

Faust proposes a hierarchy of consultation roles, acknowledging that the hierarchy need not be viewed as inflexible and that the roles are not mutually exclusive:

HIERARCHY OF CONSULTATION ROLES
(First Level)
1. Consultation with groups of teachers.
2. Consultation with the individual teacher.
3. Consultation with groups of children.
4. Consultation with the individual child.

(Second Level)
5. Consultation in curriculum development.
6. Consultation with administrators.
7. Consultation with parents.
8. Consultation with school personnel specialists (psychologists, social workers, psychometrists, curriculum supervisors, nurse, psychiatrist).
9. Consultation with community agencies (Family Service, Child Guidance Clinic, family physician, high school counselors, private psychotherapists, etc.).\textsuperscript{70}

In discussing the counselor role, Faust reiterates that the major focus of the relationship must be the person of self of the counselee and presents the following hierarchy of counseling roles:

HIERARCHY OF COUNSELING ROLES
FOR THE ELEMENTARY SCHOOL COUNSELOR
1. Works with groups of teachers.
2. Works with individual teachers.
3. Works with groups of children.
4. Works with an individual child.\textsuperscript{71}

\textsuperscript{69}Ibid., p. 32. \textsuperscript{70}Ibid., p. 34 \textsuperscript{71}Ibid., p. 115.
It is relevant to the purposes of this study to point out that the Faust counselor-role hierarchy does not include the counseling of parents. Faust, as has been indicated earlier, prefers to view the purpose of both consulting and counseling as being centered on the development of cognitive and academic adequacy, believing that feelings of inadequacy in this area are often causal factors of social and emotional problems. The counselor's responsibility to parents, therefore, need only be that of consultation aimed at collecting data from the parent or interpreting data to the parent. He points out that the amount of counselor time required if parent counseling is provided diminishes the counselor's time and energies to the point that he cannot give of his knowledge and himself in sufficient quality and quantity to assure that the broader goals of the guidance program are accomplished.\(^{72}\)

Meeks, in addressing herself to the way in which counselors should work with parents and, more particularly the parents of children with special needs, suggests that parent counseling will not usually be centered on the personal problems of the parent, but rather on those of a third person, the child. In some instances, however, it may be necessary for the parent to become the primary client. This occurs when the attitudes of the parent toward the child are seriously complicating the child's handicaps; the changing of attitudes cannot be handled entirely at the cognitive level.\(^{73}\)

\(^{72}\text{Ibid.}\)

\(^{73}\text{Anna Meeks, Op. cit., pp. 154-156.}\)
Counseling, with the parent as primary client, may be required if the parent is to:

1. understand and accept this child in his uniqueness, (2) learn approaches to helping the child accept himself, (3) understand the educational opportunities available in the school, (4) discover ways in which the home can provide encouragement and opportunity for personal development.74

Summary

Interest in specifically defining the role of the elementary school counselor has increased in the last decade. The early literature tended to express the conceptualization of counselor role held by the given author. Some studies have counted and compared the role perceptions held by various professionals in the school, parents, and students. The professional organizations have begun to define the role of the elementary school counselor. Meeks and Faust, both publishing in 1968, have presented the most complete conceptualizations of elementary school counselor role to date.

CONTEMPORARY CONCEPTS OF GUIDANCE AND RELATED PRACTICES AS THEY ARE UTILIZED IN MEETING THE NEEDS OF THE EDUCABLE MENTALLY RETARDED CHILD

As has been indicated in a previous section, a comprehensive and consensually accepted conceptualization of guidance upon which specific programs can be built and activities designed is still in its formative stages. This state has implications for the counselor's...

74 Ibid., p. 156.
role in designing guidance activities which are planned to meet the needs of a given individual or groups of individuals within the school such as those who demonstrate such limited intellectual functioning as to be identified as educable mentally retarded.

In preparing an anthology of readings on the guidance of the educable mentally retarded, Gowan and Demos have noted some serious deficiencies in theory, research, and tested practices in this area. More specifically, they point out that while there is extensive literature on the vocational counseling and training of the retarded, there is very little on theory and practices in the area of the social-personal counseling of the retarded.75 Indeed, empirical studies of the counselor's utilization of guidance concepts and practices in providing for the needs of the elementary school aged educable mentally retarded child appear to be non-existent. Position statements by leaders in the field, on the other hand, appear frequently in the literature. The common them among these educated opinions is that the educable mental retardate should be viewed by the counselor as is a normal child in terms of his emotional, psychological, and sociological needs. His apparent differences are due to his limited intellectual functioning, his often inadequate self concept, and the psychological and social overlay which these conditions create.

Counselors of the mentally retarded have probably failed much more often than they have succeeded in educational matters. The retardate, usually coming from an environment of rejection or overprotection and lacking in socializing experiences with normal children, is prevented from adjustment through fears, anxieties, and frustrations. He is not able to gain status through academic achievement and will react with anger, aggression, or withdrawal.76

Davis discusses some of the specific responsibilities of the school counselor who works with the retardate including: (1) understanding of the self-concept of the child and strategies for making it more realistic and/or positive; (2) providing appropriate placements and educational counseling; (3) communicating the nature of the child's limitations to his parents, teachers, and others in his life; (4) providing experiences which enable the child to experience satisfactory occupational adjustment in adulthood; and (5) enabling the child to have experiences which will maximally develop his social skills.77

Smith establishes seven learning goals for the mentally limited, the accomplishment of which he believes the counselor can assist: (1) the maximal development of mental capacities (fundamental processes); (2) the realization of optimum physical health for more effective living; (3) the development of an adequate personality, (4) the acquisition of vocational skills for economic independence, (5) the development of social competence for personal adjustment in

77 Ibid, pp. 184-190.
the community; (6) the development of ethical and moral standards and habits; and (7) the development of recreational and leisure-time activities for personal enrichment.  

Appell, Williams, and Fishell studied three characteristics related to the occupational success of the mental retardate including: (1) level of intelligence, (2) personality characteristics, and (3) specific vocational skills. They found personal traits and characteristics to be the most critical in determining on-the-job success. Employers valued the individual's dependability, ability to get along with others, willingness to accept constructive criticism, interest in the job, and the desire to do one's best. In no case was intelligence or inability to do the work required listed as a reason for employer dissatisfaction. The researchers account for these findings by pointing out that the retardates studied had spent considerable amounts of time prior to employment in workshop settings where counseling services and a guidance orientation were emphasized.

That the guidance component of a total educational program is essential is supported by Johnson, who also contends that guidance must be initiated very early in the school experience:


Guidance, to be most effective, is a continuous process that starts when the child first enters school and is available for as long a period of time as necessary. Problems and emphases may change and shift as the child grows older and his needs change. But he is better prepared to adjust to each new situation if he has had the necessary guidance to help him become an adjustable individual who can apply these earlier understandings in finding the solutions to new problems. Guidance should not be confined to the secondary school. It encompasses much more than the selection of a vocation, and the course of study that will prepare the youth for that vocation. Guidance is not solely preparation for the future. The function of guidance is to help the child and youth understand himself in relation to his needs and the demands of the environment so that he may live as an effective a life as possible, today as well as in the future.80

Johnson also implies a philosophy upon which the guidance program should rest:

One of the most important aspects of a worthwhile and valuable guidance program is the general mental hygiene atmosphere of the school and the efforts the school is willing to make to provide differentiated programs for children who cannot participate effectively in the regular school program. The school must be dedicated to meeting the respective educational needs of each child and not just giving lip service to the program. This is partially demonstrated by the school's willingness to employ teachers and other personnel who truly believe in this ideal and also believe that the skills and information taught to children are tools that will enable them to live more satisfying and effective lives and will aid them in making a maximum contribution to their society and economy.81


81 Ibid., p. 648
In delineating the guidance responsibilities of the school counselor, Johnson points out:

A guidance counselor with a broad background in elementary education, remediation, psychology, and guidance can be of inestimable value to the children and teachers of the elementary school. Where a child is having problems in the academic areas or in his social and emotional adjustment to the regimen of the school and his classmates, the guidance counselor can aid both the child and teacher by planning a program to relieve or correct the problem. In some instances, the problem may be one of learning, and remedial measures must be instituted by the counselor, the teacher, or the educational specialist. In other instances, the teacher may require more insight into the problems and needs of a child. This information can often be provided by a counselor. With still other children, it may be necessary that the counselor and the school psychologist work together in providing counseling to the child and his parents. In any instance, the services provided by the guidance counselor are a valuable adjunct to those services normally provided in elementary schools by the teachers and supervisors.82

In accounting for the lack of appropriate counselor involvement in the provision of guidance assistance for the exceptional child, Johnson suggests that even those counselors who are considered to be well prepared and highly competent do not have theoretical and practical understanding of the nature and needs of the exceptional child. Their lack of expertise causes them to be reluctant in providing the guidance assistance for these children, leaving this to the special class teacher. He emphasizes the need for school counselors who are to work with any exceptional child to be totally familiar with this

---

82 Ibid., pp. 654-655.
population, and recommends that these counselors be either former teachers of exceptional children or persons who are willing to formally learn more about these youngsters.  

Summary

There is little evidence in the literature of experimental research designed to test the application of guidance concepts and practices in meeting the unique developmental and/or crisis-oriented needs of the educable mental retardate in the elementary school. Those who have taken positions on the matter contend that guidance assistance provided by a well prepared, interested counselor can be instrumental in assuring that the total school program has an impact in every dimension of the child's life, making it possible for him to become a productive, well-adjusted, contributing member of society who feels some sense of worth and dignity in spite of the limitations of occupational opportunities imposed by his reduced intellectual functioning.

THE CHARACTERISTICS OF THE EDUCABLE MENTAL RETARDATE WHICH HAVE IMPLICATIONS FOR GUIDANCE CONCEPTS AND PRACTICE

In the first section of this chapter it was noted that a comprehensive conceptual framework of guidance has not yet evolved and been generally accepted. This has lead to considerable variation in the provision of guidance services by the various school counselors.

83Ibid., p. 655.
in the field. The literature reviewed in the previous section revealed that few efforts to provide special guidance assistance for the educable mental retardate in the elementary school are being reported. Writers in the field of mental retardation who address themselves to the need for including guidance assistance in the total educational program of the mental retardate stress the importance of the counselor who is to work with these children having a theoretical understanding of and practical experience with these children in order to make that assistance realistic and valuable. What, then, are some of the needs and characteristics of these youngsters which have relevance for the school counselor?

Johnson cautions against accepting superficial descriptions of the characteristics of the educable mental retardate:

Information concerning physical, intellectual, and emotional characteristics of educable mentally retarded children and adults is scarce. The few studies that are reported defined their groups so poorly, or made no definition other than the fact that they were housed in a training school or colony, that in most instances the reader is unable to interpret their findings in regard to a specific group of retarded children. . . . In regard to their physical and psychological characteristics, statements concerning them are commonly accepted as true merely because they have been repeated over and over again and are therefore regarded as common knowledge.84

Kirk, acknowledging that these characteristics will be uniquely varied in presence and degree in each child, lists some rather specific characteristics of the educable mentally retarded:

Physical characteristics. In size and motor development most educable mental retardates will be like normal children with the exception of those whose retardation is organic in etiology who are likely to be inferior, and those who come from substandard homes where poor nutritional habits contribute to retardation. The incidence of multiple handicaps such as vision, hearing, and speech problems will be greater among the retardates than the normals.

Intellectual characteristics. The educable mentally retarded child will perform poorly on verbal and nonverbal intelligence tests. His rate of mental development will be only one-half to three-fourths that of a child with average intelligence test performance. This retarded mental development will manifest itself in the reduction of specific intellectual functions such as being low in retention of auditorily and visually presented materials, the ability to generalize, language ability, conceptual and perceptual abilities, and creativity.

Academic characteristics. The intellectual limitations of the educable mentally retarded child make it impossible for him to handle academic experiences at the chronological age at which they are usually presented. At the end of his formal education, he will have reached a second to sixth grade level of achievement depending upon his mental maturation.
**Personal and social characteristics.** The social characteristics of the retarded child, like those of any child, are a function of his interaction with his environment. Negative personal and social traits in these youngsters result from the discrepancy between the demands of society and the ability of these children to cope with them. Short attention span, low frustration tolerance, play interests corresponding to mental age rather than chronological age, and increased behavior problems and delinquency are all specific and often found characteristics in the educable mentally retarded.

**Occupational characteristics.** The educable mentally retarded are best suited for skilled, semi-skilled, and unskilled work in adult life where their success tends to be related more to personality, social, and interpersonal dimensions than to their ability to perform a given task.\(^{85}\)

Thorne discusses some of the characteristics of the educable mentally retarded as they relate specifically to guidance assistance. He stresses the importance of setting realistic goals in providing programs for the retarded. The obvious adjustment in goal setting in the instructional domain is the reduction of the academic orientation of instructional materials and methodology. The end educational objective for the child with normal intelligence is to teach him to think for himself and to be relatively independent in decision making.

---

Thorne contends that a more tenable goal for the child with reduced mental ability may be to teach him to do what a person with greater intelligence would do in a given situation. He suggests that the most effective way to accomplish this goal is to design experiences and/or problems which frequently occur in or are generalizable to everyday life, and to give the retardate many opportunities to respond to the problem or situation in a prescribed manner. Eventually, the child will incorporate these desired behavioral responses into his repertoire. The general techniques for providing guidance assistance for educable mental retardates are the same as those utilized in working with children with normal intelligence with two exceptions. The retarded child will require (1) more carefully controlled conditions conducive to learning and (2) much longer practice periods.

Thorne lists nine conditions for successful guidance of the educable mental retardate based on the unique characteristics of this group which have implications for school guidance programs. These conditions are paraphrased below: (1) the counselor must provide strong support which manifests itself in complete acceptance of the child and his intellectual limitations, personal attention, affection, appreciation for effort, and the reduction of the fear of failure; (2) rewards and praise should be given profusely even though they many times are not earned in terms of normal standards;

(3) practice periods must be lengthened to the extent necessary to permit complete learning; (4) individual prescriptions must be prepared for each child in accordance with the general objectives for all children; (5) each child must be dealt with singley, noncompetitively, and patiently, with the realization that a great deal of counselor time will be required to accomplish rather limited objectives; (6) the retention capacity of the retarded may require overlearning if the child is to fully incorporate the concept or skill at hand; (7) the counselor should not hesitate to employ directive approaches in counseling; the subtlety of the nondirective approach and techniques is too great to have meaning for the retarded; (8) communication with the retarded will necessitate that the counselor adjust his vocabulary to an appropriate level and that the use of abstractions be kept to a minimum; and (9) opportunities for organismic learning must be provided since the educable mental retardate will incorporate behaviors more readily if he acts them out rather than responds to them as they are verbally presented.

Johnson reviewed the research studies designed to compare the academic achievement, social development, and peer acceptance of retardates enrolled in special classes with that of those enrolled in regular classes. He found these studies to show that the retardate tends to achieve more academically in a regular class than in a special class, but that social-personal development and peer acceptance, although not always, often are better facilitated by special class

87 Ibid.
placement. The only aspect of the child's development which the special class consistently was superior in facilitating was that of peer acceptance. Based on this analysis, he posed a paradox which has implications for the school counselor. He suggests that special class placement, although designed to be more supportive than the regular class, may be more restrictive than facilitative and states:

... knowing that mentally handicapped and normal children learn in the same way and to the same level (when MA's are equated), two basic questions concerning the results of the studies, discussed earlier, leading to the apparently paradoxical situation currently prevalent, can be raised. First, 'Why are mentally handicapped children (in all areas of learning including the social) significantly lower than normal children of the same mental age?' or, 'Why aren't they performing at or near their mental age expectancy level?' Second, 'What has been added to or removed from the learning situation in the special class that causes children to perform at a significantly lower level than the mentally handicapped children who have remained in the regular grades?'

Johnson accounts for these differences by citing the orientation of the regular classroom teacher and the classroom atmosphere as emphasizing achievement, while the focus in the special education class has been on disability rather than ability. Special class teachers too often settle for making the children happy and do this by removing pressures; the result in the child is reduced motivation to profit

---

from the learning experiences provided. The solution proposed includes providing realistic stress to assure that drive and motivation to learn are present. Goals should be based on what the child can learn to do, and should be revised frequently based upon what the child has achieved. 89

This position suggests that expectancy plays a great role in determining the ultimate achievement level of the educable mental retardate. This has relevance to a conceptualization of the school counselor's role in working with these children.

Summary

In planning guidance intervention for the educable mentally retarded, it must be remembered that these youngsters are capable of near-normal, if not normal, adjustment if their resources are augmented by planned experiences growing out of the interest and intelligence of their parents, friends, teachers, and counselors. The functional intelligence of the retardate can be greatly improved if he is taught to respond to a given situation or problem more nearly as would a more intelligent person. In planning specific guidance assistance, the intellectual, academic, social-personal, and occupational differences of the educable mental retardate must be taken into account. At the same time, the counselor must operate from an assumption that the educable mental retardate can learn and the

89 Ibid., pp. 209-215.
extent to which he does will often be a function of what is expected of him.

The review of the selected literature has caused the investigator to believe that the need for the present study is real. It will facilitate understanding of how the elementary school counselor might more effectively plan and provide guidance assistance to the educable mentally retarded being educated in the elementary school.

Chapter III presents the procedures employed in obtaining data which are relevant to conceptualizing about the role of the elementary school counselor in serving the needs of the educable mentally retardate.
CHAPTER III

PROCEDURES

The purpose of the present study was to investigate the school counselor's responsibility in providing guidance assistance for the educable mentally retarded in the elementary school. In order to accomplish this purpose, the study was designed so that teachers of these children became the primary source of data which were assessed, analyzed, and utilized to conceptualize the counselor's role in meeting the guidance needs of these children. To secure these data, the participating teachers were asked to rate the importance of examples of possible counselor assistance in terms of their value in meeting the guidance needs of the educable mentally retarded child.

The collection and utilization of these data involved four basic procedures: (1) an instrument, the content of which could be considered to be representative of possible assistance assumed to be provided by the counselor, was selected; (2) the population was identified, and the sample group was selected; (3) the instrument was administered; and (4) the data were analyzed.

It is the purpose of this chapter to detail these four basic procedures as they were implemented in the conduct of this study.
SELECTION OF THE INSTRUMENT

The instrument selected by the investigator is an adaptation of an instrument originally constructed by Lyle D. Schmidt\(^1\) for the purpose of assessing concepts of the role of the secondary school counselor. The adaptation of the Schmidt instrument was made by the staff of The Ohio State University Evaluation Center and David M. Weis.\(^2\)

In the original Schmidt instrument, the items were prepared on the basis of a theoretical structure of the counselor role. The structure contained five categories of counselor behavior with a more or less appropriate subcategory for each. The five categories were: (1) assistance to students, (2) assistance to teachers, (3) assistance to administration, (4) assistance to parents and community, and (5) research assistance to the school. Five more and five less appropriate statements reflecting counselor behavior were constructed and included for each category. The original Schmidt instrument, therefore, contained fifty statements, twenty-five of them reflecting more appropriate counselor behaviors, and twenty-five of them reflecting


\(^2\) David M. Weis, "A Q-Study of the Role of the Elementary School Counselor as Perceived by Elementary School Counselors, Principals and Teachers in Ohio" (unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1967).
less appropriate counselor behaviors in terms of Schmidt's theoretical structure of the secondary school counselor role.\textsuperscript{3}

The content of the Schmidt instrument was revised by the staff of The Ohio State University Evaluation Center to make it applicable to the study of counselor role at the elementary school level. Weis made further revisions based on the results of the study by the Center.\textsuperscript{4}

The studies conducted by Weis\textsuperscript{5} and Schmidt\textsuperscript{6} employed Q-methodology in implementing the instrument. In the present study, however, participants were requested to evaluate each statement in terms of their perception of its importance in meeting the guidance needs of the educable mentally retarded child chronologically aged six through twelve, according to the following scale:

1 = Highly important
2 = Moderately important
3 = No opinion
4 = Slightly important
5 = Not important

This procedure for implementing the instrument was chosen because it yields the relative importance of each statement. The ordering of statements reflecting possible counselor assistance as viewed by the participants was the desired outcome of this instrumentation.

\textsuperscript{3}Lyle D. Schmidt, \textit{op. cit.} \hspace{1cm} \textsuperscript{4}David M. Weis, \textit{op. cit.}

\textsuperscript{5}\textit{Ibid.} \hspace{1cm} \textsuperscript{6}Lyle D. Schmidt, \textit{op. cit.}
SELECTION OF THE SAMPLE GROUP

The population of the study consisted of teachers of primary and intermediate units for the educable mentally retarded in the State of Ohio.

In the State of Ohio, teachers of units for the educable mentally retarded must hold, or be pursuing, a specified credential to qualify them for such employment in accordance with the laws and regulations of the State. It is possible for a person holding basic certification for elementary or secondary education to take additional course work to meet these standards. The pattern of course work required for certification to teach the educable mentally retarded includes background in: (1) child growth and development; (2) psychology or education of exceptional children; (3) education or psychology of slow learning (mentally retarded) children; (4) principles and practices in curriculum planning and program development including language arts, reading, arithmetic, and social studies for slow learners (mentally retarded); (5) preparation, selection, and adaptation of instructional materials for slow learners (mentally retarded); (6) occupational orientation and job training; and (7) observation and student teaching in special classes.7

The names of these teachers are listed in and the participants for the study were selected from the Special Education Directory, 1968-1969. In this directory, the level of the unit taught by a given teacher is indicated. Of the 1,519 teachers of units designated primary or intermediate, 764 were sent the study instrument. These 764 were chosen by taking every other teacher of a primary or intermediate unit as their names appeared in the directory. The only exception to this procedure was made to assure that at least one teacher in every school district in the state with such units was sent study materials so that every district was potentially included. This was necessary to remove the possibility of sample bias by geographic location of the district within the state, domination by large or small districts, or by urban or rural districts.

The fact that these participants were employed by school districts to teach State Department of Education approved units of special education was sufficient for their inclusion in the sample group. The status of an individual teacher's certification; his years of experience teaching the educable mentally retarded; or the level of unit, primary or intermediate, taught were not used as limiting factors in determining the inclusion of a given teacher, although these variables were studied.

ADMINISTRATION OF THE INSTRUMENT

The instrument; directions for completing it; a response sheet; a large self-addressed, stamped envelope for returning the response
sheet; and an explanatory letter (Appendix) were sent to each of the 764 participants designated by the procedures described above. Participants were requested to return the completed response sheets and their personal comments, if they wished to make comments, by a stated deadline.

ANALYSIS OF THE DATA

By the appointed deadline for return of the response sheet, 482 or sixty-three per cent of the sample group had responded. Examination of the list of participants not responding revealed that they represented a cross-section of the sample group rather than being clustered in one geographic area of the state or one type or size of school district. At least one response was received from 312 of the 455 districts in Ohio which have approved units for the educable mentally retarded. Based on a sixty-three per cent return by participants representing sixty-nine per cent of the school districts in the state with approved units in special education, it was assumed that an adequate sample had been constituted. Therefore, a follow-up was not conducted prior to analyzing the data.

Of the 482 responses, 468 were usable. The fourteen which were not usable were accounted for as follows: (1) eight were no longer teaching special education units or taught educable mental retardates with chronological ages exceeding twelve; (2) three were unknown at the address used; and (3) three failed to provide enough identifying information to be included.
The 468 usable response sheets were computer analyzed by The Testing and Orientation Center, The Ohio State University.

The data on the response sheets as completed by the participants were key punched onto IBM cards. These data included: (1) the selected response to each of the fifty statements in the instrument; (2) the level of the unit, primary or intermediate, taught; (3) the years experience, less than three full years or three or more full years, teaching the retarded; and (4) the status of certification, fully certified or partially certified, by the Ohio Department of Education.

The total pack of cards was then put through the computer on an item-analysis program. Choice number one was arbitrarily selected as the "correct" response for each statement to make the item-analysis program usable although, in reality, no choice was viewed as being more correct than another. The computer analysis yielded a program output which included the frequency of response to each choice for each statement, as well as the percentage of the response to a given statement constituted by the frequency of each choice.

The cards were then sorted six times to permit computer analysis according to the three variables being considered. Each of the six packs were treated by the item-analysis program and yielded the type of data described above. Therefore, complete computer print-outs were available to the investigator for each of seven groups: (1) the total sample; (2) those who teach primary units; (3) those who teach intermediate units; (4) those with less than three full years of experience teaching the educable mentally retarded; (5) those with three or more
full years experience teaching the educable mentally retarded; (6) those who are partially certified to teach the educable mentally retarded; and (7) those who are fully certified to teach the educable mentally retarded.

In order to rank the fifty statements reflecting counselor behavior as their importance was viewed by the participants, further treatment was necessary. Two procedures were utilized: (1) the percentage of participants selecting choice one, "highly important," and the percentage selecting choice two, "moderately important," were added together for each statement, and (2) the frequency of those participants selecting choice one, "highly important," was multiplied by two and added to the frequency selecting choice two, "moderately important," \( (f^1 \times 2 + f^2) \) for each statement in order to refine the ranking of statements beyond the limits imposed by simply combining percentages.

The hierarchy of counselor behaviors determined by the instrumentation and statistical procedures described above was further treated so that it could be compared with accepted conceptualizations of the elementary school counselor role as discussed in the literature. To accomplish this, each statement was categorized according to the counselor role reflected in it. The categories of statements were then ordered by averaging the weighted frequencies of the statements assigned to each group of statements in each category. The ordered categories of counselor role were compared with an accepted conceptualization of elementary school counselor role.
Summary

A sample group of 468 teachers of primary and intermediate units for the educable mentally retarded responded to an instrument in which they rated the importance of each of fifty statements reflecting possible counselor behavior in terms of meeting the particular guidance needs of the educable mentally retarded child. Their responses were tabulated, analyzed, summarized, and compared to existing conceptualizations of counselor role as defined in the literature to provide baseline data for conceptualizing the role and the responsibility of the elementary school counselor in providing guidance assistance for the educable mentally retarded child in the elementary school.

These procedures yielded data which will be reported and analyzed graphically and narratively in Chapter IV.
CHAPTER IV

FINDINGS

In this chapter the findings of the study are presented. These findings are reported and discussed in the following five sections: (1) the analytical procedures used to treat the data and establish the hierarchy; (2) the findings of the analysis and the limitations of the hierarchy; (3) the rationale for and discussion of the hierarchy; (4) the hierarchy as it relates to accepted conceptualizations of the elementary school counselor's role; and (5) a summary of the chapter.

THE ANALYTICAL PROCEDURES

The data utilized in conceptualizing about appropriate guidance assistance for the educable mentally retarded in the elementary school were obtained from 468 teachers of the educable mentally retarded in Ohio. These teachers rated fifty statements reflecting possible types of guidance assistance often provided by the counselor according to their perceptions of the importance of each in meeting the guidance needs of the educable mentally retarded in the elementary school. The participants were directed to rate each statement in terms of its importance in providing an ideal guidance program under the direction
of an ideal elementary school counselor. They employed the following scale in rating the statements:

1 = Highly important
2 = Moderately important
3 = No opinion
4 = Slightly important
5 = Not important

Computer analysis, implemented through an item-analysis program, yielded the frequency of responses to each choice on each statement, as well as the percentage of responses constituted by each frequency. This procedure was employed with the entire sample group as well as six sub-sample groups including:

1. teachers with less than three full years experience
2. teachers with three or more full years experience
3. teachers with partial certification
4. teachers with full certification
5. teachers of primary units
6. teachers of intermediate units.

For the purpose of ordering the statements according to their importance as perceived by the total sample group, two additional procedures were necessary. The first involved adding the percentage of those selecting choice one, "highly important," to the percentage of those selecting choice two, "moderately important," for each of the fifty statements. The second procedure involved multiplying the frequency of response to choice one, "highly important," by two and adding this to the frequency of response to choice two, "moderately important,"
\((f^1 x 2 + f^2)\). Based on this second procedure, the items were ranked in descending order of importance according to the weighted frequencies.

**THE FINDINGS AND THE LIMITATIONS OF THE HIERARCHY**

The findings of the analytical treatment are presented graphically and narratively throughout this chapter. Of the 482 responses, 468 were usable according to the purposes of the study. Table 1 summarizes the membership of the total sample and the sub-sample groups.

**TABLE 1**

**SUMMARY OF THE SAMPLE AND SUB-SAMPLE GROUPS**

<table>
<thead>
<tr>
<th>TOTAL SAMPLE</th>
<th>EXPERIENCE</th>
<th>CERTIFICATION</th>
<th>LEVEL OF UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>224</td>
<td>211</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>3 or More Full years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td>244</td>
<td>257</td>
<td>324</td>
</tr>
</tbody>
</table>

It was not the purpose of this study to discover statistically significant differences in perceptions held by persons in the various sub-sample groups. However, the responses provided by the various sub-sample groups were analyzed and are reported and considered as they have implications for the development of the conceptual framework.

Figures 1 through 50 depict the response patterns of the total sample and the six sub-sample groups for each of the fifty statements. The data are presented in percentages of each group selecting each of the five possible responses for each statement.
Figure 1
COMPARATIVE PERCENTAGES FOR THE STATEMENT CONFER WITH PARENTS OF THE CHILD HAVING ACADEMIC DIFFICULTY

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSES</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT
Figure 2

COMPARATIVE PERCENTAGES FOR THE STATEMENT SUPERVISE THE AUDIO-VISUAL PROGRAM

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Sample</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Certification</td>
<td>Level of Unit</td>
<td></td>
</tr>
<tr>
<td>Less than 3</td>
<td>Partially Certified</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>3 or More</td>
<td>Fully Certified</td>
<td>Intermediate</td>
<td></td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5
**Figure 3**

**COMPARATIVE PERCENTAGES FOR THE STATEMENT ANALYZE THE INSTRUCTIONAL IMPLICATIONS OF STANDARDIZED TEST RESULTS**

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER CENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 4

COMPARATIVE PERCENTAGES FOR THE STATEMENT CONDUCT RESEARCH ON TEACHING METHODS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Total Sample</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
</tbody>
</table>

RESPONSES

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERCENT
Figure 5
COMPARATIVE PERCENTAGES FOR THE STATEMENT TABULATE DATA OF RESEARCH STUDIES FOR THE SCHOOL

<table>
<thead>
<tr>
<th>Sample Groups</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES

PER CENT

RESPONSES
COMPARATIVE PERCENTAGES FOR THE STATEMENT RECORD THE TEST RESULTS IN THE CUMULATIVE FOLDER

### SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 6**

RESPONSES

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>90</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>80</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>70</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>60</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>50</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>40</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>0</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Figure 7
COMPARATIVE PERCENTAGES FOR THE STATEMENT INTERPRET TO INDIVIDUAL PARENTS THEIR CHILD'S SCHOOL ABILITY AND ACHIEVEMENT TEST RESULTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Experience</td>
<td>Certification</td>
</tr>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td></td>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
</tr>
</tbody>
</table>

PER CENT

RESOURCES
Figure 8

COMPARATIVE PERCENTAGES FOR THE STATEMENT EVALUATE INSTRUCTIONAL MATERIAL'S SUITABILITY FOR GIVING CHILDREN A KNOWLEDGE OF THE WORLD OF WORK

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3</td>
<td>Partially</td>
<td>Primary</td>
</tr>
<tr>
<td>Full Years</td>
<td>Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>3 or More</td>
<td>Fully</td>
<td></td>
</tr>
<tr>
<td>Full Years</td>
<td>Certified</td>
<td></td>
</tr>
</tbody>
</table>

RESPONSES
Figure 9

COMPARATIVE PERCENTAGES FOR THE STATEMENT DEVELOP LOCAL NORMS FOR STANDARDIZED TESTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES
Figure 10

COMPARATIVE PERCENTAGES FOR THE STATEMENT DISCUSS COMMON STUDENT PROBLEMS WITH THE PRINCIPAL

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partly Certified</td>
</tr>
</tbody>
</table>

Total Sample

RESPONSES

PER CENT

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5
Figure 11

COMPARATIVE PERCENTAGES FOR THE STATEMENT WORK WITH INDIVIDUAL TEACHERS TO DEVELOP THEIR COUNSELING SKILLS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT.

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
Figure 12

COMPARATIVE PERCENTAGES FOR THE STATEMENT OBTAIN AND SHOW GUIDANCE FILMS AND DISCUSS THEM WITH THE CLASS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
<tr>
<td>PER CENT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

100 90 80 70 60 50 40 30 20 10 0

Total Sample

Experience

Less than 3 Full Years

3 or More Full Years

Certification

Partially Certified

Fully Certified

Level of Unit

Primary

Intermediate
Figure 13
COMPARATIVE PERCENTAGES FOR THE STATEMENT PROVIDE INDIVIDUAL CONFERENCES ON A CONTINUING BASIS FOR THOSE CHILDREN PRESENTING LEARNING OR ADJUSTMENT PROBLEMS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Total Sample</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td></td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td></td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT
Figure 14

COMPARATIVE PERCENTAGES FOR THE STATEMENT ASSIST THE TEACHER IN THE
APPRAISAL OF THE STUDENT

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES 1 2 3 4 5
Figure 15

COMPARATIVE PERCENTAGES FOR THE STATEMENT PREPARE TRANSCRIPTS FOR PUPILS TRANSFERRING TO ANOTHER SCHOOL

**SAMPLE GROUPS**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>Fully Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

**Total Sample**

```
1  2  3  4  5 1  2  3  4  5 1  2  3  4  5 1  2  3  4  5
```

**PER CENT**

```
0  10  20  30  40  50  60  70  80  90  100
```

**RESPONSES**

```
1  2  3  4  5 1  2  3  4  5 1  2  3  4  5 1  2  3  4  5
```
Figure 16
COMPARATIVE PERCENTAGES FOR THE STATEMENT ADMINISTER AN INDIVIDUAL TEST TO SELECTED STUDENTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

100 90 80 70 60 50 40 30 20 10 0

0 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Figure 17
COMPARATIVE PERCENTAGES FOR THE STATEMENT DO RESEARCH ON THE SCHOOL'S SPECIAL EDUCATION PROGRAM

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 18
COMPARATIVE PERCENTAGES FOR THE STATEMENT DIRECT RESEARCH STUDIES ON THE CURRICULUM

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES

1 2 3 4 5
Figure 19
COMPARATIVE PERCENTAGES FOR THE STATEMENT INTERPRET THE GUIDANCE PROGRAM
THROUGH SPEECHES TO PARENT AND COMMUNITY GROUPS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 20

Comparative Percentages for the statement conduct studies to evaluate the guidance services

Sample Groups

<table>
<thead>
<tr>
<th>Experience</th>
<th>Total Sample</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Partially Certified</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully Certified</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses
Figure 21
COMPARATIVE PERCENTAGES FOR THE STATEMENT DEVELOP AND TEACH UNITS ON SOCIAL AND EMOTIONAL ADJUSTMENT

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

RESPONSES
Figure 22

COMPARATIVE PERCENTAGES FOR THE STATEMENT CONDUCT CASE STUDIES OF PUPILS PRESENTING SPECIAL LEARNING OR ADJUSTMENT PROBLEMS

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

100 90 80 70 60 50 40 30 20 10 0
Figure 23
COMPARATIVE PERCENTAGES FOR THE STATEMENT CARRY ON WORK OF PRINCIPAL IN HIS ABSENCE

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 24

COMPARATIVE PERCENTAGES FOR THE STATEMENT ROUTINELY INTERVIEW TRUANTS
AND/OR THEIR PARENTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
<tr>
<td>PER CENT</td>
<td>RESPONSES</td>
<td>PER CENT</td>
</tr>
</tbody>
</table>

100 90 80 70 60 50 40 30 20 10 0

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Figure 25
COMPARATIVE PERCENTAGES FOR THE STATEMENT INTERPRET TEST RESULTS TO INDIVIDUAL STUDENTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially Certified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully Certified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES

1  2  3  4  5
Figure 26

COMPARATIVE PERCENTAGES FOR THE STATEMENT CONDUCT GROUP SESSIONS IN WHICH STAFF MEMBERS MAY DISCUSS THEIR CONCERNS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Figure 27

COMPARATIVE PERCENTAGES FOR THE STATEMENT PROVIDE THE TEACHER WITH SUGGESTIONS FOR MORE EFFECTIVE TEACHING TECHNIQUES

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full</td>
<td>Partially</td>
<td>Primary</td>
</tr>
<tr>
<td>or More Full Years</td>
<td>Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES 1 2 3 4 5
Figure 28

COMPARATIVE PERCENTAGES FOR THE STATEMENT DISCUSS PURPOSES OF THE GUIDANCE PROGRAM IN STAFF MEETINGS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Partially Certified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully Certified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESPONSES
Figure 29

COMPARATIVE PERCENTAGES FOR THE STATEMENT MEET ON A REGULAR BASIS WITH SMALL GROUPS OF CHILDREN WHO PRESENT ATTENDANCE, BEHAVIOR, OR LEARNING PROBLEMS

<table>
<thead>
<tr>
<th></th>
<th>Sample Groups</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Certification</td>
<td>Level of Unit</td>
</tr>
<tr>
<td></td>
<td>Total Sample</td>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
</tr>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 30

COMPARATIVE PERCENTAGES FOR THE STATEMENT CONSULT WITH THE PROFESSIONAL STAFFS OF COMMUNITY REFERRAL AGENCIES

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 31

COMPARATIVE PERCENTAGES FOR THE STATEMENT SECURE GLASSES, SHOES, ETC., FOR NEEDY STUDENTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full</td>
<td>Partially</td>
<td>Primary</td>
</tr>
<tr>
<td>Years</td>
<td>Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>3 or More</td>
<td>Fully</td>
<td></td>
</tr>
<tr>
<td>Full Years</td>
<td>Certified</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

0  10  20  30  40  50  60  70  80  90  100
Figure 32

COMPARATIVE PERCENTAGES FOR THE STATEMENT ACT AS LIAISON BETWEEN SCHOOL AND POLICE ON STUDENT INVESTIGATIONS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than 3</td>
<td>3 or More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full Years</td>
<td>Full Years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially Certified</td>
<td>Fully Certified</td>
<td>Primary Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

PER CENT

0 10 20 30 40 50 60 70 80 90 100
Figure 33
COMPARATIVE PERCENTAGES FOR THE STATEMENT HOLD PARENT MEETINGS TO BETTER ACQUAINT THEM WITH THE ACTIVITIES OF THE SCHOOL

SAMPLE GROUPS

Experience

Certification

Level of Unit

Less than 3

Full Years

3 or More

Full Years

Partially

Certified

Fully

Certified

Primary

Intermediate

PER CENT

RESPONSES
Figure 34

COMPARATIVE PERCENTAGES FOR THE STATEMENT USE RESEARCH TO IDENTIFY COMMON STUDENT PROBLEMS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 35
COMPARATIVE PERCENTAGES FOR THE STATEMENT MAKE PERIODIC REPORTS OF HIS WORK TO THE PRINCIPAL

<table>
<thead>
<tr>
<th>Total Sample</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PER CENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>90</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>80</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>70</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>60</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>50</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>40</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>0</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Figure 36
COMPARATIVE PERCENTAGES FOR THE STATEMENT CONSIDER WITH A TEACHER A PROBLEM SHE HAS WITH A STUDENT IN CLASS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 37

COMPARATIVE PERCENTAGES FOR THE STATEMENT INTERVIEW PUPILS REFERRED BY
THE PRINCIPAL

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Figure 38

COMPARATIVE PERCENTAGES FOR THE STATEMENT ORGANIZE SPECIAL ACTIVITIES FOR NEW STUDENTS

SAMPLE GROUPS
Figure 39

COMPARATIVE PERCENTAGES FOR THE STATEMENT PROVIDE COUNSELING FOR PARENTS

<table>
<thead>
<tr>
<th>SAMPLE GROUPS</th>
<th>Experience Less than 3 Full Years</th>
<th>Experience 3 or More Full Years</th>
<th>Certification Partially Certified</th>
<th>Certification Fully Certified</th>
<th>Level of Unit Primary</th>
<th>Level of Unit Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PER CENT

RESPONSES
Figure 40
COMPARATIVE PERCENTAGES FOR THE STATEMENT SERVE ON CIVIC COMMITTEES AND STUDY GROUPS ON YOUTH

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
<tr>
<td>PER CENT</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>RESPONSES</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Figure 41
COMPARATIVE PERCENTAGES FOR THE STATEMENT MAKE A VISIT TO EACH CHILD'S HOME ONCE DURING THE YEAR

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Experience</td>
<td>Certification</td>
</tr>
<tr>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

RESPONSES

113
Figure 42

COMPARATIVE PERCENTAGES FOR THE STATEMENT COORDINATE AND PLAN THE
SCHOOL'S TESTING PROGRAM

<table>
<thead>
<tr>
<th>Sample Groups</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER CENT</td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER CENT</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER CENT</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 43
COMPARATIVE PERCENTAGES FOR THE STATEMENT INTERVIEW STUDENTS REFERRED
BY TEACHERS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partially Certified</td>
<td>Fully Certified</td>
</tr>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT
Figure 44

COMPARATIVE PERCENTAGES FOR THE STATEMENT SERVE AS THE FACULTY REPRESENTATIVE ON THE P.T.A. PLANNING BOARD

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Level of Unit</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>Intermediate</td>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT

0 10 20 30 40 50 60 70 80 90 100
Figure 45

COMPARATIVE PERCENTAGES FOR THE STATEMENT PLAN AND COORDINATE THE SCHOOL'S ORIENTATION PROGRAM

<table>
<thead>
<tr>
<th>Sample Groups</th>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 3</td>
<td>Partially</td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Full Years</td>
<td>Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td>3 or More</td>
<td>Fully</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full Years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Sample**

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PERCENT

<table>
<thead>
<tr>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 90 80 70 60 50 40 30 20 10 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

117
Figure 46

COMPARATIVE PERCENTAGES FOR THE STATEMENT ADMINISTER PERSONAL DATA BLANKS, AUTOBIOGRAPHIES, OR COMPLETION SENTENCES AS STUDENT APPRAISAL DEVICES

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
<td>Primary</td>
</tr>
<tr>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 47

COMPARATIVE PERCENTAGES FOR THE STATEMENT MAKE ITEM ANALYSES OF TEACHER-MADE CLASSROOM TESTS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Experience</td>
<td>Certification</td>
</tr>
<tr>
<td></td>
<td>Less than 3 Full Years</td>
<td>Partially Certified</td>
</tr>
<tr>
<td></td>
<td>3 or More Full Years</td>
<td>Fully Certified</td>
</tr>
</tbody>
</table>

RESPONSES

PER CENT
Figure 48

COMPARATIVE PERCENTAGES FOR THE STATEMENT PROVIDE COUNSELING FOR TEACHERS WHO HAVE PROBLEMS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Full Years</td>
<td>3 or More Full Years</td>
</tr>
</tbody>
</table>

[Graph showing comparative percentages for each category]
Figure 49

COMPARATIVE PERCENTAGES FOR THE STATEMENT CONDUCT PARENT CONFERENCES TO DISCUSS THE CHILD WHO EXHIBITS SOCIAL OR EMOTIONAL PROBLEMS IN SCHOOL

SAMPLE GROUPS
Figure 50

COMPARATIVE PERCENTAGES FOR THE STATEMENT PROVIDE INDIVIDUAL CONFERENCES
IN WHICH PUPILS MIGHT DISCUSS THEIR FUTURE GOALS AND PLANS

SAMPLE GROUPS

<table>
<thead>
<tr>
<th>Experience</th>
<th>Certification</th>
<th>Level of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>Less than 3 Years</td>
<td>Fully Certified</td>
</tr>
<tr>
<td></td>
<td>3 or More Years</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Full Years</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Partly Certified</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Fully Certified</td>
<td>5</td>
</tr>
</tbody>
</table>

RESPONSES
Comparison of the response patterns of the various sub-sample groups with one another and the response pattern of the total sample for a given statement, reveals little variation. This is due, in part, to the fact that the membership of the sub-sample groupings were not mutually exclusive. That is, each participant's responses were used four times: (1) in the total sample, (2) in one of the two experience groups, (3) in one of the two certification groups, and (4) in one of the two levels of unit. In spite of this, it would have been possible for differences in response patterns to occur between the two sub-sets of any one sub-sample group. For example, it would have been possible for teachers of primary units to respond differently from the teachers of intermediate units. The fact that these possible differences in response patterns are very slight is significant. It indicates that the interpretation of each statement and the response to it are not a function of: (1) the number of years experience teaching the educable mentally retarded, (2) the amount of theoretical background in mental retardation as indicated by certification status, or (3) the age of the children for whom the teacher is responsible.

It further indicates that the response patterns of the total sample constitute reliable data to be used in conceptualizing guidance assistance for the educable mentally retarded in the elementary school. The usefulness of comparing the response patterns of the various sub-sample groups lies in providing a rationale for the position of a given statement in the hierarchy and in refining the conceptual framework.
The basic purpose of the instrumentation was to order the type of guidance assistance reflected in each statement according to its perceived importance in providing a total program of guidance assistance for the educable mentally retarded in the elementary school. Table 2 presents the hierarchy of the statements as determined by taking the percentage of the total sample responding "highly important" and the percentage responding "moderately important" together. Determining the hierarchy according to this procedure provides no way of making decisions about which of two items receiving the same combined percentage is the more important. Those statements receiving identical combined percentages are presented in Table 2 in the order in which they appeared in the instrument. Determining the hierarchy based only on combined percentages has further limitations in that it provides no way of giving higher order to statements receiving a high percentage of "highly important" responses since both percentages are given equal weight.

Table 3 depicts the hierarchy of the statements when they are arranged according to the weighted frequency of responses \((f_1 x 2 + f_2)\) to "highly important" and "moderately important." The percentage data from Table 2 is included in Table 3. The content of Table 3 is also presented in Figure 51. A comparison of the order of statements determined by combined percentages with the order of statements determined by weighted frequencies of responses reveals that the order based on weighted frequencies is more definitive. In only one case, statements 33 and 41, did two statements receive the same weighted
**TABLE 2**

**HIERARCHY OF STATEMENTS BASED ON PERCENTAGES OF THE TOTAL SAMPLE RESPONDING HIGHLY IMPORTANT AND MODERATELY IMPORTANT TAKEN TOGETHER**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>$%^1 + %^2$</th>
<th>ITEM</th>
<th>$%^1 + %^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>96</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>49</td>
<td>96</td>
<td>32</td>
<td>69</td>
</tr>
<tr>
<td>1</td>
<td>95</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>36</td>
<td>95</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>37</td>
<td>95</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>50</td>
<td>95</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>11</td>
<td>93</td>
<td>34</td>
<td>65</td>
</tr>
<tr>
<td>43</td>
<td>93</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>89</td>
<td>41</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>87</td>
<td>48</td>
<td>63</td>
</tr>
<tr>
<td>14</td>
<td>87</td>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>22</td>
<td>87</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>39</td>
<td>86</td>
<td>9</td>
<td>59</td>
</tr>
<tr>
<td>19</td>
<td>85</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>26</td>
<td>85</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>29</td>
<td>85</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td>30</td>
<td>85</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>28</td>
<td>84</td>
<td>15</td>
<td>49</td>
</tr>
<tr>
<td>10</td>
<td>81</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>16</td>
<td>81</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>24</td>
<td>78</td>
<td>38</td>
<td>34</td>
</tr>
<tr>
<td>42</td>
<td>77</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>76</td>
<td>47</td>
<td>23</td>
</tr>
<tr>
<td>20</td>
<td>71</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
<td>23</td>
<td>11</td>
</tr>
</tbody>
</table>
TABLE 3  
HIERARCHY OF STATEMENTS BASED ON WEIGHTED FREQUENCIES OF HIGHLY IMPORTANT AND MODERATELY IMPORTANT RESPONSES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>$f_1 x 2 + f_2$</th>
<th>$%_1 + %_2$</th>
<th>ITEM</th>
<th>$f_1 x 2 + f_2$</th>
<th>$%_1 + %_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>858</td>
<td>96</td>
<td>20</td>
<td>533</td>
<td>71</td>
</tr>
<tr>
<td>13</td>
<td>837</td>
<td>96</td>
<td>17</td>
<td>525</td>
<td>70</td>
</tr>
<tr>
<td>36</td>
<td>823</td>
<td>95</td>
<td>6</td>
<td>523</td>
<td>67</td>
</tr>
<tr>
<td>1</td>
<td>819</td>
<td>95</td>
<td>32</td>
<td>519</td>
<td>69</td>
</tr>
<tr>
<td>37</td>
<td>815</td>
<td>95</td>
<td>21</td>
<td>501</td>
<td>66</td>
</tr>
<tr>
<td>43</td>
<td>811</td>
<td>93</td>
<td>33</td>
<td>497</td>
<td>66</td>
</tr>
<tr>
<td>50</td>
<td>810</td>
<td>95</td>
<td>41</td>
<td>497</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>759</td>
<td>89</td>
<td>48</td>
<td>496</td>
<td>63</td>
</tr>
<tr>
<td>22</td>
<td>728</td>
<td>87</td>
<td>12</td>
<td>479</td>
<td>67</td>
</tr>
<tr>
<td>26</td>
<td>727</td>
<td>85</td>
<td>34</td>
<td>471</td>
<td>65</td>
</tr>
<tr>
<td>39</td>
<td>717</td>
<td>86</td>
<td>4</td>
<td>443</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>702</td>
<td>87</td>
<td>40</td>
<td>424</td>
<td>60</td>
</tr>
<tr>
<td>29</td>
<td>696</td>
<td>85</td>
<td>9</td>
<td>413</td>
<td>59</td>
</tr>
<tr>
<td>30</td>
<td>687</td>
<td>85</td>
<td>18</td>
<td>391</td>
<td>55</td>
</tr>
<tr>
<td>19</td>
<td>681</td>
<td>85</td>
<td>31</td>
<td>376</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>680</td>
<td>87</td>
<td>25</td>
<td>373</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>655</td>
<td>93</td>
<td>5</td>
<td>371</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>649</td>
<td>81</td>
<td>15</td>
<td>360</td>
<td>49</td>
</tr>
<tr>
<td>28</td>
<td>641</td>
<td>84</td>
<td>45</td>
<td>313</td>
<td>46</td>
</tr>
<tr>
<td>42</td>
<td>597</td>
<td>77</td>
<td>46</td>
<td>308</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>593</td>
<td>81</td>
<td>38</td>
<td>219</td>
<td>34</td>
</tr>
<tr>
<td>24</td>
<td>583</td>
<td>78</td>
<td>2</td>
<td>165</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>576</td>
<td>76</td>
<td>44</td>
<td>144</td>
<td>22</td>
</tr>
<tr>
<td>27</td>
<td>542</td>
<td>70</td>
<td>47</td>
<td>138</td>
<td>23</td>
</tr>
<tr>
<td>35</td>
<td>537</td>
<td>62</td>
<td>23</td>
<td>82</td>
<td>11</td>
</tr>
</tbody>
</table>
Figure 51

HIERARCHY OF STATEMENTS

Statements

49. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
13. Provide individual conferences on a continuing basis for children presenting learning or adjustment problems.
36. Consider with a teacher a problem she has with a student in class.
1. Confer with parents of the child having academic difficulty.
37. Interview pupils referred by the principal.
43. Interview students referred by teachers.
50. Provide individual conferences in which pupils might discuss their future goals and plans.
7. Interpret to individual parents their child's school ability and achievement test results.
22. Conduct case studies of pupils presenting special learning or adjustment problems.
26. Conduct group sessions in which staff members may discuss their concerns.
39. Provide counseling for parents.
14. Assist the teacher in the appraisal of the student.
29. Meet on a regular basis with small groups of children who present attendance, behavior, or learning problems.
30. Consult with the professional staffs of community referral agencies.
19. Interpret the guidance program through speeches to parent and community groups.
3. Analyze the instructional implications of standardized test results.
11. Work with individual teachers to develop their counseling skills.
16. Administer an individual test to selected students.
28. Discuss the purposes of the guidance program in staff meetings.
<table>
<thead>
<tr>
<th>No.</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>Provide individual conferences in which pupils might discuss their future goals and plans.</td>
</tr>
<tr>
<td>7.</td>
<td>Interpret to individual parents their child's school ability and achievement test results.</td>
</tr>
<tr>
<td>22.</td>
<td>Conduct case studies of pupils presenting special learning or adjustment problems.</td>
</tr>
<tr>
<td>26.</td>
<td>Conduct group sessions in which staff members may discuss their concerns.</td>
</tr>
<tr>
<td>39.</td>
<td>Provide counseling for parents.</td>
</tr>
<tr>
<td>14.</td>
<td>Assist the teacher in the appraisal of the student.</td>
</tr>
<tr>
<td>29.</td>
<td>Meet on a regular basis with small groups of children who present attendance, behavior, or learning problems.</td>
</tr>
<tr>
<td>30.</td>
<td>Consult with the professional staffs of community referral agencies.</td>
</tr>
<tr>
<td>19.</td>
<td>Interpret the guidance program through speeches to parent and community groups.</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze the instructional implications of standardized test results.</td>
</tr>
<tr>
<td>11.</td>
<td>Work with individual teachers to develop their counseling skills.</td>
</tr>
<tr>
<td>16.</td>
<td>Administer an individual test to selected students.</td>
</tr>
<tr>
<td>28.</td>
<td>Discuss the purposes of the guidance program in staff meetings.</td>
</tr>
<tr>
<td>42.</td>
<td>Coordinate and plan the school's testing program.</td>
</tr>
<tr>
<td>10.</td>
<td>Discuss common student problems with the principal.</td>
</tr>
<tr>
<td>24.</td>
<td>Routinely interview truants and/or their parents.</td>
</tr>
<tr>
<td>8.</td>
<td>Evaluate instructional material's suitability for giving children a knowledge of the world of work.</td>
</tr>
<tr>
<td>27.</td>
<td>Provide the teacher with suggestions for more effective teaching techniques.</td>
</tr>
<tr>
<td>35.</td>
<td>Make periodic reports of his work to the principal.</td>
</tr>
<tr>
<td>20.</td>
<td>Conduct studies to evaluate the guidance services.</td>
</tr>
<tr>
<td>17.</td>
<td>Do research on the school's special education program.</td>
</tr>
<tr>
<td>6.</td>
<td>Record the test results in the cumulative folder.</td>
</tr>
<tr>
<td>32.</td>
<td>Act as liaison between school and police on student investigations.</td>
</tr>
<tr>
<td>21.</td>
<td>Develop and teach units on social and emotional adjustment.</td>
</tr>
<tr>
<td>33.</td>
<td>Hold parent meetings to better acquaint them with the activities of the school.</td>
</tr>
<tr>
<td>41.</td>
<td>Make a visit to each child's home once during the year.</td>
</tr>
<tr>
<td>48.</td>
<td>Provide counseling for teachers who have problems.</td>
</tr>
</tbody>
</table>
Giving children a knowledge of the world of work.

27. Provide the teacher with suggestions for more effective teaching techniques.

28. Conduct studies to evaluate the guidance services.

29. Make periodic reports of his work to the principal.

30. Record the test results in the cumulative folder.

31. Act as liaison between school and police on student investigations.

32. Develop and teach units on social and emotional adjustment.

33. Hold parent meetings to better acquaint them with the activities of the school.

34. Make a visit to each child's home once during the year.

35. Conduct study on the school's special education program.

36. Serve on civic committees and study groups on youth.

37. Serve as the faculty representative on the P.T.A.

38. Serve as liaison between school and police on student investigations.

39. Serve on Civic Committees and study groups on youth.

40. Serve as the faculty representative on the P.T.A.

41. Serve on Civic Committees and study groups on youth.

42. Serve as the faculty representative on the P.T.A.

43. Serve on Civic Committees and study groups on youth.

44. Serve as the faculty representative on the P.T.A.

45. Serve on Civic Committees and study groups on youth.

46. Serve as the faculty representative on the P.T.A.

47. Serve on Civic Committees and study groups on youth.

48. Serve on Civic Committees and study groups on youth.

49. Serve on Civic Committees and study groups on youth.

50. Serve on Civic Committees and study groups on youth.

51. Serve on Civic Committees and study groups on youth.

52. Serve on Civic Committees and study groups on youth.

53. Serve on Civic Committees and study groups on youth.

54. Serve on Civic Committees and study groups on youth.

55. Serve on Civic Committees and study groups on youth.

56. Serve on Civic Committees and study groups on youth.

57. Serve on Civic Committees and study groups on youth.

58. Serve on Civic Committees and study groups on youth.

59. Serve on Civic Committees and study groups on youth.

60. Serve on Civic Committees and study groups on youth.

61. Serve on Civic Committees and study groups on youth.

62. Serve on Civic Committees and study groups on youth.

63. Serve on Civic Committees and study groups on youth.

64. Serve on Civic Committees and study groups on youth.

65. Serve on Civic Committees and study groups on youth.

66. Serve on Civic Committees and study groups on youth.

67. Serve on Civic Committees and study groups on youth.

68. Serve on Civic Committees and study groups on youth.

69. Serve on Civic Committees and study groups on youth.

70. Serve on Civic Committees and study groups on youth.

71. Serve on Civic Committees and study groups on youth.

72. Serve on Civic Committees and study groups on youth.

73. Serve on Civic Committees and study groups on youth.

74. Serve on Civic Committees and study groups on youth.

75. Serve on Civic Committees and study groups on youth.

76. Serve on Civic Committees and study groups on youth.

77. Serve on Civic Committees and study groups on youth.

78. Serve on Civic Committees and study groups on youth.

79. Serve on Civic Committees and study groups on youth.

80. Serve on Civic Committees and study groups on youth.

81. Serve on Civic Committees and study groups on youth.

82. Serve on Civic Committees and study groups on youth.

83. Serve on Civic Committees and study groups on youth.

84. Serve on Civic Committees and study groups on youth.

85. Serve on Civic Committees and study groups on youth.

86. Serve on Civic Committees and study groups on youth.

87. Serve on Civic Committees and study groups on youth.

88. Serve on Civic Committees and study groups on youth.

89. Serve on Civic Committees and study groups on youth.

90. Serve on Civic Committees and study groups on youth.

91. Serve on Civic Committees and study groups on youth.

92. Serve on Civic Committees and study groups on youth.

93. Serve on Civic Committees and study groups on youth.

94. Serve on Civic Committees and study groups on youth.

95. Serve on Civic Committees and study groups on youth.

96. Serve on Civic Committees and study groups on youth.

97. Serve on Civic Committees and study groups on youth.

98. Serve on Civic Committees and study groups on youth.

99. Serve on Civic Committees and study groups on youth.

100. Serve on Civic Committees and study groups on youth.
frequency total. Because of the mathematical limitations of the procedures employed, as well as the perceptual factors operating on the participants as they rated each statement in the instrument, the weighted frequency determined hierarchy must be viewed as ordinal data. That is, it is only possible to discuss the distances between statements in terms of the differences between the weighted frequencies. For example, statement 49 which received a weighted frequency of 858 cannot be viewed as almost twice as important as statement 40 which received a weighted frequency of 424. Nor can the difference in importance of statements 17 (weighted frequency = 525) and 6 (weighted frequency = 523) be viewed as being twice as great as the difference in importance between statements 43 (weighted frequency = 811) and 50 (weighted frequency = 810).

The hierarchy of the statements based on weighted frequencies and shown in Table 3 was accepted and utilized in conceptualizing guidance assistance for the educable mentally retarded in the elementary school.

THE RATIONALE FOR AND DISCUSSION OF THE HIERARCHY

The collection, analysis, and reporting of numerical data is of little worth in itself. It is only after these data have been interpreted and put into some context that they become truly valuable. In order to develop a conceptual framework for guidance assistance for the educable mental retardate utilizing the findings of the instrumentation employed in this study, a complete discussion of the
exact nature, content, and meaning of these findings as they relate to some broader context is necessary.

The fifty statements, in order of their importance as determined by the weighted frequencies of response, are discussed in some detail to provide data for the conceptual framework. In each case, the number of the statement in the instrument, the complete statement as it was phrased in the instrument, and the weighted frequency of "highly important" and "moderately important" responses are included prior to the discussion of the statement. The discussion of each statement includes: (1) the possible rationale for its importance as evaluated by the total sample, and (2) any notable discrepancies between the response patterns of the total sample and/or the sub-sample groups. The narrative comments provided by the study participants are included or summarized when possible and germane.

The statements, for convenience in discussing them, are arranged in six groups. The particular groupings were determined with some consideration given to the numerical distance between the weighted frequencies of statements. A summary of each group of statements is included.

Group I

Statement 49: Conduct parent conferences to discuss the child who exhibits social or emotional problems in school (weighted frequency = 858). This statement, viewed as the most important by the participants, can be interpreted as indicative of the teachers' need for
assistance in facilitating the social and emotional development of the educable mentally retarded child. Because the statement refers to conferences with parents, its importance could also be attributed to the need of teachers to have assistance in communicating with parents about matters other than those which are routinely a part of the teacher-parent relationship. Two comments by participants clarify this. "I feel very comfortable discussing a child's progress in his classroom work with the parent. But when a child 'acts-out' or causes serious interruptions in the classroom, I need help. If I discuss this with the parent, he thinks I dislike his child or have become angry with him. The counselor can be of real help here." "A team approach is needed to provide a sound program for these kids. My counselor knows much more about the emotional needs of children than I do. He can be more objective about my pupils and has the time to spend with parents. I do expect him to report to me when he has had a parent conference and to help me plan what I can do in the classroom to make a child's behavior more appropriate for learning."

The insight provided by the place of this statement in the hierarchy of importance and the above comments presents a rather clear mandate to the elementary school counselor. A team approach in planning for and/or remediating the social and emotional adjustment of the child is essential with the educable mental retardate. The parents, involved through conferences with the counselor, can be made a viable component of the team.
Statement 13: Provide individual conferences on a continuing basis for those children presenting learning or adjustment problems (weighted frequency = 837). The fact that the content of this statement is closely related to that of the statement discussed above appears to be quite significant. Its place in the hierarchy suggests that teachers want assistance in helping the child adjust to the social, emotional, and educational demands placed upon him by society, and, more immediately, the school. Taken together, statements 49 and 13 imply that the assistance provided by the counselor should facilitate the establishment of understanding and cooperation of (1) the parents and (2) the child. Whether this assistance is viewed as involving crisis-oriented or developmental guidance intervention depends more on the timing of such intervention than the content of it. It seems reasonable to contend that the earlier in the child's school life that planned guidance assistance is provided, the fewer the later crisis-oriented guidance needs. This assumes that the routinely provided guidance assistance to parents and children is carefully designed and based on realistic goals for the educable mental retardate. In reference to statement 13, one participant wrote, "If the counselor can help these children understand their good points as well as their limitations, we'll have much happier kids to work with in the classroom and they will be able to learn much more. It takes a lot of time and the understanding of a lot of people to help a retarded kid feel good about himself and his potential." It is likely that the teachers sampled were thinking in these terms as they rated this statement.
Statement 36: Consider with a teacher a problem she has with a student in class (weighted frequency = 823). This statement can be interpreted as being related to the two statements just discussed. Since the type of problem was not specified in the statement, it is likely that "problem" was perceived as anything impeding the on-going routine of the class or the development of the given child. Whatever the particular problems that came to the teachers' minds as they rated this statement, it seems reasonable to conclude that they do perceive the counselor as being a source of help in understanding and solving the given problem.

Statement 1: Confer with the parents of the child having academic difficulty (weighted frequency = 819). This statement is closely related to statement 49; the only difference between the two being the type of problem considered in the parent conference. One participant's comments help account for the importance of the type of guidance assistance reflected in this statement. "It is really my job as the child's teacher to interpret academic problems for the parent; but the counselor can be an added authority to help communicate these needs to the parents. If the counselor uses test data to show the parent the child's ability and then compares it with his performance, the parent has the benefit of a third party's point of view."

Eighty-four per cent of the primary unit teachers rated this statement as "highly important" and none of this sub-sample rated it as "not important" compared with eighty per cent of the total group selecting "highly important" and two per cent rating it "not important"
(Figure 1). This difference could be accounted for in several ways. Often the younger child evidences more academic difficulty than an older child simply because he has had fewer opportunities to adjust to academic demands. Also, the teachers of this younger group have had only limited opportunities to realistically appraise the child's academic potential. The slight discrepancy is most interesting, however, considering that most primary units do not include academic experiences in the objectives for learning. The use of the term "academic" in the statement may have been ambiguous to the participants. It is possible that they based their responses on the more generic concept of learning difficulty. Nonetheless, it is apparent that the teachers responding view counselor-parent conferences to discuss classroom performance to be nearly as important as counselor-parent conferences to discuss the social and emotional development and/or adjustment of the child.

Statement 37: Interview pupils referred by the principal (weighted frequency = 815). The place of this statement in the hierarchy is one of the more surprising findings of the study. It is a commonly held belief that teachers of the educable mentally retarded tend to be more protective of their students than are regular class teachers. If this is true, then it would seem unlikely that the principal, who is often viewed as a disciplinarian, would be directly involved in referring special education students to the counselor. The comment of one teacher provides some insight. "I would like to have the counselor work directly with all of my students. But our
counselor only comes to the school two afternoons per week, and the only kids he has time to see are those the principal tells him to see." The fact that respondents were directed to respond to the statements in terms of ideal rather than real practices has relevance here. If the above comment depicts the current practice in many of the elementary schools in the state, and if it characterizes the set of most participants as they responded to the statement, then its significance is questionable. The fact that the statement does reflect counselor assistance in the form of a direct, counselor-student relationship, when the content of statements near it in the hierarchy is considered, may be the reason for its importance. In other words, perhaps these teachers were responding to the importance of the type of guidance assistance reflected in the statement as much or more than the source of referral.

Statement 43: Interview students referred by teachers (weighted frequency = 811). This statement, only four frequency points away from the one just discussed, differs from it only in the source of referral. As was suggested above, the type of assistance reflected in the statement is probably more critical than the source of its initiation and accounts for the place of this statement in the hierarchy.

Statement 50: Provide individual conferences in which pupils might discuss their future goals and plans (weighted frequency = 810). The comment of one of the participants may imply the best rationale for accounting for this statement's place in the hierarchy. "Number fifty is the only one in this whole questionnaire that suggested that
these kids have a future. The earlier we begin to assure them of this the more desire they will have to learn and the better adjusted they will be." Seven participants included comments that suggested that the content of these conferences be very broad in scope and that specific vocational counseling, as it is commonly conceived, be reserved for the junior and senior high school. It is interesting to note, in this light, that eighty-three per cent of the primary unit teachers rated this item "highly important," while seventy-seven per cent of the intermediate unit teachers assigned this rating (Figure 50). As has been suggested in the discussion of the previous two statements, perhaps the critical content of this statement is individual conferences with pupils.

**Summary.** The seven statements discussed above received weighted frequencies of sufficient quantity to place them at the top of the hierarchy. It seems significant that each of these statements reflects a type of guidance assistance which places the counselor in an interview or conference situation and a counseling or consulting role. The first preference, regardless of the specific reason for the conference or interview, is that it be held with the parent or the teacher, although four of the seven statements reflect types of guidance assistance which involve a direct counselor-pupil relationship. It can be concluded that the highest priority of guidance assistance as rated by members of this sample involves counselor-to-people rather than counselor-to-things relationships. It implies that the school counselor, to provide meaningful assistance to the educable mentally retarded child
in the elementary school, must become a vital member of a team of persons interested in facilitating the total development - academic, social, and emotional - of these youngsters. It also implies that the counselor, to be of value in providing direct guidance assistance to these children, must have sufficient time to counsel with them, their parents, and their teachers.

**Group II**

**Statement 7: Interpret to individual parents their child's school ability and achievement test results** *(weighted frequency = 759)*. Placement in special education units for the educable mentally retarded is determined by individual intelligence test results and, because of this, parents of these children have a particular need for understanding the way test data are used in making decisions regarding educational goals and in planning learning activities. The fact that test interpretation is perceived as such a highly important area of counselor assistance could be viewed as indicative of the teachers' belief that counselors are better prepared to do this than are classroom teachers or any other personnel in the school. Although most of the routine testing program adopted for general use in a given elementary school would not be appropriate for the educable mentally retarded child, those test data which are available for the child must be fully understood by the parents.

**Statement 22: Conduct case studies of pupils presenting special learning or adjustment problems** *(weighted frequency = 728)*. This
statement reflects a type of counselor assistance which would have an immediate application to the educable mentally retarded child since he is more likely to present learning and/or adjustment problems than is the child with normal intelligence. A complete case study, which presumably would take into account all of the developmental factors in the child's life, would undoubtedly be of value to the classroom teacher. If the goals for these children are to be realistic and appropriate, they must be based on as much data as possible. Several of the participants included remarks which suggested that many people on the school staff can work together in collecting case study data. The place of this statement in the hierarchy, however, implies that the counselor should assume leadership and initiative in making sure that case studies are completed for those children with learning or adjustment problems.

Statement 26: Conduct group sessions in which staff members may discuss their concerns (weighted frequency = 727). The critical content of this statement is "their concerns." It is impossible to know the various kinds of concerns that came to mind and influenced the set of the participants as they rated this statement. At least two possibilities deserve mention. If it is assumed that the perceived concerns centered around the needs of the children, it might be concluded that the counselor is perceived as being able to provide leadership in finding ways to meet these needs. It could also be assumed that the perceived concerns centered around those needs of teachers not directly related to the children such as staff morale,
administrative practices in the school, or professional development. In this case, the counselor is probably being perceived as able to listen to problems, to facilitate decision-making, to arbitrate, and to bring individuals together for purposeful action. In either case, the participants view the counselor as having leadership skill and expertise in facilitating the solutions of these concerns shared by the staff.

Statement 39: Provide counseling for parents (weighted frequency = 717). One participant's comments, the essence of which was included in eleven other comments, reveals some of the rationale for the place of this statement in the hierarchy. "The parents of a retarded child, especially if they are rather bright themselves, have a real cross to bear. Many of them simply cannot accept the fact that they have produced an 'inferior' child. I think that the parents need counseling more than the children do. If the counselor could help parents understand and accept their child, our job in the classroom would be much easier." This implies that the teachers sampled view the counselor as having considerable skill in counseling technique since the nature of the counseling task is quite complex and perhaps long-term. If it is assumed that some parents do not understand and accept their retarded child as a person, it can also be assumed that their goals for the child may be unrealistic. They may either expect too much of him, causing feelings of anxiety and frustration in the child, or too little of him causing an unnecessarily low aspiration level and/or an inadequate or negative self
concept. Several of the comments by participants also stated that there is a need for the siblings of the retarded child to be included in the counselor’s conferences with the parents.

Statement 14: Assist the teacher in the appraisal of the student (weighted frequency = 702). This statement is very much like statement twenty-two in that it reflects the need for thoroughly understanding the child and his needs in order to make appropriate instructional plans. The teachers view the counselor as having the necessary background and skills to assist in the appraisal of the student. Apparently some confusion exists regarding the role differences between the counselor and the psychologist. Eight of the participants, in reference to this statement, expressed their belief that the school psychologist is the only pupil personnel worker qualified to provide pupil appraisal. This probably stems from these teachers’ experience with school psychologists who test children prior to their placement in special education units. Pupil appraisal, in the broadest sense of the term, can surely include other types of testing and individual inventory for which the school counselor is prepared.

Statement 29: Meet on a regular basis with small groups of children who present attendance, behavior, or learning problems (weighted frequency = 696). The critical content of this statement is "small groups of children." As has been noted in the discussions of statements forty-nine, thirteen, and one, the participants regard conferences with parents and individual students centered on social,
emotional, learning, or adjustment problems as among the most important types of guidance assistance. In this statement, which ranks thirteenth in the hierarchy, the participants are indicating the relative importance of the same problems being attacked through small group sessions with the children involved. Two participants reflecting on this statement pointed out that in order for group meetings to be of value the number in the group would have to be kept very minimal and the leadership of the counselor very direct.

Statement 30: Consult with the professional staffs of community referral agencies (weighted frequency = 687). The relatively high degree of importance assigned to this statement can be accounted for in several ways. Educable mentally retarded youngsters often come from homes which could be classified as lower socio-economic. Since this is the case, it is likely that a disproportionate number of them are receiving services from various community agencies such as welfare, philanthropic service groups, and health centers. These children are also often the recipients of planned recreation and leisure time programs within the community. Some of them need diagnostic evaluations which are too complex to be routinely handled by the school, and are often referred to speech and hearing clinicians, medical specialists, audiologists, and psychologists maintaining private practices or clinics within the community. The importance of community support of the work-study program often provided for educable mental retardates of high school age is another example of the need for good school-community relationships. It seems logical that
teachers would regard the counselor, who is probably viewed as the "human relations specialist" on the school staff, as the appropriate member of the school staff to establish and maintain relationships with the resource agencies of the community.

Statement 19: Interpret the guidance program through speeches to parent and community groups (weighted frequency = 681). The comments provided by the participants in support of this statement can be generalized as follows: (1) contact between the counselor and parents, as well as other members of the community, gives the guidance program visibility and points up the fact that all of the school's services are available to all children, and (2) parent and community groups will be more likely to support school programs which they understand. It is rather common practice for the teachers of the educable mentally retarded in a given school to organize study groups for parents. It is likely that many of the participants viewed the counselor making a formal presentation interpreting the guidance program as a possible topic for such a study group.

Statement 3: Analyze the instructional implications of standardized test results (weighted frequency = 680). This statement, sixteenth in the hierarchy and 178 frequency points lower than the most important statement, generated more comments from the participants than did any other statement. The comments, although related, were of three different types. One type centered around the fundamental need teachers have to understand the specific kinds of intellectual limitations of a given child in order to plan and conduct
meaningful learning experiences for that child. Many teachers making comments of this type stated that they routinely did diagnostic teaching, but that they felt a need for discussing the success or failure of these procedures with someone who understands the full implications of test data. The second type of comments generated by this statement might be classified as an indictment of school psychologists. The following comment is typical of the eighteen classified in this manner. "We need someone to translate that 'mumbo-jumbo' those psychologists write in their reports. I sometimes think that the psychologist deliberately tries to say nothing. The whole purpose of individual testing is to define a child's strengths and weaknesses so that the teacher knows where to begin and how far to go. How can we know this if the psychologist talks in 'psychologese' rather than in plain English?" Nine teachers included statements constituting the third type of comments, which reflected their basic mistrust of tests, and questioned the usefulness of test data in planning instructional activities. Some cited the high level of verbal performance required on the Binet, which appears to be the most frequently used individual test to determine placement in special education, as an example of an unrealistic use of test data, pointing out that the retarded child often has few reliable language concepts. Even though a great deal of controversy is apparent regarding the use, administration, and interpretation of standardized tests as they have implications for instruction, it is clearly evident that a considerable number of the teachers view the counselor as an important consultant in this matter.
Statement 11: Work with individual teachers to develop their counseling skills (weighted frequency = 655). Six teachers provided comments on this item. All of them, in essence, stated that they viewed the classroom teacher as the primary school person having an impact on the child. They further stated that this is desirable and, therefore, the teacher should provide as many services as possible in addition to instruction. They all acknowledged the counselor's ability to help teachers improve counseling skills. The relatively high position of this statement in the hierarchy is not surprising in light of the fact that teachers of the educable mentally retarded are typically given more training in the conduct of individualized instruction than are regular classroom teachers. This necessitates, in addition to an understanding of the individual child's learning needs, a rather complete personal, one-to-one relationship between teacher and child. If this type of relationship has been established, it might be expected that the teacher would at times serve as counselor.

It is interesting to note that only one sub-sample group assigned the rating "highly important" more frequently than did the total sample (Figure 11). This group was the teachers having less than three full years of experience teaching the educable mentally retarded. Perhaps it could be contended that teachers feel more comfortable about the adequacy of their counseling skills as they accrue experience teaching these children.

Statement 16: Administer an individual test to selected students (weighted frequency = 649). As has been discussed earlier,
individual tests are administered by the school psychologist prior to the decision regarding placement in units for the educable mentally retarded. If it can be assumed that the administration of additional individual tests to selected students would be done to complete a case study or to provide a specific kind of information, then perhaps it can be concluded that the teachers sampled view the counselor as the best person to provide this assistance.

Statement 28: Discuss purposes of the guidance program in staff meetings (weighted frequency = 641). The relative importance of this statement seems best accounted for because it implies that by discussing the guidance program with the staff, the counselor will be able to demonstrate how this program fits into the total educational endeavor. The guidance program of the school is often the only program which is equally available to all pupils in the school regardless of their intellectual ability, interest patterns, aptitudes, social-personal maturity, or any other factor. It is clearly the counselor's responsibility to see that the guidance program is well understood by the entire school staff.

Summary. Of the twelve statements discussed in this second group, eight reflect types of guidance assistance which place the counselor in a direct relationship with another person or persons in either consulting or counseling roles. In three of the eight statements, the counselor is providing assistance to teachers, in two cases to parents, in two cases to community groups or service agencies, and in one case directly to pupils. The four other statements in this
group center on testing or evaluation, broadly conceived. Three of these four statements relate to pupil appraisal and the fourth to the instructional implications of standardized test results. Examination of the content of the seven statements in the first group and those twelve just discussed reveals that the nineteen most important statements in the hierarchy all center around the counselor functioning in consulting or counseling roles with pupils, parents, teachers, or related professionals in groups or as individuals, or in providing testing or evaluation services for pupils or teachers.

Group III

**Statement 42: Coordinate and plan the school's testing program** (weighted frequency = 597). Several participants included comments regarding the application of the general testing program of the school to the pupils placed in units for the educable mentally retarded. These comments suggested that while the total testing program designed for the student in the regular classroom would not be applicable for the educable mentally retarded, it should be planned and coordinated by the school counselor. In reference to this statement, one participant wrote, "Here again it should not be the entire responsibility of the counselor, but the administration, psychologist, counselor, and the teachers working together as a total unit to achieve a superior testing program." The discussion of statements seven, twenty-two, fourteen, three, and sixteen revealed the specific kinds of appraisal assistance that these teachers wished to have the counselor provide.
Statement 10: Discuss common student problems with the principal (weighted frequency = 593). This statement, which is the twenty-first in order of importance, was not commented upon by any of the sample group. Its relative importance can best be accounted for by pointing out that other statements, such as numbers twenty-six, thirty, and twenty-eight having related content are also viewed as being relatively important. Apparently conferences with teachers, the staffs of community agencies, and the building principal to discuss the needs of children are viewed as appropriate expenditures of counselor time. The many references to the need for a team approach to planning and conducting educational experiences could also account for this involvement of the principal. If the counselor and principal are to have distinctly different roles and responsibilities in the school, then surely there would have to be opportunities for them to share their points of view regarding common student problems.

Statement 24: Routinely interview truants and/or their parents (weighted frequency = 583). If it can be assumed that truancy from school is symptomatic of some type of academic or personal adjustment problem, then it is logical that interviews centered on this symptom of the greater problem are viewed as relatively important types of guidance assistance. This is especially apparent when the place in the hierarchy of other statements including interviews and/or conferences is studied. Statements forty-nine and thirteen which deal with conferences with parents and students regarding social, emotional, or learning problems are the first and second statements in the
hierarchy. Four participants suggested that this is more appropriately the responsibility of the attendance officer, but that the counselor can be instrumental in working with students, parents, and teachers in determining the reasons for truancy and in planning strategies to prevent chronic truancy.

**Statement 8: Evaluate instructional material's suitability for giving children a knowledge of the world of work (weighted frequency = 576).** Several teachers included comments which stated that the primary responsibility for the evaluation of instructional materials rests with the classroom teacher and the supervisor of special education. However, they also indicated that the counselor could be a valuable resource person in finding and/or adapting appropriate materials regarding the world of work to be presented early in the school life of the educable mentally retarded child.

**Statement 27: Provide the teacher with suggestions for more effective teaching techniques (weighted frequency = 542).** Written comments related to this statement revealed that five teachers felt that the appropriate person to work with the teacher on the improvement of teaching techniques is the supervisor. It is likely that the teachers sampled have had considerably more help in this area from a supervisor than from a counselor. However, one participant wrote, "I think the counselor could be helpful in discussing effective ways to individualize teaching techniques. The counselor is trained in how to make experiences personal and this could help in the classroom." Several participants pointed out that this would be more
important for the beginning than for the experienced teacher. In light of these comments, it is interesting to note that the most obvious difference in the response patterns of the sub-samples is the certification groups (Figure 27). Fifty-one per cent of the teachers with partial certification selected "highly important" as their response, while only forty-one per cent of those with full certification selected this response. This may suggest that teachers who are not completely prepared according to minimum state standards are eager to receive assistance while actually on the job in order to improve their effectiveness in the instructional setting. All of the comments related to this statement insisted that this type of assistance be provided only at the invitation of the classroom teacher rather than as a routine part of the counselor's responsibility. Several stated that the counselor had too many unique services to provide to become a classroom supervisor or an expert on teaching methodology.

Statement 35: Make periodic reports of his work to the principal (weighted frequency = 537). This statement, which ranked twenty-fifth in the hierarchy, did not elicit any narrative comments from the participants. It is probable that the concern about a team approach and the need for involving the entire school staff in the total educational program of the school makes this statement more important than the remainder of those to be discussed.

Statement 20: Conduct studies to evaluate the guidance services (weighted frequency = 533). As will be evidenced in the
discussion of the remaining statements, research and/or evaluation oriented counselor functions are viewed as being less important than the various types of guidance assistance already discussed and which have a more obviously direct application to children. Two comments directed to this statement suggest that the guidance services should be evaluated by the recipients of these services, namely pupils, teachers, and parents, rather than by the person who is responsible for providing them. One participant wrote, "Everybody involved should have a hand in evaluating the guidance program. This would help keep the counselor honest!"

Statement 17: Do research on the school's special education program (weighted frequency = 525). It was anticipated, prior to the analysis of responses, that this statement would receive a higher ranking in the hierarchy than it in fact did. The comments stimulated by the statement assign this responsibility to the supervisor of special education. They also suggest that state standards for approved units for the educable mentally retarded are so specific that these units can no longer be construed as experimental. Several participants stated that research on the school's special education program should be designed and conducted by everyone involved in it including parents, teachers, administrators, supervisors, and the counselor. Apparently participants view the supervisor as the appropriate person to assume leadership for this effort.

Statement 6: Record the test results in the cumulative folder (weighted frequency = 523). Comments on this statement revealed that
the participants view maintenance of the cumulative folder as the responsibility of the classroom teacher or, when possible, a clerk. Some of the comments implied that the teachers were probably reading more into the statement than is warranted. For example, "The counselor knows more about the meaning of test results than any other person in the school." This suggests that some type of interpretation be made as records are accumulated. Another participant wrote, "This is not the counselor's job. The test results should be given to the teacher who should record them. Or better yet, all of the personnel involved with the student should review the test results and then they should be recorded by a secretary. It is high time that the teachers, counselors, and psychologists be freed to do what they are trained to do rather than reams of paper work."

Statement 32: Act as liaison between school and police on student investigations (weighted frequency = 519). The best rationale for the rather low rank of this statement in the hierarchy seems to be that the counselor should not be put in a position of being viewed by students as an authority figure who would mete out penalties and punishment. Several comments supplied by respondents are germane. "The counselor can be a great influence in helping a child; however, he should not be relegated to the position of sorting out the 'bad' guys and appearing in court." "If a student who gets into trouble with the police has any reason to believe that the counselor, or the teacher for that matter, has betrayed his trust, there can never be a meaningful relationship again." Although the statement referred only to the
counselor as a liaison between school and police, it is likely that many participants read courtroom appearances and the possible misuse of confidential information into the statement.

**Summary.** The ten statements discussed in this third group are considerably more diverse in content than those in the top two groups of the hierarchy. Two of the statements reflect counselor functions which place the counselor in the role of working with students and others involved with those students who are truancy or police problems. Four statements place the counselor in the role of serving the school by planning its testing program, evaluating its guidance services, researching its special education program, and recording test data in the cumulative folders. Two statements involve the counselor in the instructional component of the school through providing leadership in the evaluation of instructional materials and the improvement of teaching techniques. Two statements reflect dimensions of the counselor-principal relationship as evidenced by the counselor discussing common student problems with the principal and making periodic reports of his work to the principal.

It seems significant that the statements which appear lower in the hierarchy become more random in their content than was noted in the clustering of content in the top two groups. This clearly indicates that there was considerably less concensus among the sample group as they responded to some of the traditionally more controversial types of guidance assistance.
Group IV

Statement 21: Develop and teach units on social and emotional adjustment (weighted frequency = 501). This statement, the thirtieth in the hierarchy, stimulated several comments which help account for its place in the order of statements. "If the counselor has time to do this it can accomplish two things. First, our kids need activities which help them learn social skills so that they will fit in better with their peers, family, and the community. Second, the counselor can learn a great deal about the children by working with them in the classroom and seeing how they perform and relate to others." "I like the idea of the counselor spending some time in the classroom but I am not sure that units on social and emotional adjustment would go over very well with my group of children." "Social and emotional adjustment must be a constant goal with daily activities designed to accomplish it. I would like to work with a counselor on this." "All units should be developed and taught by the teacher. Someone extra coming into special education classrooms is very distracting to the kids and should not be permitted. The counselor could better spend his time finding resource materials for the teachers to use." "The words 'develop and teach units' should not be used to describe the counselor's role." "If the guidance person has time to develop and teach units, he is not doing all that he should be doing. His first and most important job is to counsel parents and students." These comments imply that although the counselor should probably be a regular visitor in the special class, he can serve its pupils more
effectively by acting as a resource person to the teacher on instruc-
tional matters rather than actually designing and conducting learning
activities.

**Statement 33:** Hold parent meetings to better acquaint them
with the activities of the school (weighted frequency = 497). Many
of the comments provided by participants in the study suggested that
parental involvement is one of their biggest concerns. Although they
were rather pessimistic about the probable attendance at such meetings,
they seemed to feel that the counselor could be helpful in securing
parent interest and cooperation. It is likely that the participants
perceived the meetings as being quite general and comparable to P.T.A.
meetings rather than being personal and individual in nature and
responded from this point of view. One participant wrote, "Most of my
parents are willing to come in for individual conferences but very few
of them come to general school meetings. They seem unaware that they
have a part in school activities." Several teachers indicated that
they hold regular meetings of the parents of their children to dis-
cuss common problems, and that the counselor could be a valuable
resource person for these meetings. It is probable that the partici-
pants do not view the calling and planning of such meetings as the
sole responsibility of the counselor.

**Statement 41:** Make a visit to each child's home once during
the year (weighted frequency = 497). It appears, from the comments
related to this statement, as though it is common practice for special
education teachers to make home visits during the school year. Several
participants wrote that the counselor should not be required to visit every home, but that they would like to have the counselor "on call" to make follow-up visits to selected homes or to visit some homes with the teacher. Six teachers included rather lengthy comments on the value of the teacher making home visits, citing such things as increased understanding of the child, opportunities to secure parental cooperation, and opportunities to express special interest in the child as specific outcomes of home visitation. It can be concluded that the counselor should be expected to make some home visits in cooperation with the teacher but that home visitation by the counselor need not be a routine part of his responsibility. The fact that forty-nine per cent of the primary unit teachers as opposed to thirty-nine per cent of the intermediate teachers rated this statement as "highly important" (Figure 41) probably indicates that the teachers of the younger children view the counselor as being influential in establishing home-school relationships. The parents of younger children, whose placement in units for the educable mentally retarded is likely to be quite recent, have greater need for interpretation of the school program and services. They also have a greater need for understanding and adjusting to the limitations which will be imposed on their child's life as a result of his reduced mental ability.

Statement 48: Provide counseling for teachers who have problems (weighted frequency = 496). The following comment provides a basis for the rationale explaining this statement's position in the hierarchy. "Teachers are people like everyone else and they have some
serious personal problems from time to time. But the counselor has
too much to do for the kids to become a private analyst for the
teachers. The counselor cannot be expected to be all things to all
people." If most participants perceived this statement in the manner
suggested by this comment, then it can be concluded that these teachers
would prefer to have the counselor spend counseling time with pupils
and parents. Statement thirty-six refers to the counselor’s responsi-
bility for considering with a teacher a problem she has with a student.
Statements forty-three, twenty-two, twenty-six, fourteen, three, eleven,
twenty-eight, eight, twenty-seven, and twenty-one all refer to specific
types of guidance assistance to teachers, and all precede this state-
ment in the hierarchy. It seems apparent that the teachers sampled
would prefer to maintain professional rather than personal counseling
relationships with the counselor as evidenced by the relative positions
of these statements in the hierarchy. Another participant’s comment
provides an excellent summary. "Intimate personal counseling relation-
ships between teachers and counselors should not exist except when
they relate directly to the professional performance of the teacher.
The counselor should work strictly in the interest of the individual
pupil, and this could become impossible if he is over-burdened by the
personal problems of teachers."

Statement 12: Obtain and show guidance films and discuss
them with the class (weighted frequency = 479). As has been noted
earlier, statements which reflect counselor involvement in the instruc-
tional functions of the school and responsibilities of the teacher tend
to be of less importance than those pertaining to direct counseling of parents and pupils. One participant commented on this statement. "I would like to have the counselor recommend good films for my pupils and, if he has time, come to my class to show and discuss them. It's good to have the counselor do the same things for the special education kids as he does for the regular classes because then they feel more a part of the school." Several other participants suggested that the counselor help find suitable guidance films for the teacher to show and discuss. Two participants suggested that the counselor select, show, and discuss guidance films with groups of parents and teachers.

Statement 34: Use research to identify common student problems (weighted frequency = 471). The statements in the instrument which reflected research efforts tend to emerge with relatively low positions in the hierarchy. It is possible that the participants perceived the term research as implying very sophisticated and time consuming research designs and procedures. Four participants commented on this and related statements. The essence of their comments is that research is not the appropriate concern of public school personnel but rather should be conducted in universities and colleges, or at least directed by personnel in higher education. They suggested that such research, if done in the school, involve all of the school's personnel. Time seemed to provide the rationale for this point of view in that participants commenting referred to the many other things the counselor should be doing which should take priority over formal research.
Statement 4: Conduct research on teaching methods (weighted frequency = 443). The rationale utilized in accounting for the relative unimportance of the statement above applies in a general way to this statement. In addition and with specific reference to this statement, eleven participants stated that matters pertaining to instruction should be within the purview of the supervisor rather than the counselor. Two participants suggested that research efforts which would benefit the entire school be planned by all of the personnel involved, including the counselor, reflecting once again the team orientation of these teachers.

Statement 40: Serve on civic committees and study groups on youth (weighted frequency 424). The tenor of the comments related to this statement suggests that while the counselor would, by virtue of his particular expertise, be a valuable member of such groups, he should not be routinely expected to maintain such membership, particularly as an official representative of the school. Several of the participants stated that the counselor should have the same freedom as any other employee of the school district to decide which, if any, civic activities he wished to pursue. One participant wrote, "How much can be expected of a counselor? If he did everything on this list during the school day and met with groups after school and in the evening, he wouldn't have much time to have a private life, and everyone is entitled to that."

Statement 9: Develop local norms for standardized tests (weighted frequency = 415). The fact that standardized achievement
and ability tests are seldom used routinely with educable mental retardates probably best accounts for this statement being the thirty-eighty in the hierarchy. Two comments amplify this contention. "Why bother to develop local norms including special education kids? The whole purpose of special education is to provide a way of evaluating a child's performance only in terms of his potential instead of comparing him to everyone else. For our purposes individual tests, which are of course standardized, provide the best baseline data for evaluating progress." "I am sure this would be valuable to teachers in regular classes, but if we were to have an ideal counselor for special classes I wouldn't want him wasting his time on this."

Summary. As was noted in summarizing the third group of statements, the lower the position of a group of statements in the hierarchy, the more diverse the content of the statements. The nine statements discussed in the fourth group have much less commonality of content than those in the top two groups, and fall into six categories. Two statements involve the counselor in the classroom through teaching units and showing and discussing films. Two statements put the counselor in the role of researcher. Two statements imply types of counselor-parent relationships as implemented through parent meetings and home visitations. One statement places the counselor in what was probably interpreted as a highly personal counseling relationship with teachers. One statement reflects the counselor's relationship with the community through service to civic committees and study groups. The last of the nine statements in the group places the counselor in
service to the school through the development of local norms for standardized tests.

It is interesting to note that although these statements ranked comparatively low in the hierarchy and, in general, were thought not to reflect primary responsibilities of the counselor, the comments related to all but one of them suggested some type of counselor involvement in the type of assistance reflected. The exception, or type of assistance in which the counselor should not be involved, was counseling with teachers in regard to their personal life and/or problems.

Group V

Statement 18: Direct research studies on the curriculum (weighted frequency = 391). This statement, ranking thirty-ninth in the hierarchy, can be explained in the same manner as were related statements. In this statement both research, generally low in importance, and the curriculum, generally viewed as the supervisor's domain, are linked together. Several comments directed toward this statement suggested that the supervisor be the director of such research, although it might be planned and conducted by a team in which the counselor and teachers should participate. Several of the comments indicated that the participants were viewing such research primarily as curriculum development and/or revision. In this context, they felt that the counselor would have valuable ideas to share but not the necessary expertise to direct such activity.
Statement 31: Secure glasses, shoes, etc., for needy students (weighted frequency = 376). The responsibility reflected in this statement was assigned by those respondents commenting on it to the nurse, social worker, committees of the P.T.A., or to philanthropic groups in the community. Several participants did mention the counselor's role in referring needy students to such groups, stating that the ideal counselor would be in the best position to identify these students.

Statement 25: Interpret test results to individual students (weighted frequency = 373). The interpretation of test results to individual students is probably one of the more common types of guidance assistance provided by the school counselor in the secondary school and often in the elementary school. The fact that the position of this statement in the hierarchy is so low is not surprising in view of the type of student being considered. Some of the comments generated by this statement were quite forceful. "I do not want a counselor or anyone else labeling my kids as stupid." "This is not appropriate for retarded children of this age (primary unit teacher). These children simply wouldn't understand so why frustrate them even more?" "I.Q.'s are too unreliable to use in this way." "I work hard all year building my children's self-concepts and I don't want that effort ruined by a misunderstood test score." The fact that students in units for the educable mentally retarded are not usually included in the routine testing program of the school also has meaning in accounting for this statement's rank in the hierarchy. The test
results available on these children are usually those from individual
tests which are interpreted to the parents at the time of placement
in special education. Several participants noted that if test data
are to be discussed, it should be with the parents and not with the
children. This is borne out by the position of statement seven:
Interpret to individual parents their child's school ability and
achievement test results. Statement seven ranked eighth in the hier­
archy while the statement presently being discussed ranked forty-first.
A discrepancy between the response patterns of the primary unit
teachers and the total sample is of interest (Figure 25). Thirty-seven
per cent of the primary teachers rated this statement "not important,"
while twenty-six per cent of the total sample chose this response. This
suggests that interpretation of individual test scores is a particularly
poor practice with younger children.

Statement 5: Tabulate data of research studies for the school
(weighted frequency = 371). This statement, ranking 517 frequency
points below the most important statement, can be discussed from
two points of view. First, it reflects research concerns which, in
general, received low ranks in the hierarchy. Second, it implies a
clerical-oriented task which was generally objected to by the par­
ticipants who commented on this and related statements. "It is
ridiculous for the counselor, or any other professional, to spend
time doing paper work that could easily be done by someone without
special training." "It would be much better to have secretaries or
parent volunteers do these kinds of jobs."
Statement 15: Prepare transcripts for students transferring to another school (weighted frequency = 360). Twelve teachers commenting on this statement wrote that this task should be done by the school secretary and implied that such clerical duties are not wise uses of counselor time.

Statement 45: Plan and coordinate the school's orientation program (weighted frequency = 313). The eleven teachers commenting on this statement recognized the usual importance of this type of guidance assistance for pupils in regular classes. However, they stated that this assistance is not as applicable to the retarded child who typically does not operate in all of the programs, activities, and facilities of the school. They also cited the comprehensive orientation of students and parents planned by the special class teachers as being more pertinent to the needs of the retarded child than would be the school-wide orientation program. Three participants suggested that the counselor be introduced to the retarded pupils early in the school year, and that he participate in some parts of the orientation program provided for these pupils. The rather even response patterns of the total sample and sub-sample groups (Figure 45) indicates that the place of this statement in the hierarchy is due more to even distribution of responses than to high percentages of "slightly important" and/or "not important" responses.

Statement 46: Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices (weighted frequency = 308). Examination of the response patterns (Figure 46) for
this statement reveals that "no opinion" was the response affecting the order of this statement more than any other response. This is probably due to the fact that these appraisal devices are not often used with the mentally retarded in the elementary school and therefore the teachers sampled have had little opportunity to evaluate them. Those who did comment on the statement viewed these devices as appropriate for children with normal intelligence but inappropriate for the retarded for two reasons: (1) the inadequacy of the retardate's language concepts makes the use of these procedures questionable if not impossible, and (2) the subtlety of these devices would probably be lost on the retarded. One participant felt that the data yielded from such devices should not be the concern of the school or its personnel. It is likely that the participants were responding more to the type of appraisal device described in the statement than to the role of the counselor in using such devices.

Summary. The diversity of the content of the seven statements discussed above is greater than that among the statements in the four groups which ranked higher than this group in the hierarchy. Three of the statements in this group reflect types of guidance assistance which the participants who commented cited as being necessary for children in the regular classes of the school, but inappropriate for the educable mentally retarded. These three statements centered on the interpretation of test results to individual students, the planning and coordination of an orientation program for the school, and the administration of personal data blanks, autobiographies, or
completion sentences as student appraisal devices. The remaining four statements reflected assistance which the participants assigned to school personnel other than the counselor.

Group VI

**Statement 38: Organize special activities for new students** *(weighted frequency = 219)*. This statement, forty-sixth in the hierarchy, is closely related to statement forty-five which deals with planning and coordinating the school's orientation program. It is interesting to note that statement thirty-eight ranked ninety-four frequency points lower than statement forty-five. The same explanation provided for statement forty-five could be employed in accounting for this statement. However, two comments augment this rationale. "Special activities for new pupils should be planned by the teacher and the pupils in the special class which the new pupil is joining." "I feel that the peer group of the new student would be a better source of planning activities for the new student. The kids know what is going on and are good at helping a new child learn what he needs to know. A bunch of highly structured special activities would overwhelm the new child in the special class."

**Statement 2: Supervise the audio-visual program** *(weighted frequency = 165)*. The place of this statement in the hierarchy is best accounted for by the following types of comments it stimulated. Eighteen participants assigned this task to the audio-visual coordinator or the supervisor. Seven participants suggested that the
counselor be consulted when films and other audio-visual materials are purchased, but that his time would be wasted if he were expected to catalog, maintain, or dispense audio-visual materials or equipment.

**Statement 44:** Serve as the faculty representative on the P.T.A. planning board (weighted frequency = 144). Comments regarding this statement reveal that many participants apparently assumed that some staff member would be named to serve in this capacity and that such service would be "official." Seventeen participants named the building principal as the "official" representative to the P.T.A. planning board. Six participants suggested that the counselor, as well as many of the teachers, would have valuable contributions to make to this group from time to time, but that they should not be named as the "official" representative. Examination of the response patterns for this statement (Figure 44) reveals that the highest percentage of the total sample as well as all sub-sample groups responded "not important" to this statement.

**Statement 47:** Make item analyses of teacher-made classroom tests (weighted frequency = 138). The fact that few teacher-made classroom tests which lend themselves to item analysis are used in classes for the educable mentally retarded is probably sufficient for accounting for the position of this statement in the hierarchy. Figure 47 shows that the most frequent response to this statement by all groups was "not important." Three comments by participants add some depth to this rationale. "I give very few tests to my pupils and the ones I do give are not very sophisticated. It would not be
worthy of the counselor's time to have him statistically analyze nine, five item tests. "When I do give tests, I usually have a different one for each child and I often use different standards for marking them. We are not concerned with group performance in special education." "An item analysis for a spelling test? Hardly worth the effort!"

Statement 23: Carry on the work of the principal in his absence (weighted frequency = 82). This statement, ranking last in the hierarchy and 776 frequency points lower than the first statement in the hierarchy, stimulated many comments. "This confusion of roles would hurt the image of the counselor as a close friend to the pupils." "My experience with three different elementary school principals leads me to believe that if the counselor ever got caught in this trap he would never again have his own identity in the school." "If the counselor agreed to carry on the work of the principal in his absence, she'd soon be carrying on the work of the principal in his presence." "What would the counselor know about the principal's work unless each counselor has his own school and is there all the time?" "I think a counselor should counsel and not take on administrative duties." "What's the matter with the assistant principal?" "What work?" Examination of Figure 23 reveals that the position of this statement can be attributed to a large percentage of "not important" responses rather than to an even distribution of responses to the five ratings.

Summary. The five statements discussed in this group received the lowest positions in the hierarchy based on their weighted
frequencies. Three of the five statements reflected assistance which
the participants, through their comments, assigned to someone on the
school staff other than the counselor. These types of assistance are:
(1) supervision of the audio-visual program, (2) representation on the
P.T.A. planning board, and (3) carrying on the work of the principal
in his absence. The other two statements reflected types of assistance
which the participants, as indicated by their comments, felt were not
applicable to the educable mentally retarded. These are the making of
item analyses of teacher-made classroom tests and the organization of
special activities for new students.

General Summary

This discussion of each of the fifty statements in order of
their positions in the weighted frequency determined hierarchy has
provided a rationale for the place of each utilizing the comments
provided by the participants and comparisons of the response patterns
of the total sample group and the sub-sample groups. Several conclu­
sions are possible at this point: (1) Each of the top seven statements
in the hierarchy reflects a similar type of guidance assistance; (2) as
the statements descend in the hierarchy, the content of those close to
one another becomes more dissimilar; (3) the type of guidance assistance
reflected in the statements at the top of the hierarchy places the
counselor in counseling or consulting roles with various groups or
individuals; (4) the statements at the lower end of the hierarchy re­
fect types of assistance which the participants, through their written
comments, preferred to assign to some staff member other than the
counselor; and (5) the most numerous and the greatest differences in the response patterns of the sub-sample groups occurred in the level of unit sub-sample group.

In the above discussion, no judgments were made regarding the appropriateness of the counselor behavior or guidance assistance reflected in the various statements. In order to utilize the hierarchy of guidance assistance derived from the instrumentation and analytical procedures employed in this study in conceptualizing about appropriate guidance assistance for the educable mentally retarded in the elementary school, the hierarchy of guidance assistance must be discussed in terms of accepted concepts, standards, and policies related to elementary school guidance assistance and counselor role.

THE HIERARCHY AS RELATED TO ACCEPTED CONCEPTUALIZATIONS OF THE ELEMENTARY SCHOOL COUNSELOR'S ROLES

Prior to discussing the hierarchy as related to accepted conceptualizations of elementary school counselor roles, two items from the review of literature are summarized.

In 1966, a joint ACES-ASCA Committee on the Elementary School Counselor proposed a preliminary statement in which the role of the elementary school counselor is broadly defined. This conceptualization of counselor role contains three primary categories: (1) counseling, (2) consulting, and (3) coordinating.¹

Faust, in conceptualizing the roles of the elementary school counselor, utilized two of the above categories, counseling and consulting, and evolved a hierarchy for each. He views coordinating as a part of the elementary school counselor's role as being a function of the circumstances in a given school or district rather than an inherently essential part of that role.

Categorization of statements

In order to make judgments about the appropriateness of the counselor behavior reflected in each of the fifty statements hierarchically ordered by the statistical treatment of the responses of the participants in this study, the statements were arranged by the investigator according to the three categories of the elementary school counselor's role recommended by the ACES-ASCA joint committee. The comments provided by participants, giving insight into their probable perceptual sets as they responded to the statements, were considered as each statement was assigned to one of the categories. Table 4 presents the categorized statements. In each listing by category, the order of the statement in the hierarchy determined by the instrumentation and analytical procedures employed in this study has been retained. Because of the nature of their content, seventeen statements could not be placed into any of the three primary categories; therefore, a fourth primary category called "other" was created.

<table>
<thead>
<tr>
<th>STATEMENT NUMBER</th>
<th>STATEMENT</th>
<th>WEIGHTED FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.</td>
<td>858</td>
</tr>
<tr>
<td>36</td>
<td>Consider with a teacher a problem she has with a student in class.</td>
<td>823</td>
</tr>
<tr>
<td>1</td>
<td>Confer with parents of the child having academic difficulty.</td>
<td>819</td>
</tr>
<tr>
<td>7</td>
<td>Interpret to individual parents their child's school ability and achievement test results.</td>
<td>759</td>
</tr>
<tr>
<td>26</td>
<td>Conduct group sessions in which staff members may discuss their concerns.</td>
<td>727</td>
</tr>
<tr>
<td>14</td>
<td>Assist the teacher in the appraisal of the student.</td>
<td>702</td>
</tr>
<tr>
<td>30</td>
<td>Consult with the professional staffs of community referral agencies.</td>
<td>687</td>
</tr>
<tr>
<td>19</td>
<td>Interpret the guidance program through speeches to parent and community groups.</td>
<td>681</td>
</tr>
<tr>
<td>3</td>
<td>Analyze the instructional implications of standardized test results.</td>
<td>680</td>
</tr>
<tr>
<td>11</td>
<td>Work with individual teachers to develop their counseling skills.</td>
<td>655</td>
</tr>
<tr>
<td>28</td>
<td>Discuss purposes of the guidance program in staff meetings.</td>
<td>641</td>
</tr>
<tr>
<td>10</td>
<td>Discuss common student problems with the principal.</td>
<td>593</td>
</tr>
<tr>
<td>27</td>
<td>Provide the teacher with suggestions for more effective teaching techniques.</td>
<td>542</td>
</tr>
<tr>
<td>35</td>
<td>Make periodic reports of his work to the principal.</td>
<td>537</td>
</tr>
<tr>
<td>32</td>
<td>Act as liaison between school and police on student investigations.</td>
<td>519</td>
</tr>
<tr>
<td>STATEMENT NUMBER</td>
<td>STATEMENT</td>
<td>WEIGHTED FREQUENCY</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>21</td>
<td>Develop and teach units on social and emotional adjustment.</td>
<td>501</td>
</tr>
<tr>
<td>33</td>
<td>Hold parent meetings to better acquaint them with the activities of the school.</td>
<td>497</td>
</tr>
<tr>
<td>41</td>
<td>Make a visit to each child's home once during the year.</td>
<td>497</td>
</tr>
<tr>
<td>40</td>
<td>Serve on civic committees and study groups on youth.</td>
<td>424</td>
</tr>
<tr>
<td>25</td>
<td>Interpret test results to individual students.</td>
<td>373</td>
</tr>
<tr>
<td>44</td>
<td>Serve as the faculty representative on the P.T.A. planning board.</td>
<td>144</td>
</tr>
</tbody>
</table>

**COUNSELING**

<table>
<thead>
<tr>
<th>STATEMENT NUMBER</th>
<th>STATEMENT</th>
<th>WEIGHTED FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Provide individual conferences on a continuing basis for those children presenting learning or adjustment problems.</td>
<td>837</td>
</tr>
<tr>
<td>37</td>
<td>Interview pupils referred by the principal.</td>
<td>815</td>
</tr>
<tr>
<td>43</td>
<td>Interview pupils referred by teachers.</td>
<td>811</td>
</tr>
<tr>
<td>50</td>
<td>Provide individual conferences in which pupils might discuss their future goals and plans.</td>
<td>810</td>
</tr>
<tr>
<td>39</td>
<td>Provide counseling for parents.</td>
<td>717</td>
</tr>
<tr>
<td>29</td>
<td>Meet on a regular basis with small groups of children who present attendance, behavior, or learning problems.</td>
<td>696</td>
</tr>
<tr>
<td>24</td>
<td>Routinely interview truants and/or their parents.</td>
<td>583</td>
</tr>
<tr>
<td>48</td>
<td>Provide counseling for teachers who have problems.</td>
<td>496</td>
</tr>
<tr>
<td>12</td>
<td>Obtain and show guidance films and discuss them with the class.</td>
<td>479</td>
</tr>
<tr>
<td>STATEMENT NUMBER</td>
<td>STATEMENT</td>
<td>WEIGHTED FREQUENCY</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td><strong>COORDINATING</strong></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Coordinate and plan the school's testing program.</td>
<td>597</td>
</tr>
<tr>
<td>45</td>
<td>Plan and coordinate the school's orientation program.</td>
<td>313</td>
</tr>
<tr>
<td>38</td>
<td>Organize special activities for new students.</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td><strong>OTHER</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Conduct case studies of pupils presenting special learning or adjustment problems.</td>
<td>728</td>
</tr>
<tr>
<td>16</td>
<td>Administer an individual test to selected students.</td>
<td>649</td>
</tr>
<tr>
<td>8</td>
<td>Evaluate instructional material's suitability for giving children a knowledge of the world of work.</td>
<td>576</td>
</tr>
<tr>
<td>20</td>
<td>Conduct studies to evaluate the guidance services.</td>
<td>533</td>
</tr>
<tr>
<td>17</td>
<td>Do research on the school's special education program.</td>
<td>525</td>
</tr>
<tr>
<td>6</td>
<td>Record the test results in the cumulative folder.</td>
<td>523</td>
</tr>
<tr>
<td>34</td>
<td>Use research to identify common student problems.</td>
<td>471</td>
</tr>
<tr>
<td>4</td>
<td>Conduct research on teaching methods.</td>
<td>443</td>
</tr>
<tr>
<td>9</td>
<td>Develop local norms for standardized tests.</td>
<td>413</td>
</tr>
<tr>
<td>18</td>
<td>Direct research studies on the curriculum.</td>
<td>391</td>
</tr>
<tr>
<td>31</td>
<td>Secure glasses, shoes, etc., for needy students.</td>
<td>376</td>
</tr>
<tr>
<td>5</td>
<td>Tabulate data of research studies for the school.</td>
<td>371</td>
</tr>
<tr>
<td>15</td>
<td>Prepare transcripts for pupils transferring to another school.</td>
<td>360</td>
</tr>
</tbody>
</table>
Table 4 reveals that twenty-one statements reflect consulting, nine reflect counseling, three reflect coordinating, and seventeen reflect other types of possible counselor behaviors. The seven statements ranking at the top of the hierarchy are all assigned to either the consulting or counseling category; four of them to counseling and three to consulting. Of the top nineteen statements in the hierarchy, eleven reflect the consulting role; six the counseling role; and two, other counselor tasks. Of the top thirty-eight statements in the hierarchy, nineteen depict tasks within the consulting role; nine tasks of the counseling role; one of the coordinating role; and nine other possible counselor tasks. Of the twelve statements ranking at the lower end of the hierarchy, two reflect the consulting role; two the coordinating role; and eight are categorized as other possible counselor tasks.

Table 5 summarizes the nature of the counselor behaviors categorized as "other" according to three broad classifications:
(1) evaluation assistance, (2) research assistance, and (3) assistance more appropriately assigned to another member of the school staff.

The order of the statements in the hierarchy determined by the instrumentation and analytical treatment employed in this study was retained within each classification. Each statement in Table 5, phrased as it was in the instrument, is preceded by the number of the statement in the instrument and followed by its weighted frequency. Six of the top twenty-nine statements in the hierarchy were categorized as depicting a counselor behavior other than consulting, counseling, or coordinating. Analysis of Table 5 reveals that the top four of these six reflect a type of counselor assistance which can be classified as evaluation assistance, broadly conceived; one reflects research assistance; and one suggests a task which would more appropriately be performed by some member of the school staff other than the counselor. Eleven of the statements categorized as other in Table 4 were ranked among the twenty-one statements at the lower end of the hierarchy. These statements are classified in Table 5 as follows: (1) the top four reflect research assistance; the next three represent tasks more appropriately performed by some member of the school staff other than the counselor; two of the lowest four depict evaluation assistance; and the other two suggest assistance which should be provided by someone on the school staff other than the counselor.
<table>
<thead>
<tr>
<th>STATEMENT NUMBER</th>
<th>STATEMENT</th>
<th>WEIGHTED FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EVALUATION ASSISTANCE</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Conduct case studies of pupils presenting special learning or adjustment problems.</td>
<td>728</td>
</tr>
<tr>
<td>16</td>
<td>Administer an individual test to selected students.</td>
<td>649</td>
</tr>
<tr>
<td>8</td>
<td>Evaluate instructional material's suitability for giving children a knowledge of the world of work.</td>
<td>576</td>
</tr>
<tr>
<td>20</td>
<td>Conduct studies to evaluate the guidance services.</td>
<td>533</td>
</tr>
<tr>
<td>9</td>
<td>Develop local norms for standardized tests.</td>
<td>413</td>
</tr>
<tr>
<td>46</td>
<td>Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.</td>
<td>308</td>
</tr>
<tr>
<td>47</td>
<td>Make item analyses of teacher-made classroom tests.</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td><strong>RESEARCH ASSISTANCE</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Do research on the school's special education program.</td>
<td>525</td>
</tr>
<tr>
<td>34</td>
<td>Use research to identify common student problems.</td>
<td>471</td>
</tr>
<tr>
<td>4</td>
<td>Conduct research on teaching methods.</td>
<td>443</td>
</tr>
<tr>
<td>18</td>
<td>Direct research studies on the curriculum.</td>
<td>391</td>
</tr>
<tr>
<td></td>
<td><strong>ASSISTANCE BY OTHERS</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Record the test results in the cumulative folder.</td>
<td>523</td>
</tr>
</tbody>
</table>
TABLE 5 - continued

<table>
<thead>
<tr>
<th>STATEMENT NUMBER</th>
<th>STATEMENT</th>
<th>WEIGHTED FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Secure glasses, shoes, etc., for needy students.</td>
<td>376</td>
</tr>
<tr>
<td>5</td>
<td>Tabulate data of research studies for the school.</td>
<td>371</td>
</tr>
<tr>
<td>15</td>
<td>Prepare transcripts for pupils transferring to another school.</td>
<td>360</td>
</tr>
<tr>
<td>2</td>
<td>Supervise the audio-visual program.</td>
<td>165</td>
</tr>
<tr>
<td>23</td>
<td>Carry on work of the principal in his absence.</td>
<td>82</td>
</tr>
</tbody>
</table>

COMPARISON OF THE CATEGORIZED HIERARCHY OF STATEMENTS TO EXISTING CONCEPTUALIZATIONS OF COUNSELOR ROLE

In the previous section of this chapter, the hierarchy of statements as determined by the instrumentation and analytical procedures of this study was categorized according to the three major categories of the counselor recommended by the professional organizations of the field. The three categories were: (1) consulting, (2) counseling, and (3) coordinating. Seventeen statements in the hierarchy did not depict aspects of these three categories and were, therefore, categorized as "other." The statements in this fourth category were classified according to the type of guidance assistance implied in each utilizing three broad classifications including: (1) evaluation assistance, (2) research assistance, and (3) assistance more appropriately provided by a member of the elementary
school staff other than the counselor. Because these statements categorized as "other" are not germane to the three categories of the counselor role, they are not further analyzed at this point. They are considered in Chapter V as they relate to the conceptual framework for guidance assistance for the educable mentally retarded in the elementary school.

The coordination role of the elementary school counselor will, as Faust\(^3\) has indicated, vary considerably from one school situation to the next. Only three of the fifty statements were categorized as a part of the coordination role. Two of these statements, number forty-two (Coordinate and plan the school's testing program), and number forty-five (Plan and coordinate the school's orientation program), were categorized as coordination because the word "coordinate" appeared in each of the statements. The third statement in this category, number thirty-eight (Organize special activities for new students), was categorized as coordination because its meaning could be interpreted as being nearly synonymous with the meaning of statement forty-five. It was also possible to categorize statements forty-five and thirty-eight as consulting and statement forty-two as "other" with the classification of evaluation assistance. Faust's rationale for the diversity of the coordination role, and the fact that these statements categorized as coordination lend themselves to consideration elsewhere, seem to justify no further formal discussion.

\(^3\)Ibid.
of this category of the elementary school counselor's role at this point. Statements forty-five and thirty-eight are, therefore, grouped with the consultation statements and considered in the perspective of that category. Statement forty-two is considered with the statements grouped as "other." These three statements are re-considered in Chapter V as they relate to the conceptual framework for guidance assistance to the educable mentally retarded child in the elementary school.

It is the purpose of the remainder of this chapter to further categorize, discuss, and compare the hierarchy derived from the instrumentation and analytical procedures implemented in this study as it relates to the consulting and counseling roles of the elementary school counselor.

The Faust Conceptualization of the Roles of the Elementary School Counselor

Faust, in conceptualizing the roles of the elementary school counselor, stresses the need for the counselor's time and energies to be focused on working with the people and conditions in the school which have impact on the cognitive development of the child. To do this, the counselor establishes consulting and counseling relationships with the various people who are in positions to facilitate this development. These two types of relationships are distinctive from one another; each being established and maintained for different reasons. The consulting role of the counselor enables him to interact with
others for the purpose of gathering and/or disseminating information about the child, the relationship being objective and exterior to self. The counseling role, on the other hand, involves the self perceptions and sensitivities of each person. Faust has established hierarchies for the distribution of the consulting and counseling roles of the elementary school counselor based on the premises of developmental guidance as follows:

**HIERARCHY OF CONSULTATION ROLES**

(First Level)

1. Consultation with groups of teachers.
2. Consultation with the individual teacher.
3. Consultation with groups of children.
4. Consultation with the individual child.

(Second Level)

5. Consultation in curriculum development.
6. Consultation with administrators.
7. Consultation with parents.
8. Consultation with school personnel specialists.
9. Consultation with community agencies.

**HIERARCHY OF COUNSELING ROLES**

1. Works with groups of teachers.
2. Works with individual teachers.
3. Works with groups of children.
4. Works with an individual child.

---

Grouping the statements according to Faust's conceptualization of the elementary school counselor roles. In order to compare the categorized statements with the hierarchies conceptualized by Faust, the following procedures were employed: (1) the statements in the consulting and counseling categories were grouped according to Faust's hierarchy of roles within each of these categories; (2) the weighted frequencies of the statements assigned to each group were averaged; (3) the average weighted frequencies were used to determine the order of the grouped statements within the hierarchies; and (4) the hierarchies determined by such grouping and average weighted frequencies were compared with the Faust conceptualization of the elementary school counselor role. These procedures were employed separately for the consulting and counseling roles conceptualized by Faust.

The consulting role. Table 6 presents a summary of the statements reflecting the consultation role as organized according to Faust's conceptual framework. It should be noted that none of the statements in the instrument reflected consultation with school personnel specialists. However, the need for the counselor to be actively involved in the team of professionals working in the school to facilitate the total development of the educable mental retardate was pointed up by the narrative comments of many of the participants.

Table 7 depicts a comparison of Faust's hierarchy of the consultation role with the hierarchy of that role as delineated by the instrumentation, analytical procedures, and categorization employed in this study. The most notable discrepancy between the
### Table 6

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Children</th>
<th>Curriculum Development</th>
<th>Administrators</th>
<th>Parents</th>
<th>Community Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Group</td>
<td>Individuals</td>
<td>Group</td>
<td>Individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SN</td>
<td>WF</td>
<td>SN</td>
<td>WF</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>727</td>
<td>36</td>
<td>823</td>
<td>21</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>641</td>
<td>14</td>
<td>702</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>655</td>
<td>19</td>
<td>681</td>
</tr>
<tr>
<td>1368c</td>
<td></td>
<td>2722c</td>
<td>407d</td>
<td>692c</td>
<td>346d</td>
</tr>
<tr>
<td>684d</td>
<td></td>
<td>681d</td>
<td>407d</td>
<td>692c</td>
<td>346d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>b</td>
</tr>
<tr>
<td>c</td>
</tr>
<tr>
<td>d</td>
</tr>
<tr>
<td>THE FAUST HIERARCHY</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>(First Level)</td>
</tr>
<tr>
<td>1. Consultation with groups of teachers.</td>
</tr>
<tr>
<td>2. Consultation with the individual teacher.</td>
</tr>
<tr>
<td>3. Consultation with groups of children.</td>
</tr>
<tr>
<td>4. Consultation with the individual child.</td>
</tr>
<tr>
<td>(Second Level)</td>
</tr>
<tr>
<td>5. Consultation in curriculum development.</td>
</tr>
<tr>
<td>6. Consultation with administrators.</td>
</tr>
<tr>
<td>7. Consultation with parents.</td>
</tr>
<tr>
<td>8. Consultation with school personnel specialists.</td>
</tr>
<tr>
<td>9. Consultation with community agencies.</td>
</tr>
</tbody>
</table>
hierarchy determined by the responses of teachers of the educable mentally retarded and the Faust model is in the position of the consultation roles with children. Another notable difference is the higher priority of consultation with parents in the hierarchy developed in this study from the priority of that same role in the Faust conceptualization. These hierarchies, as well as those of the counseling role, provided inputs for devising the conceptual framework for guidance assistance to the educable mentally retarded child in the elementary school.

**The counseling role.** Table 8 presents a summary of the statements reflecting the counseling role of the elementary school counselor as organized according to Faust's conceptualization of that role and derived through the procedures described earlier. Although none of the statements reflected counselor behaviors easily recognized as counseling with groups of teachers, it seems reasonable to believe that such relationships would grow out of the consultation contacts with groups of teachers. Consultation with groups of teachers emerged as the highest priority in the consultation role. One statement in the instrument, statement thirty-nine, reflecting the counseling role placed the counselor in the position of counseling with parents. This statement was not considered in deriving the hierarchy of the counseling role since the Faust conceptualization of this role does not include parents as primary clients. Statement twenty-four (Routinely interview truants and/or their parents) was included in the group of statements reflecting individual counseling of children.
<table>
<thead>
<tr>
<th></th>
<th>WORKS WITH TEACHERS</th>
<th></th>
<th>WORKS WITH CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GROUPS</td>
<td>INDIVIDUALS</td>
<td>GROUPS</td>
</tr>
<tr>
<td><strong>SN</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td><strong>WF</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td><strong>SN</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td><strong>WF</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>496</td>
<td>29</td>
<td>696</td>
</tr>
<tr>
<td>12</td>
<td>479</td>
<td>43</td>
<td>811</td>
</tr>
<tr>
<td>496&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td>1175&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>496&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
<td>588&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

---

- <sup>a</sup> statement number
- <sup>b</sup> weighted frequency
- <sup>c</sup> total of weighted frequencies
- <sup>d</sup> average weighted frequencies
Table 9 compares the hierarchy of the counseling roles determined by the instrumentation, analytical procedures, and categorization used in this study with the Faust conceptualization of those roles. Examination of Table 9 reveals that the order of the hierarchy delineated in this study is a complete reversal of the Faust model. The teachers of the educable mentally retarded sampled in this study would have the counseling role of the elementary school counselor give top priority to direct counseling with children as individuals and in groups.

### TABLE 9
A COMPARISON OF THE CATEGORIZED HIERARCHY WITH THE FAUST HIERARCHY OF THE COUNSELING ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

<table>
<thead>
<tr>
<th>THE FAUST HIERARCHY</th>
<th>THE CATEGORIZED HIERARCHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Works with groups of teachers.</td>
<td>1. Works with an individual child.</td>
</tr>
<tr>
<td>2. Works with individual teachers.</td>
<td>2. Works with groups of children.</td>
</tr>
<tr>
<td>3. Works with groups of children.</td>
<td>3. Works with individual teachers.</td>
</tr>
<tr>
<td>4. Works with an individual child.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion.** The hierarchies of the counseling and consulting roles of the elementary school counselor evolved through the collection, analysis, and categorization of the data yielded from the instrument utilized in this study must be viewed as rather gross
conceptualizations of these roles based on the Faust conceptualizations. There are several reasons for this: (1) the instrument used was not based on Faust's conceptual framework of the elementary school counselor's role; (2) the statements in the instrument used could not be grouped equally among the three basic categories of the elementary school counselor's role as tentatively defined by the professional organizations in the field; and (3) the grouping of the statements according to the three categories was rather subjective since it was based on the investigator's interpretation of the statements as influenced by the comments of the participants in the study. Therefore, the comparison of the conceptualization of counseling and consulting roles developed through the procedures used in this study with Faust's conceptualization of these roles must be viewed in the proper perspective. The value in making this comparison lies in the implications it has for conceptualizing about guidance assistance for the educable mental retardate in the elementary school. An accepted conceptualization of elementary school counselor role, such as the one advocated by Faust, provides a baseline for adaptation of that role in planning to meet the specific guidance needs of the retarded as expressed by the participants in this study.

SUMMARY

Chapter IV has presented the findings of the study. Fifty statements reflecting various tasks often assigned to the elementary school counselor were rated by 468 teachers of the educable mentally
retarded in the elementary schools in the State of Ohio. The participants rated each statement in terms of its importance in planning an ideal guidance program, implemented by an ideal elementary school counselor, to meet the particular guidance needs of the educable mental retardate chronologically aged six through twelve. Computer analysis of the ratings yielded the frequency of response to each of the five ratings and the percentage of the responses constituted by each frequency for the total sample and six sub-sample groups. The statements were hierarchically ordered according to the combined percentages of the participants rating each statement "highly important" and "moderately important," as well as by weighting the frequency of "highly important" responses and combining it with the simple frequency of "moderately important" responses \( f^1 \times 2 + f^2 \). The response patterns of the six sub-sample groups were compared with one another and with the response patterns of the total sample group.

Each of the fifty statements, in order of its position in the hierarchy was discussed. The discussion of each statement included a rationale for the statement's position in the hierarchy, notable discrepancies between the response patterns of the total sample and/or the sub-sample groups, and narrative comments provided by the participants.

The fifty statements were categorized according to three categories of the elementary school counselor's role including: consulting, counseling, and coordinating. Seventeen of the fifty statements did not lend themselves to such categorization and were placed in a fourth
major category designated as "other." The twenty-one statements categorized in the consulting role, plus two from the coordinating role which could also be viewed as depicting the consulting role; and the nine statements in the counseling category were further grouped according to the conceptualization of the counselor-consultant roles defined by Faust. These categorized and grouped statements were arranged hierarchically for each of the two roles and compared to the Faust model.

The hierarchy of statements determined by the responses of the participants in the study, as well as the categorized and grouped statements based on and compared to the Faust conceptualization of the consulting and counseling roles, was used as baseline data for delineating a conceptual framework for providing guidance assistance to the educable mentally retarded in the elementary school. This conceptual framework is presented in Chapter V.
Chapter V presents a conceptual framework for guidance assistance to the educable mentally retarded child in the elementary school. This conceptual framework was based on the analyzed findings of this study. It is discussed in the following five sections: (1) a rationale for guidance assistance to the educable mentally retarded in the elementary school; (2) a conceptual framework of the counselor's role in providing guidance assistance to the educable mentally retarded; (3) a discussion of the considerations to be made in implementing the conceptual framework; (4) the responsibility of counselor education programs in preparing elementary school counselors to work with the educable mental retardate; and (5) a summary of the chapter.

A RATIONALE FOR GUIDANCE ASSISTANCE TO THE EDUCABLE MENTALLY RETARDED IN THE ELEMENTARY SCHOOL

Public education in American schools is based on the principle that each individual child has the right to develop his full and unique potential in every domain of his life. The school, and the various programs it provides, has the central purpose of facilitating this development.
The instructional program of the school, employing a curriculum based on the various disciplines and bodies of knowledge, is implemented through the classroom teacher and is aimed at enabling the cognitive development of the child. The child, using his intellect, the instructional materials provided by the teacher, and the leadership of the teacher manifested through the teacher's person and teaching methodology, learns to organize information and knowledge in a meaningful way as he interacts with these dimensions of the instructional program. In most cases he also learns to incorporate tested information and knowledge into his belief and value system, permitting him to rely on this knowledge and information as he makes decisions about his life. Most often the instructional program of the school is designed for groups of pupils. Educators claim that although instruction is provided in groups, the individual child, his unique experiential background, needs, and learning style and/or limitations, is considered. Therefore, the instructional program of the school is a group experience based on individual process. Success or failure in the instructional program is determined, in most instances, by comparing the performance of the various individuals in the group. Value is placed on achievement commensurate with ability, and achievement usually means the mastery of academically oriented skills and concepts.

The child, whose limited intellectual functioning makes it unrealistic for him to be compared with a heterogeneous group as he pursues the instructional program of the school, is often placed in
a special class. In this more homogeneous group, it is possible to
make the instructional program of the school, although still a group
experience, an even more individualized process. The instructional
objectives of the special class are basically the same as those for
regular classes. The differences lie in the way in which the in-
structional program is implemented. The primary difference is in the
size of the group in which instruction takes place. Other differences
include a reduced emphasis on academically oriented instructional
goals and materials, the use of the individual child's ability rather
than group norms for determining success, and an increased use of a
one-to-one instructional relationship. The fundamental purpose of
special class placement, then, is to make the instructional experiences
of the child as realistic and meaningful as possible in terms of his
mental ability. The basic goal is to make the child as self-directive
as possible so that he can assume a high degree of personal responsibi-
ility in making decisions about his life. But the instructional program,
centered on the maximal cognitive development of each child, is not
the only responsibility of the school if it is to facilitate the full
and unique development of each child.

The guidance program of the elementary school, designed
according to the principles of the developmental guidance approach,
is organized to facilitate the individualization of the instructional
program. More specifically, the purpose of elementary school guidance
is to give meaning to the instructional program. This is accomplished
through the several types of guidance assistance provided by the
elementary school counselor to the child and the many individuals in the child's life who have an impact on the child's total development. The end result should be the assurance that each child has opportunities to discover, process, and utilize the instructional experiences provided by the school as he makes decisions about himself and builds habits which will affect his adult life. While the instructional program centers primarily on the cognitive development of the child, the guidance program focuses on his affective development. The experiences provided by the guidance program should make it possible for each child to evolve a concept of himself which permits him to relate effectively to the persons and situations he encounters in the present. They should also aid him in seeing the relationship between his past and present experiences as they have bearing on his future. It is the responsibility of the school and, particularly of the counselor employed to establish and maintain the guidance program, to provide guidance assistance for every child eligible for enrollment in the school. This mandates that guidance assistance be broader than a crisis-oriented service. Certainly those children who have serious emotional and/or social problems should be served by the elementary school counselor; but perhaps the most efficient and effective service to these children would be referral to some other pupil personnel worker or agency.

Children whose intellectual functioning is so limited that they are classified as educable mentally retarded are clearly within the purview of the elementary school counselor and the guidance
program. Even though special procedures of grouping and instruction are utilized with these youngsters, their need for understanding the relationship between school experiences and the broader meaning of their lives is as great, if not greater than, this need in all children. The purpose of instruction and guidance today is to make tomorrow more fulfilling and worthwhile. Learning to read and to manage number concepts in the elementary school makes life in adulthood more productive and rewarding. Learning to understand and accept oneself as realistically as possible as a child gives direction and purpose to goal setting for the future. The major way in which the educable mentally retarded child is different from other children is that his reduced intellectual functioning limits the number of society's opportunities which he can reasonably pursue. This centers primarily on occupational opportunities in adulthood. The instructional program of the school must enable the child to develop the skills required to be a contributing, self-sustaining, and productive member of the adult society. The guidance program of the school must enable him to develop a sense of self-confidence and self-worth in spite of the limitations imposed by his reduced intellectual functioning and the subsequent limitations of occupational opportunity. If these programs are successful, the school will accomplish its goals, and will produce human beings who can be readily accepted by society, contribute to it, and respond to its demands. Further, each individual will be able to do so with a sense of dignity, self-worth, and pride in the contributions he is able to make.
The guidance and instructional programs of the elementary school are inextricably bound together; one is not complete without the other. For many years public education in America has provided instructional experiences for all children so that they might master the precepts and skills required for responsible membership in society. Developmental guidance in the elementary school has only recently come into its own as a program for all children. As it continues to evolve and become more universally established, it must consider the particular guidance needs of the educable mental retardate just as the instructional program has been adapted to meet the cognitive needs of these youngsters. This is most likely to be accomplished by counselors who have had adequate experiences within their preparation to enable them to understand and provide appropriate guidance assistance for the educable mental retardate. They must be able to conceptualize their role in facilitating the total development and adjustment of this type of child.

A CONCEPTUAL FRAMEWORK OF THE COUNSELOR'S ROLES IN PROVIDING GUIDANCE ASSISTANCE TO THE EDUCABLE MENTALLY RETARDED

Chapter IV presented a hierarchy of counselor behaviors established by treatment of the responses of 468 teachers of the educable mentally retarded who rated fifty statements according to the importance of each in providing ideal guidance assistance to the educable mentally retarded in the elementary school. The statements were also categorized and grouped so that the counselor roles as
viewed by the participants in this study could be compared with the Faust conceptualization of the consulting and counseling roles of the elementary school counselor. This section presents a conceptualization of the elementary school counselor's role derived from the findings of this study.

Assumptions

In conceptualizing this role several assumptions were made including: (1) the response patterns of the teachers of the educable mentally retarded in the elementary are valid and reliable indicators of the relative importance of the types of guidance assistance rated; (2) the rationale, content, and terminology of the Faust model represents one of the most complete and well accepted conceptualizations of the role of the elementary school counselor; (3) the nature of the guidance assistance provided for the educable mentally retarded should be as much like the guidance assistance comprising the guidance program of the school as possible; (4) the counselor regularly employed in a given school should plan and conduct the guidance assistance to the educable mentally retarded children enrolled in that school; (5) all aspects of the guidance assistance planned for the educable mentally retarded should be equally available to all retarded children in the school; (6) guidance assistance provided for the educable mentally retarded should be developmental rather than crisis-oriented in nature; (7) the specifics of the guidance assistance to the educable mentally retarded should be planned and
implemented by the team of school personnel responsible for the
total development of the child; and (8) the elementary school coun­
selor should be designated as the leader of this team.

The Conceptual Framework

Figure 52 presents the hierarchy of the components of the
counselor's roles in providing guidance assistance to the educable
mentally retarded child in the elementary school based on the in­
terpretation of the findings of this study.

Analysis of Figure 52 reveals that counseling of individual
children is the first priority for the counselor in providing guidance
assistance to the educable mentally retarded child. This role was
placed at the top of the hierarchy because the statements which de­
picted it received the highest average weighted frequency (771) when
grouped according to Faust's conceptualization of the counseling role.
Narrative comments were provided by the study participants as they
reacted to the statements reflecting this role. The essence of these
comments was that development of a realistic and positive self concept
is critical to the development of the child with limited intellectual
functioning and to enabling him to maximally profit from the instruc­
tional program of the special class. Four of the five statements
grouped as depicting this component of the counseling role were among
the top seven in the hierarchy of fifty statements.

The next four components in the conceptualization of the
counselor roles depicted in Figure 52 involve the consultation role.
Figure 52

HIERARCHY OF THE COUNSELOR'S ROLES IN PROVIDING GUIDANCE
ASSISTANCE TO THE EDUCABLE MENTALLY RETARDED
IN THE ELEMENTARY SCHOOL

THE COUNSELOR COORDINATES

all guidance assistance provided by all members of
the school and related community agency staffs
They reflect the need for gathering and/or disseminating information about the child from or to the primary significant others in the child's life, namely his teachers, related professionals on the school staff, and his parents. Considered together they point up the need for a team effort in providing the best possible instructional and guidance programs for the retarded child. Close relationships among the school staff members who serve the educational and related needs of the child, and the parents who bear primary responsibility for rearing him must be established and maintained. This can most efficiently and effectively be accomplished through the counselor who brings these groups together, coordinates their efforts, and consults with them as they exchange information about the child in order to serve his best interests. These groups or components of the consultation role were among the highest when the weighted frequencies of the statements reflecting them were averaged and compared with the Faust model. The Faust conceptualization does not delineate between consulting with individual parents and groups of parents. However, the highly unique nature of the needs of each individual educable mentally retarded child makes this division reasonable.

The sixth through ninth components of the counselor's roles presented in the hierarchy (Figure 52) involve the counselor in the counseling role with the same persons, except for related school staff members, discussed above. The attitudes of significant adults toward the retarded child can be critical factors in the child's emotional and social adjustment. Often understanding the relevant information
about the child, as characterized in the consultation role with these persons, will not be enough. It may be necessary for the counselor to establish long-term counseling relationships with these adults if the information about the child is to be internalized and lead to full acceptance of the child, his intellectual limitations, and possible adjustment problems. The Faust model makes no provision for counseling with parents. However, the statements in the instrument relating to this role were rated so high in the hierarchy established by the treated responses of the participants, that counseling of parents is included as an important component of the counselor's role in providing guidance assistance to the educable mentally retarded in the elementary school.

The tenth priority in the conceptual framework of the counselor's role is counseling with groups of children. The average weighted frequency of the group of statements assigned to this component of the counseling role was 588, placing it decidedly below all of the components previously discussed. The comments of the study participants generated by statements related to group counseling with the educable mentally retarded suggested that a group setting would not be practical for most purposes, and pointed out the need of these youngsters to have a one-to-one relationship whenever possible.

The next three components of the conceptual framework, consulting with administrators, consulting with curriculum developers, and consulting with the staffs of community agencies, reflect the need for a carefully integrated team approach in providing instruction
and guidance for the educable mental retardate. It should be noted that the average weighted frequency of the consulting component related to curriculum development exceeded the average weighted frequency of two components ranked above consulting with curriculum developers in the conceptual framework. This reversal in placement was made for two reasons: (1) only one statement was considered in this group; therefore, the average weighted frequency for the group was the actual weighted frequency of that statement; and (2) it was assumed that the teachers of the educable mentally retarded and the other specialists on the school staff would often consult with the counselor as individuals or in groups on matters related to the curriculum.

The lowest two components of the conceptual framework are consulting with groups of children and consulting with individual children. Both of these components had considerably lower average weighted frequencies than any of the other components in the hierarchy. This can be directly attributed to the content of the statements assigned to these groups. These statements dealt with the interpretation of test scores, the teaching of units by the counselor, and the orientation program of the school. Comments by the participants revealed these types of counselor assistance as relatively unnecessary for this group of pupils. Since the consulting role involves objective relationships, external to self, it may be a more valuable use of counselor time to organize small groups and individual conferences within the counseling rather than the consulting role with
the development of adequate and/or more positive self concept as the primary goal.

This conceptual framework for providing guidance assistance to the educable mentally retarded in the elementary school does not include anything new or startling. It represents a different ordering of an accepted conceptualization of the counselor's roles in terms of the priority of counselor behavior after consideration of how best to meet the various needs of the educable mentally retarded child in the elementary school. Implementation of this conceptual framework of the counselor's roles in a given school situation, would necessitate that the counselor and others involved make some adaptations in the usual guidance practices and procedures and give careful consideration to several factors affecting the potential success of such a program.

SOME CONSIDERATIONS REQUIRED IN IMPLEMENTING THE CONCEPTUAL FRAMEWORK

If the full range of guidance assistance depicted in the conceptual framework were to be implemented by an elementary school counselor working with educable mentally retarded, it would be essential to review and perhaps revise some of the current guidance practices.

The first consideration which must be made is in regard to the amount of time the counselor would have to spend on coordinating and conducting such assistance. Extensive work with the educable mentally retarded would require more time per pupil and family than would the same type of assistance when provided for children of
average intelligence for at least two reasons: (1) the reduced intellectual functioning of the retardate requires that learning be spread over a longer period of time, and (2) the team approach and the active involvement of parents will require a considerable amount of counselor time as these people and efforts are coordinated to serve the best interest of the child. In order to develop a potentially effective program of guidance assistance for the educable mentally retarded, it would be necessary to significantly reduce the typical counselor-pupil ratio. It would also be necessary to have at least one full-time counselor in each elementary school where such a program might be implemented.

A second consideration relates to administrative attitudes toward the provision of guidance assistance for the educable mentally retarded. Full administrative support would be requisite to such a program. The building principal would have to protect the expenditure of counselor time by assuring that the counselor would not be expected to perform tasks extraneous to the conceptualized role. He would also need to grant the counselor a high degree of autonomy since this new role would necessitate consultation which would take place during school hours and often away from the school building. The principal would also have to provide a private office for the counselor and the necessary supportive personnel and resources to enable the counselor to maintain his professional role.

Another consideration involves the needs of the teachers of the educable mentally retarded in a given school. The importance
of a team approach in planning the overall program, as well as the specifics of guidance assistance, has already been discussed. The special education staff of each school will be uniquely varied in terms of teacher personality, philosophies of education, experience with the retarded, theoretical background, and perceptions of the value of guidance assistance. These teachers, as well as all other related professionals such as the principal, supervisor, school nurse, social worker, and psychologist must be actively involved in planning and implementing the program of guidance assistance. The needs of these professionals, as well as the needs of the children, must be considered.

Other considerations which must be made revolve around the professional behavior of the counselor. Among these, the counselor must understand and accept the mentally retarded children in his school so that he will feel "comfortable" working with these children, their parents, and their teachers. It is only after fully accepting these youngsters and their limitations that trust can be established. The counselor must also fully understand the instructional program in the special education class. He should be a frequent participant in these classes so that the pupils and teachers learn to regard him as an integral and contributing part of their group. In addition to understanding and accepting the educable mentally retarded child as a person and the instructional program provided for his cognitive development, the counselor must be aware of the ways in which the educable mentally retarded child differs from the child with average
intelligence so that guidance assistance with appropriate content can be planned and implemented. The two most general differences in these groups of children are: (1) the rate at which they learn, and (2) the tendency for a disproportionate number of them to have inappropriate self concepts. These differences mandate that the counselor proceed cautiously in setting goals and establishing strategies for working with these youngsters and the significant adults in their environments. It seems reasonable to conclude that the professional considerations which must be made by the counselor who is to become extensively involved in providing guidance assistance to the educable mentally retarded are the same as those which should be made in planning for any child. The essential difference is in how the counselor's time is divided among the various components of the conceptual framework which places these components in hierarchical order. If the counselor is expected to perform the role conceptualized in this study, he must have the necessary professional preparation to do so.

THE RESPONSIBILITY OF COUNSELOR EDUCATION PROGRAMS IN PREPARING COUNSELORS TO WORK WITH THE EDUCABLE MENTALLY RETARDED IN THE ELEMENTARY SCHOOL

Counselor education programs in the colleges and universities, as well as the counselor educators in these institutions, would need to address themselves to the preparation of elementary school counselors with special expertise in working with the educable mentally retarded if the conceptual framework devised in this study were to
be implemented. Institutions which have well organized programs to prepare elementary school counselors should not find it difficult to append these programs with didactic and practicum experiences which would enable the counselor in training to acquire this expertise. The systems approach to counselor education, which is gaining in favor and use, lends itself to this approach. A module of course work and practicum and/or internship could be designed and offered to counselors in training indicating an interest in working with the retarded child in the elementary school. Such a module might include the following courses, which would likely already be available in the institution: (1) Introduction to the Education of Mentally Retarded Children, (2) Educational Planning for Mentally Retarded Children, (3) The Psychology of Mental Deficiency, (4) Psychological Problems in Mental Retardation, and (5) Learning Theory. Interspersed with the formal course work the counselor in training should be involved in supervised observation and participation in classes for the retarded, and practicum experiences in counseling with them. Prior to placement, the counselor in training should serve as an intern under the supervision of a master counselor working with educable mental retardates in the elementary school. The number of components in the conceptual framework related to consultation with and counseling of various adults would make it necessary to have course work in this area if such were not already included in the basic program designed to prepare elementary school counselors.
Institutes, workshops, and in-service education should not be overlooked as means of providing continuing opportunities for counselors presently in the field to acquire or upgrade competencies and skills in working with the educable mentally retarded in the elementary school.

It does not seem reasonable to demand experience in teaching the educable mental retardate as a prerequisite to this module of the counselor education program, although such experience could be considered in lieu of some of the proposed course work, and observation and participation experiences. Nor does it seem reasonable to require experience as an elementary school counselor as a prerequisite to this module of the basic program, although if such experience has included work with the educable mentally retarded, some of the course work, observation, participation, and practicum experiences could be deleted from the module for a given counselor in training. The leadership of counselor educators, were they to become interested in developing modules of their programs specifically designed to prepare counselors to implement this conceptual framework, could have a significant impact on the type of guidance programs designed and implemented for the educable mentally retarded in the elementary school.

SUMMARY

Chapter V has presented a rationale for providing guidance assistance to the educable mentally retarded child in the elementary school in which the guidance program was discussed as it relates to
the instructional program of the school and, more specifically, of
the educable mentally retarded child. Because the instructional and
guidance programs are inextricably bound together, it is essential
that the instructional program which is already well defined for the
educable mentally retarded be complemented by an equally well defined
program of guidance assistance.

The conceptual framework developed from the interpretation of
the findings of this study was constructed to depict the counselor's
roles in providing a defined program of guidance assistance for the
educable mentally retarded child at the elementary school level.

Among the administrative and professional considerations
related to implementing the conceptual framework were: (1) the need
for counselor time and autonomy to assure the success of the guidance
assistance depicted in the conceptual framework; (2) the need for a
team approach in planning and implementing the conceptual framework;
and (3) the professional responsibilities of the counselor in im-
plementing the conceptual framework.

The demands upon counselor education programs, were the con-
ceptual framework implemented, were also discussed.

A summary of the entire study, the conclusions which can be
drawn from it, and the recommendations for further related research
are presented in Chapter VI.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to conceptualize the role of the elementary school counselor in providing appropriate guidance assistance for the educable mentally retarded child being educated in the elementary school.

To provide data for this purpose fifty statements depicting various types of guidance assistance often assumed to be provided by the elementary school counselor were rated by 468 teachers of primary and intermediate units of special education for the educable mentally retarded in 312 school districts in the State of Ohio. These teachers rated each statement in terms of its importance in providing an ideal program of guidance assistance, under the leadership of an ideal elementary school counselor, for the educable mental retardate chronologically aged six through twelve.

Computer analysis, implemented through an item-analysis program, of the responses of the participants yielded the frequency of response to each of the five choices for each of the fifty statements, as well as the percentage of response constituted by those frequencies.
This procedure was employed with the entire sample group and with six sub-sample groups including: (1) teachers with less than three full years experience teaching the retarded; (2) teachers with three or more full years experience teaching the retarded; (3) teachers with partial certification to teach the retarded; (4) teachers with full certification to teach the retarded; (5) teachers of primary units for the educable mentally retarded; and (6) teachers of intermediate units for the educable mentally retarded.

Hierarchical ordering of the statements necessitated two additional procedures. The first involved adding the percentage of participants selecting choice one, "highly important," to the percentage of the participants selecting choice two, "moderately important," for each of the fifty statements. The second procedure involved weighting the frequency of responses to choice one, "highly important," and combining it with the actual frequency of response to choice two, "moderately important," \( (f^1 \times 2 + f^2) \). Comparison of the two procedures for ranking the statements revealed the second to be the more definitive; therefore, based on their weighted frequencies, the statements were ranked in descending order of importance. The statements were also arranged according to three basic categories of the elementary school counselor's role as defined in 1966 by an ACES-ASCA joint committee, including: (1) consulting, (2) counseling, and (3) coordinating. Twenty statements in the instrument employed in this study reflected the consulting role, nine the counseling role, and three the coordinating role. Seventeen statements did not reflect any of the three categories and were, therefore, categorized as
"other." The position of the statement within the hierarchy was re-tained within all four categories. The statements in the category designated "other" were grouped according to three classifications: (1) evaluation assistance, (2) research assistance, and (3) assistance more appropriately assigned to a member of the school staff other than the school counselor. The statements in the category designated as "other" were not further considered except as their positions in the hierarchy had implications for the conceptual framework of the counselor's role in providing guidance assistance to the educable mentally retarded in the elementary school.

The three statements categorized as coordination were re-categorized. Two of them, depicting the coordination of school activities for groups of children, were considered in the consultation role, and the third, reflecting coordination of the school's testing program was categorized as "other" and classified as evaluation assistance. The coordination role was then viewed as it relates to the consulting and counseling roles.

The statements in the consulting and counseling categories were grouped according to Faust's conceptualization of the hierarchy of these two roles, and the average weighted frequency of the statements assigned to the groups within each of these roles was computed. This procedure permitted the ordering of the groups of statements as rated by the participants in this study within the framework and terminology provided by Faust. The derived hierarchies of the consulting and counseling roles were compared with those conceptualized by Faust.
These procedures yielded data for conceptualizing the elementary school counselor's role in providing guidance assistance to the educable mentally retarded based on the perceptions of the guidance needs of these children held by their teachers in comparison with an accepted conceptualization of the elementary school counselor's role in providing guidance assistance.

The findings of this study were presented narratively and graphically. Comparison of the response patterns of the various sub-sample groups and the response pattern of the total sample group for a given statement and for the instrument in general revealed little variation, although variation in the response patterns of the sub-sets of the sub-sample groups would have been possible within the limits of the instrumentation. The most numerous and greatest differences in the response patterns of the sub-sets of the sub-sample groups occurred in the level of unit sub-sample group.

Analysis of the hierarchy of statements revealed that the higher the position of a statement in the hierarchy, the more similar its content was to the content of statements near it in the hierarchy. The nineteen statements which were placed at the top of the hierarchy as a result of the statistical procedures employed all reflect professional roles of the elementary school counselor as opposed to specific types of assistance to the school which would more appropriately be performed by some member of the school staff other than the counselor. The lower the statement was placed in the hierarchy, as determined by the statistical procedures employed,
the more dissimilar its content was to that of the statements near it in the hierarchy. The statements at the lower end of the hierarchy generally depict types of assistance to the school which would more appropriately be performed by some member of the school staff other than the counselor. However, the narrative comments by participants suggested that the counselor might be involved in the performance of this assistance through providing coordination of and/or consultation with those actually providing the assistance.

The comparison of the derived hierarchies of the consulting and counseling roles with those conceptualized by Faust revealed that guidance assistance for the educable mentally retarded could be provided within the general framework of currently accepted conceptualizations of the elementary school counselor's role. A framework for the counselor's role in providing guidance assistance to the educable mentally retarded child in the elementary school was conceptualized. The content was based on the Faust conceptualization of the hierarchies of the elementary school counselor's consultant and counseling roles which were reorganized according to the findings of this study.

The most notable difference in the hierarchy of the counselor's role in providing guidance assistance to the educable mental retardate in the elementary school conceptualized in this study from the Faust conceptualization lies in the general area of parental involvement. In providing effective guidance assistance to these youngsters, it is essential that parents be actively involved through
the consulting and counseling roles of the counselor. The Faust model makes no provision for counseling of parents, but the statements in the instrument relating to this role were rated so high in the hierarchy established by the treated responses of participants that counseling of parents was included as an important component of the counselor's role in providing guidance assistance to the educable mentally retarded child in the elementary school.

The requisite considerations to be made prior to implementing the conceptual framework of the counselor's role in providing guidance assistance to the educable mental retardate were discussed, including the need for: (1) administrative support; (2) adjusted counselor-pupil ratios; and (3) supportive personnel and resources. Consideration of the team approach in implementing the conceptual framework was also made. The need for the counselor who might implement the conceptual framework to be knowledgeable about and completely accepting of the educable mentally retarded child was stressed.

The responsibility of counselor education programs in preparing counselors to fill this role was explored, and a possible course of action which suggested specific course work and practicum experiences was proposed.

CONCLUSIONS

Consideration of the findings of this study has lead to the following conclusions.

1. The uniformity of the response patterns of the various sub-sample groups rating the statements in the instrument indicates
that the perceptions of counselor role held by teachers of the educable mentally retarded are not a function of the number of years experience teaching the retarded, the amount of theoretical background in mental retardation, or the age of the children for whom the teacher is responsible. Therefore, the responses of the total group sampled in this study constitute reliable data for generalizing about the guidance needs of educable mental retardates as perceived by their teachers.

2. The teachers of the educable mentally retarded who participated in the study are, as a group, supportive of the professional role of the elementary school counselor as defined in the policy statements of the professional organizations and the literature. They assigned high ratings to the counselor behaviors generally viewed as appropriate and low ratings to the counselor behaviors generally viewed as inappropriate.

3. Specific counselor behaviors which were viewed as essential in providing an ideal program of guidance assistance for the educable mentally retarded in the elementary school tended to be people oriented, while behaviors considered to be less essential were data or institutionally oriented. The teachers of the educable mentally retarded sampled in this study perceived the ideal elementary school counselor as one who assists the individual mentally retarded child directly or indirectly through other school or non-school persons.

4. Accepted conceptualizations which hierarchically order the elementary school counselor's roles can be re-ordered to meet
the specific guidance needs of the educable mental retardate as viewed by the participants in this study, making it possible for the guidance assistance to the educable mental retardate to be a natural outgrowth of a well organized developmental guidance program planned for the given school.

5. The consultation role of the elementary school counselor is perceived by teachers of the educable mentally retarded to be more critical than the counseling role in providing guidance assistance to the educable mentally retarded child, although counseling with individual pupils is the single most important counselor responsibility.

RECOMMENDATIONS FOR FURTHER STUDY

The present study, which led to a conceptualization of the elementary school counselor's responsibility for providing guidance assistance to the mentally retarded child, raised a number of issues which deserve further investigation.

1. The same instrumentation and analytical procedures that were utilized in this study should be employed to obtain the perceptions of teachers in regular classes in the elementary school regarding the guidance needs of children with average intelligence. Correlation of the response patterns and the hierarchy established in this study with like data obtained from regular class teachers, responding from the point of view of their pupils, could be used to determine the degree to which the ideal program of guidance assistance provided for the educable mental retardate differs from the ideal
program of guidance assistance provided for children with average intelligence, as perceived by teachers of the two groups.

2. Research should be conducted on the actual status of guidance assistance provided by the school counselor for the educable mentally retarded in the elementary school.

3. Research should be conducted to discover the perceptions of elementary school counselors regarding their role in providing guidance assistance to the educable mentally retarded.

4. A model program based on the conceptual framework established in this study should be designed and field tested to investigate the validity of the conceptual framework.

5. Research should be conducted to discover the effectiveness of extensive counseling with the parents of the educable mentally retarded child.

6. Research should be conducted to discover the most effective counseling techniques and strategies to be employed by the elementary school counselor in developing adequate self concept in the educable mentally retarded child.
APPENDIX
April 1, 1969

Dear Teacher of the Retarded,

As you well know, public school guidance services for your pupils are often inadequate or even nonexistent. There are many reasons for this, including the fact that few organized guidance programs involving the interaction of the school counselor, the teacher of the retarded, and the retarded child have been developed. My doctoral research at The Ohio State University represents one attempt to develop a comprehensive program of school guidance services tailored to meet the specific guidance needs of the educable mentally retarded chronologically aged six through twelve. I believe that the best possible way to define these needs is by inviting responses from those professionals closest to and with the best understanding of these children. This is why I am writing to you.

Will you please complete the enclosed questionnaire according to the directions and on the form provided, and return it to me at your earliest convenience but no later than April 30? After the results of this survey have been summarized and analyzed, the model guidance program has been designed, and the dissertation has been accepted, I will send you a summary of the study.

Your cooperation and assistance in this research effort will be greatly appreciated.

Sincerely,

Maryann B. Blum
Ph.D. Candidate in Guidance
Instructor, Faculty for Exceptional Children

Anthony C. Riccio
Professor Anthony C. Riccio
Chairman, Dissertation Committee
Faculty for Guidance and Special Services

Professor G. Orville Johnson
Member, Dissertation Committee
Chairman, Faculty for Exceptional Children

Enclosures
QUESTIONNAIRE ON GUIDANCE SERVICES

DIRECTIONS

In completing the response sheet, please do the following:

1. Use only a number two (2) lead pencil; do not use ink or a ballpoint pen. Be sure that each mark is black and completely fills the box. Erase completely any response you wish to change. Do not make any stray marks. Do not fold the response sheet.

2. In the sections providing spaces for your name, print as much of your last name and then as much of your first name as is possible. Add your middle initial in the column labeled "MI". Go down each column under the letter which you have printed and blacken the rectangle which corresponds to that letter.

3. The columns under the sections on the response sheet labeled "STUDENT NUMBER" and "SECTION NUMBER" will be used to obtain some information about you and your teaching assignment. Please do the following:
   a. If you teach a primary unit (most children chronologically aged six through eight), blacken the "0" in the first column of the "STUDENT NUMBER" section.
   b. If you teach an intermediate unit (most children chronologically aged nine through twelve), blacken the "0" in the second column of the "STUDENT NUMBER" section.
   c. Do not mark both of the above columns.
   d. If you have taught the educable mentally retarded for less than three full years, blacken the "0" in the fifth column of the "STUDENT NUMBER" section.
   e. If you have taught the educable mentally retarded for three or more full years, blacken the "0" in the sixth column of the "STUDENT NUMBER" section.
   f. If you are fully certified by the Ohio Department of Education to teach the educable mentally retarded, blacken the "0" in the first column of the "SECTION NUMBER" section.
   g. If you are still working toward full certification to teach the educable mentally retarded, blacken the "0" in the second column of the "SECTION NUMBER" section.

4. Indicate your sex in the space provided.

5. In the space designated "INSTRUCTOR" write the name of the school district in which you are employed.

6. In the space designated "CAMPUS" write the name of the school in which you teach.
It is not necessary to complete any of the other information on the response sheet nor to sign it.

YOU ARE NOW READY TO RESPOND TO THE QUESTIONNAIRE.

The following statements reflect some of the responsibilities which school counselors might be expected to assume. Most of the statements express rather well established counselor responsibilities; however, some of these will be viewed as more important than others depending upon the specific characteristics and needs of the pupils at hand. You are to rate each statement according to how important the counselor responsibility reflected in it would be in terms of providing an appropriate guidance and counseling program for the educable mentally retarded chronologically aged six through twelve. Think in terms of what would be an ideal program under the leadership of an ideal counselor rather than basing your judgments on present or previous experiences you may have had.

Use the following markings in recording your response to each statement on the response sheet:

1 = Highly important
2 = Moderately important
3 = No opinion
4 = Slightly important
5 = Not important

After you have recorded your response to each statement on the response sheet, place the response sheet in the envelope provided and return it immediately. DO NOT FOLD THE RESPONSE SHEET. It is not necessary to return the statements or the directions. If you wish to make comments which you feel would be helpful in the conduct of this research, please record them on a separate sheet of paper and return them with the response sheet.

Thank you for your time and interest.
QUESTIONNAIRE ON GUIDANCE SERVICES

REMEMBER: 1 = Highly important
           2 = Moderately important
           3 = No opinion
           4 = Slightly important
           5 = Not important

1. Confer with parents of the child having academic difficulty.
2. Supervise the audio-visual program.
3. Analyze the instructional implications of standardized test results.
4. Conduct research on teaching methods.
5. Tabulate data of research studies for the school.
6. Record the test results in the cumulative folder.
7. Interpret to individual parents their child's school ability and achievement test results.
8. Evaluate instructional material's suitability for giving children a knowledge of the world of work.
9. Develop local norms for standardized tests.
10. Discuss common student problems with the principal.
11. Work with individual teachers to develop their counseling skills.
12. Obtain and show guidance films and discuss them with the class.
13. Provide individual conferences on a continuing basis for those children presenting learning or adjustment problems.
14. Assist the teacher in the appraisal of the student.
15. Prepare transcripts for pupils transferring to another school.
16. Administer an individual test to selected students.
17. Do research on the school's special education program.
REMEMBER: 1 = Highly important
2 = Moderately important
3 = No opinion
4 = Slightly important
5 = Not important

18. Direct research studies on the curriculum.
19. Interpret the guidance program through speeches to parent and community groups.
20. Conduct studies to evaluate the guidance services.
21. Develop and teach units on social and emotional adjustment.
22. Conduct case studies of pupils presenting special learning or adjustment problems.
23. Carry on work of principal in his absence.
24. Routinely interview truants and/or their parents.
25. Interpret test results to individual students.
26. Conduct group sessions in which staff members may discuss their concerns.
27. Provide the teacher with suggestions for more effective teaching techniques.
28. Discuss purposes of the guidance program in staff meetings.
29. Meet on a regular basis with small groups of children who present attendance, behavior, or learning problems.
30. Consult with the professional staffs of community referral agencies.
31. Secure glasses, shoes, etc., for needy students.
32. Act as liaison between school and police on student investigations.
33. Hold parent meetings to better acquaint them with the activities of the school.
34. Use research to identify common student problems.
35. Make periodic reports of his work to the principal.
REMEMBER: 1 = Highly important
2 = Moderately important
3 = No opinion
4 = Slightly important
5 = Not important

36. Consider with a teacher a problem she has with a student in class.
37. Interview pupils referred by the principal.
38. Organize special activities for new students.
39. Provide counseling for parents.
40. Serve on civic committees and study groups on youth.
41. Make a visit to each child's home once during the year.
42. Coordinate and plan the school's testing program.
43. Interview students referred by teachers.
44. Serve as the faculty representative on the P.T.A. planning board.
45. Plan and coordinate the school's orientation program.
46. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.
47. Make item analyses of teacher-made classroom tests.
48. Provide counseling for teachers who have problems.
49. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
50. Provide individual conferences in which pupils might discuss their future goals and plans.
BIBLIOGRAPHY


**Special Education Directory, 1968-1969.** State of Ohio, Department of Education, Division of Special Education, Columbus, Ohio, November, 1968.


