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SELECTED EFFECTS OF INDIVIDUAL AND GROUP COUNSELING
ON DISADVANTAGED ELEMENTARY PUPILS

DISSERTATION

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

By

Willie Clayton Glover, B.S., M.A.

* * * * *

The Ohio State University
1973

Approved by

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Adviser
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ACKNOWLEDGMENTS

"But today well lived makes every
tomorrow a vision of hope!
Look well, therefore, to this day."
Sanskrit

This concept embodies the thrust of my dissertation.

The writer is indebted to many persons who helped to make this study possible. Their confidence and assistance have guided me to this moment. Perhaps, as a student at Columbus East High School when Mrs. Bettye Cupoli took me throughout Ohio speaking and debating in tournaments the flame for more education was ignited. I am forever grateful to her.

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I am especially grateful to my mother for her love and encouragement. To God I acknowledge my all.

"God of our weary years, God of our silent tears;
Thou who hast brought us thus far on our way;
Thou who has by Thy might, led us into the light,
Keep us forever in the path, we pray,
Lest our feet stray from the places, our God, where we met Thee;
Lest our hearts, drunk with the wine of the world we forget Thee;
Shadowed beneath thy hand, may we forever stand,
True to our God, true to our native land."

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CHAPTER I

THE PROBLEM

Introduction

Nature of the Problem

During recent years there has been an increasing recognition among educators of the need for specialized assistance for pupils in the resolution of personal, social, and educational problems. From a developmental standpoint, guidance services might be viewed as providing assistance for pupils in attaining mastery of basic developmental tasks necessary for an effective life. Such a perspective would support efforts on the part of school officials to provide specialized assistance for all pupils in the satisfactory resolution of developmental tasks.

Historically the guidance concept is one of the most significant developments of the past five decades in the educational institutions. Guidance has enjoyed widespread acceptance at all levels as an integral part of the educational program.

The turn of the century ushered in many innovative and grassroot programs which placed emphasis upon the individual. In 1917 with the advent of vocational educators' subsidization by the federal government, secondary schools and colleges began placing special emphasis upon counseling and testing in an effort to assist the individual in development and adjustment.
Guidance centers and mental-health clinics were established in the pre-World War II decade. With the war came increased interest and concern for counseling activities. The armed services contributed greatly to the formation of tests and information related to personality, behavior, and adjustment through their research studies and massive personnel activities. National interest in mental health and individual differences characterized the post war era which aided in the continued forward thrust of personnel work.

Guidance is now recognized as an integral part of the total educational program and is based on the democratic concept of the dignity and worth of the individual. Developing in the American culture, guidance services in the secondary schools and student-personnel services in colleges and universities place major emphasis upon assisting the individual to develop toward his own self-realization. Similar objectives underlie the development and expansion of guidance services in the elementary school. (Miller, 1965 pp. 7-8)

Elementary guidance is a phenomenon of late 1950’s and 1960’s. Prior to this guidance activities in the elementary school were carried on by the classroom teacher. "One of the most important current trends in guidance is the growth of organized programs at the elementary level". (Meeks, 1962) The elementary school counselor has as his major concern the developmental needs of all pupils. However, this study will focus on a particular segment of the elementary school’s population, the economically deprived or disadvantaged.
Within certain public and private elementary schools located in the central city area there have been identified a significant number of disadvantaged children who shared common educational problems. Among these problems are difficulties in meeting individual needs which, although common to all children, are more frequently unsatisfied in the economically poor. For example, it is felt that the need to maintain personal dignity and self-respect is less easily satisfied in a disadvantaged child. Also, the need to understand the school, its structure, its purpose, and its importance may frequently be overlooked or unrecognized by the school officials. The possibility exists in many cases, with the absence of a model family provider in the homes of many of these children, the child's understanding of his vocational role in the future becomes confused rather than clarified. Gaining an understanding of these pupils' needs and problems with subsequent feedback is not always gleamed or shared with the schools. Many large city schools have set up evaluation centers for this explicit purpose.

This research evaluated selected aspects of the elementary counseling component of a large metropolitan school system. This elementary guidance component serves over 13,000 pupils in grades one through six in twenty-three high priority central city schools. Funding of the component was made available through the State of Ohio Disadvantaged Pupils Program Fund enacted by House Bill 531, in 1967.
The philosophy underlying the development of the elementary counseling component was based on the increasing recognition among educators of the need for specialized assistance for disadvantaged students in the resolution of personal, social, and educational problems, and how well the goals were being accomplished. Although, many children share these common needs, the volume of current research indicates that among disadvantaged children these problems are often more severe and more frequently left unattended without effective techniques being employed and evaluated.

Statement of Problem

The purpose of this investigation was to ascertain the effectiveness of a concentrated program of individual and group counseling in helping selected central city pupils designated as disadvantaged to better cope with personal, social, and educational problems. More specifically, the study sought to answer the following questions:

1. As a result of individual and group counseling did self-concept improve in those pupils in the treatment group as viewed by themselves and classroom teachers?

2. As a result of individual and group counseling did internalization increase more in the treatment pupils than those in the control group as viewed by themselves?
3. As a result of individual and group counseling did interest in and toward school increase more for the treatment group than the control group as viewed by themselves and classroom teachers?

4. As a result of individual and group counseling did relationships with others in the school improve more for the treatment group than the control pupils as viewed by themselves and classroom teachers?

It was a secondary purpose of this investigation to discuss implications for continued development of elementary school counseling services based on this research.

Hypotheses

In view of the above statement the following null hypotheses were proposed.

H1A. There will be no significant difference between the self-concept of those pupils receiving concentrated counseling and those who are not when rating themselves on the Junior Inventory.

H1B. There will be no significant difference between the self-concept of those pupils receiving concentrated counseling and those who are not when rated by classroom teachers on the Child Behavior Rating Scale.
H2. There will be no significant difference between the internalization experienced by those pupils involved in the concentrated counseling then those who are not indicated by the Bialer Locus Control.

H3A. There will be no significant difference in interest in and toward school attained by those receiving concentrated counseling than those who are not when rating themselves on the Junior Inventory.

H3B. There will be no significant difference in interest in and toward school attained by those receiving concentrated counseling then those who are not when rated by classroom teachers on the Child Behavior Rating Scale.

H4A. There will be no significant difference in the relationship with others in the school by those pupils participating in concentrated counseling and those who are not when rating themselves on the Junior Inventory.

H4B. There will be no significant difference in the relationship with others in the school by those pupils participating in concentrated counseling and those who are not when rated by classroom teachers on the Child Behavior Rating Scale.
Importance of the Study

Teachers and parents have become increasingly interested in the field of elementary guidance in the schema of the preventive developmental approach, especially, as related to the labeled "disadvantaged".

It is a common opinion that the so-called disadvantaged segments of our society do not represent a unique and specialized problem in American education, but rather, that they reflect the inadequacy of our standard system to educate all those persons who are blocked in any way from fulfilling their human potential. The pupils in this research are blocked economically, socially and many racially.

The variable which makes the population studied in this research different from most is that for the most part they are all poor. This is their disadvantage. Because of this variable the poor have been forced into taking on many of the characteristics Asbell (1965) writes in The New Improved American.

"The poor disadvantaged. . . is a child of another world, our laws do not bind him, our standards middle class ambitions do not inspire him. . . Teachers in first to third grades feel the child slipping away. By the fourth grade he has fallen behind. By the eighth grade he may be as many as three years back, his mind closed, his behavior rebellious. By high school age he is more than likely a dropout, headed for chronic unemployment, disdaining the 'outside' middle-class world that already disdains him, secretly contemptuous of himself, a waste of a human being. A failure."
Asbell went on to say:

"The child reflects his environment and it has a strong influence upon his development. His hidden curriculum is also developmental and he learns coping power at an early age. His family dwelling may be associated with overcrowding. His neighborhood may be a slum of uninhabitable dwellings, and human frustration and torpor. He may see violence, prostitution, and drug addiction more openly than his middle-class counterparts. He learns that his neighborhood has strict physical "boundaries" from which he should not stray. Lastly, each day in school he is conscious of his poorness in the midst of affluence". (pp. 82-83)

Such a perspective would support efforts on the part of school officials to provide specialized assistance for all pupils. Studies have indicated that central city pupils have difficulties identifying with school figures and developing high achievement motivation. The reverse is also true of school figures in understanding the pupils.

Because of these concerns it is felt that this experimental evaluative research will not only express the significance of elementary guidance but the enhancement of it. It is also felt that a deeper understanding on the part of school figures in perceiving the role of the counselor will be realized.

Some possible additional outcomes of the research include:

1. To help component students achieve a more positive and realistic self-concept.

2. To help component students realize greater success in school.
3. To help increase internalization of feelings by pupils.
4. To help component students realize a greater interest in and toward learning.
5. To encourage a deeper awareness in school officials toward the pupils they serve.
6. To stimulate interest in further research in this area.

Definition of Terms

A partial list of terms used in this report are explained in the following section. Additional terms will be defined as needed.

Guidance and counseling—is defined in this report as having five major tenets. They are as follows:

1. the assisting of all pupils in the assessing and understanding of their abilities, aptitudes, interests and educational needs.
2. the increasing of their understanding of educational and career opportunities and requirements.
3. the helping of pupils make the best possible use of these opportunities through the formation and achievement of realistic goals.
4. the helping of them to attain satisfactory personal-social adjustments.
5. the providing of information useful to school staff members, parents and community in planning and evaluating the school's total program.

**School Counselor**—a person holding a master's degree from an accredited University and certified by the State Department of Education.

**High Priority**—schools which were at or above the Columbus Public School's mean percentage of Aid to Dependent Children (ADC) welfare cases to the total enrollment. The mean in 1971 was 12.5 per cent.

**Concentrated Counseling Experiences**—refer to the various techniques employed by the counselors in this research project. They include:

1. Individual counseling
2. Group counseling
3. Play media
4. Bibliotherapy
5. Role playing
6. Appraisal and diagnostic techniques
7. Referral and/or Placement

**Disadvantaged**—those pupils identified in the research as living within the defined geographic central city and attending one of the high priority schools.
Self-Concept—one's view of definite parts or characteristics of self as measured by the Junior Inventory.

Internalization—acceptance by the individual of attitudes, principles, codes, or sanctions that become a part of himself in forming value judgements and in determining his conduct as revealed by the Blaler Locus of Control and Child Behavior Rating Scale.

School Success—the degree of measure of pupils achievement in school based on his projected ability by available data measured by the Child Behavior Rating Scale.

Limitation of Study

The study was limited to a sample of ten counselors involving 160 pupils in ten schools in Columbus, Ohio over a ten week period. These pupils represent students participating in the total elementary guidance program.

As in all data collected by the instruments, beliefs expressed on evaluation forms may not actually be expressions of how the counselors or pupils felt or performed in unobserved situations.

Evaluation of a total elementary guidance program is a relatively new process and few studies have been conducted. As a result, viable instruments have not been refined in their measurement over a long period of time. Most have been developed over the last ten years. The instruments chosen for this study represent those selected after careful inspection of a large number of
alternatives. One of the most promising of the instruments available is the Bialer Locus of Control. It is a relatively new instrument however and few studies have been conducted which have used the instrument. However, positive correlation existed in all cases with I.Q. and achievement making it useful for this study.

Organization of the Study

Chapter I provided the background, purpose, and design of the study. It relates the basic statement of problem and hypotheses while defining the terms used in the study. The scope and limitations, and rationale for the study are also discussed in Chapter I.

Chapter II contains a summary of the research and literature related to this study.

Chapter III presents a discussion of the procedures used in the selection of sample, instruments with their administration techniques, and their analysis and organization of the data.

Chapter IV presents the findings of the study.

Chapter V contains the conclusions and recommendations based on the findings of the study.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of literature related to this study is organized in two major areas. The first stresses the consideration of elementary school guidance as accomplished by reviewing literature of the field with emphasis on the techniques used in the component and investigated as part of this study. Second, a connotation and understanding of the poverty stricken child who composes the population in this study are discussed.

Guidance in the Elementary School

Garry (1963) feels the particular form and content of guidance programs at the elementary school level is nebulous and in the process of evolving. He sees the secondary guidance program as focusing on subjects more than on children. More specifically having the purpose of aiding high school students in meeting and solving the characteristic adolescent problems—choosing a career, finding a job, adjusting to physical maturation, making adequate heterosexual adjustment, and developing a philosophy of life.
On the other hand Garry believes elementary guidance focuses directly on the transition from home to school with its more impersonal and expanding social demands.


Peters states:

The elementary school counselor contributes to the child's developmental experiences in counseling the child in relation to the child's various behavioral phases, their unique characteristics, interrelationships, and integration into a responsible individual. All other guidance functions flow into or out of the counseling function. Consultation, coordination, testing, classroom teacher participation—all have their bases in the counseling function. p. 60

He concludes that the classroom teacher is responsible for the child's development in relation to learning experiences pertinent to the outer world where as the school counselor is responsible for the child's development in relation to learning experiences pertinent to the inner world, the self.

Blocher (1966) views counseling as developmental and is based on the belief that the "ultimate goal of counseling is maximizing human effectiveness through facilitating human growth and development". The book presents a coherent description of the process of human development organized around life stages and
elaborated in terms of social roles, developmental tasks, and coping behaviors. Since development is considered a lifelong process, the material is useful in settings ranging from the elementary school to the geriatric clinic. He sees the counselor as a behavioral scientist who not only facilitates the development of clients through group and individual counseling, but also acts as an innovator of constructive change processes in the family, institutional, and cultural milieu within which his clients develop.

Blocker using Erickson's concepts of initiative and industry lists some developmental tasks during the stage of elementary school experiences. The child responds to challenges with resilience, resourcefulness, and enthusiasm.

From these experiences when success outweighs failure, the child gradually develops a sense of personal responsibility and pride. Blocker lists several tasks peculiar to this age group.

1. Learning to read and calculate.
2. Learning to value himself and feel value by others.
3. Learning to defer immediate gratifications for the reaching of greater anticipated rewards.
4. Learning to control emotional reactions with greater flexibility.
5. Learning to deal with abstract concepts such as truth, beauty, and justick (ending infantile moral realism).
6. Learning to give of himself to others.
7. Learning to formulate values and make value judgments. pp. 53-54

Central to Blocker's thinking is the uniqueness the counselor has as his core professional role that of facilitation of human development. Development represents an interaction process between the individual with his inherent dispositions and his environment, particularly that part of his environment that we call society and culture. The counselor's task becomes one of assisting toward success.

Klein's (1956) central purpose in his book was geared toward helping people to gain skill as members and as leaders in groups, and thereby to solve their group problems more efficiently. He feels two of the major determining factors that exist within the problem-solving area are human relations and leadership. "To improve problem solving requires the improvement of the human relations and leadership skills of the members. Overall, Klein sees role playing as a means of providing a reality base for personal understanding and insights for group discussion and training.

Klein lists fifteen values of role playing and in particular seven are germane to our research. They are as follows:

1. You can put yourself into other people's shoes to see how they feel.
2. You can use case material which is tailored to the needs and interest of the group that is going to use it.

3. You can practice in a reality situation and risk making mistakes, thereby learning.

4. You can unload your feelings, release your tensions, and strip down to learn, to change, and to solve problems.

5. You can bring human behavior into the laboratory.

6. In role playing and subsequent discussion, the group teaches and helps itself.

7. It is almost sure-fire for getting total participation of all members in discussion and involved in the subject at hand. pp. 165-167

Klein (1959) in general views role playing as having six broad uses:

1. To stimulate discussion

2. To depict a social problem for study

3. To train in leadership skills

4. To train in human relation skills

5. To acquire insight, sensitivity, and awareness, and

6. To train in more effective problem solving.
Janis and King (1954), in a experimental study of the effect of role-playing on attitude change, found in general that subjects who actively participated in giving a talk demonstrated more opinion change than a control group of subjects who passively listened to those speeches. Active participation produced greater amount of opinion change in the case of two of the three topics employed in the experiment (movie theaters and meat supply), but not for the topic concerning a cure for the common cold. The results indicate that active participation in comparison to passive exposure resulted in a significant gain in confidence in the post communication opinions expressed on each of the three attitude topics, particularly for subjects whose opinions were markedly influenced by the communication dealing with the common cold. The two writers proposed that attitude change resulting from active participation "may occur primarily because the active participant tends to be impressed by his own cogent arguments, clarifying illustrations, and convincing appeals which he is stimulated to think up in order to do a good job of selling the idea to others". p. 218

McLellan (1970) views play as the means whereby energy may be replaced or renewed by the child. James Sully in his "Studies of Childhood" comes to the conclusion that play is essentially the expression of childish imagination and ideas. For him, play has a twofold significance. On the one hand there is the imitative
aspect in which the child copies adult activities which are constantly impressed upon him, and on the other hand there is the kind of play in which imaginative ideas are played out. Sully feels that these ideas are prompted by stories and events in the real world which are not fully understood by the child.

McLellan stated in his book that Friedrich Froebel has made far reaching contributions to education. He has been called the "apostle of play". Perhaps Froebel's most important contribution to educational theory was his insistence that the young child learns best through his spontaneous play.

Axline (1947) tells how, through skillfully conducted play therapy and group therapy, warped and maladjusted youngsters find the capacity to look squarely at themselves, to accept themselves, and to work out a constructive adjustment to the difficult reality in which they live. It tells how dolls and puppets and nursing bottles and guns and modeling clay and paints and water can all become vivid performers in this drama of growth.

These case studies with specific instances and illustrations of the way in which attitudes and principles may be implemented in the play contacts by counselors support the play media. In this book children can be seen from the inside, their fears, their deep-felt needs, their bitter hatreds, their out-going affection, their desire to be larger in spirit as well as body are revealed.
Axline gives eight basic principles which guide the therapist in all non-directive therapeutic contacts:

1. Develop a warm, friendly relationship as soon as possible.

2. Accept the child exactly as he is.

3. Establish a feeling of permissiveness.

4. Recognize the feelings the child is expressing and reflect those feelings back to him in such a way he gains insight into his behavior.

5. Maintain a deep respect for the child's ability to solve his own problems.

6. Do not attempt to direct the child's actions or conversations.

7. Do not attempt to hurry the therapy along.

8. Establish only those limitations that are necessary to anchor the therapy to the world of reality and to make the child aware of this responsibility in the relationship.

Detjen and Detjen (1963) believe some of the most common fears of childhood are so general in nature that they can be handled through group therapy. They gain assurance from the knowledge that other children have fears similar to their own. In cases of social maladjustment there may be several contributory causes. Each
lonely child must be studied individually to find the reason for his being shunned or overlooked by others. Unpleasant personal characteristics, a lack of social skills, membership in a minority group, or a combination of unfortunate circumstances may result in isolation. The approval of their peers is more important to children than the good will of adults. A child who feels perfectly secure in the love of his parents and the respect of his teachers may be lonely and unhappy because he is not a part of things in his group at school. Such a child is usually willing to forfeit the teacher's approval in order to gain social prestige among his friends.

Children who are not accepted socially react in different ways. The research is concerned with the one described by Detjen and Detjen as being so lonely he fails to enter into class activities. Feeling that he is not liked or wanted, he may become rebellious, resentful, and defiant toward his teachers. He may be bossy and rude to his classmates. Because he is bitter and frustrated, he may do many annoying things which upset the class and attract attention to himself. If he cannot be like, at least he can be noticed.

Placement is a service within the guidance program designed to assist students in the selection of suitable courses or curricula, extra class activities, and part-time or full-time employment. Vocational placement as a direct service is of little use in the
elementary school; however, educational placement is a matter of concern at all educational levels.

Downing (1968) lists four functions of educational placement. They are as follows:

1. providing youngsters with assistance by which a better adjustment might be made to school and to all curricular experiences
2. providing curricula enrichment experiences within the classroom and making opportunities for children to work with youngsters in other rooms on certain projects, or in a variety of experiences
3. providing youngsters with opportunities for group experiences in which they exchange ideas and achievement and through which they develop social skills; and
4. encouraging and permitting children to work under the supervision of teachers other than their immediate teachers.

Downing concludes that guidance is critical in that it may mean the difference between wise choices and a life of satisfactory experiences and illogical choices with resulting frustration and unhappiness. p. 204

Peter, Shertzer and Van Hoose (1965) stress that in working with boys and girls the observational approaches they list are
helpful in identifying strengths and behaviors in need of improvement and limiting capacities;

1. study habits of a pupil in his educational progress
2. pupils fears and anxieties
3. pupils aptitudes, abilities, and conceptual formations.

They feel that the observation techniques are vital in gathering information to add to that obtained by other methods.

Van Hoose (1968) sees counseling services as a widely recognized basic component of guidance at the elementary level. Meeks suggested that the major focus of elementary school guidance should be upon counseling individual pupils and small groups of pupils. Hart found that elementary teachers view counseling individual pupils as a major function of the elementary school guidance worker. McCreary and Miller report that administrators, teachers, and elementary school counselors are in substantial agreement as to the order of importance of the functions of elementary school counselors. All three ranked counseling as the most important function of the elementary counselor. pp. 7-8 Van Hoose concludes that counseling is a professional task, requiring professional training and professional competency. Counseling is a key activity in guidance and contributes more directly to the attainment of guidance goals than any other service.
Van Hoose, Peters, and Leonard (1970) believe guidance is now recognized as an integral part of the total educational program and is based on the democratic concept of the dignity and worth of the individual. They stress that the pioneering days of counseling for children are past and that support of the services are assured. The three writers further feel that guidance and counseling at the elementary levels should be based on the developmental needs of boys and girls.

Eckerson writing in a book edited by Moreau (1967) gives a historical perspective of guidance as a clue to its developments and future trends. Pertinent to this research is the point of mobility. She states:

Mobility within the United States... of both the affluent to better jobs and homes, and the poor who cannot pay their rent--causes pupil problems of adjustment insecurity, and lack of understanding of prevailing mores. Roots in a community now reach shallow depths for many children. A child on the move every two years may have rich and varied experiences, but he may suffer confusions in identifying with groups that are always changing. The elementary school counselor may become the interpreter of educational practices and peer patterns of behavior that are new to displaced children. p.6

A final point which is made by Eckerson is that the counselor serves as a link in closing the communication gap between children and adults. Peter, Riccio, and Quaranta (1963) have gathered a collection of readings on a variety of elementary school guidance topics. It is divided into eight parts. The first part is concerned with the conceptualizations which professional educators
employ in providing a rationale for the establishment of elementary school guidance programs. The other section germane to this research is the part six which deals with the status of research in elementary school guidance. There is clearly a need for more research in the field. It was also noted that more longitudinal work is needed.

The Connotation and Understanding of the Poverty Stricken Child

Former Secretary of Defense, Robert McNamara, (1969) in describing the social impact of the defense establishment gave special emphasis to society's need to deal with disadvantaged youth. He stated:

In the technological revolution that is sweeping over the second half of our century the prime national resource becomes more and more the human brain. p. 130

In relating this trend to the large numbers of disadvantaged youth identified in screening for the draft he points out:

The 32 million Americans who are poor were not born without intellectual potential. They were not brain poor at birth, but privilege-poor, advantage poor, opportunity poor... they had potential. Chronic failures in school throughout their childhood, they were destined to a sense of defeat and decay in a skill oriented nation that requires from its man-power pool an increasing index of competence, discipline and self-confidence. pp. 132-133

The defense establishment's experimental attempt to increase the skills and productivity of disadvantaged youth is an indication of a number of attitudes.
1. Growing acceptance, extending beyond professional educators, of the practical value to society of improving the competency of a disadvantaged youth.

2. Recognition of the lack of a tested proven method for working with disadvantaged youth—and a willingness to experiment to develop better ways.

3. Disillusionment, often generalized rather than selective, with what is labeled the "traditional" education system.

The spread of these attitudes parallels the growing need for effective professional counseling of disadvantaged youth. A perceived need for special counseling of youth who were disadvantaged by mental, environmental or social phenomena is not new. But relatively new is the pervasiveness of concern with youth who are disadvantaged because they are part of the racial and/or ethnic groups who represent an increasing percentage of the inner city population. It has occurred in recent years as widespread public alarm over the consequences of the more militant, and occasionally destructive, drive for full participation in society by inner city groups.

Violence in large cities has increased public pressure for action. In a society which has historically placed high value on public education as a way to equip youth for participation, it is natural to expect more attention to be focused on the questions of
if and how the child-home-school economy relationship was inadequate. This generalized concern has been reflected in the literature of the guidance counseling field.

Tangible evidence of the existence of the problem is contained in economic data. Unemployment among disadvantaged is a national and immediate problem. The Bureau of the Census (1968) reports that:

The 6.6 million workers (16 years of age and over) living in the big-city poverty neighborhoods had a jobless rate of 7.0 per cent in the first quarter of 1968. Their rate was twice that of persons living in the other urban neighborhoods and was also much higher than for the Nation as a whole (4.0 per cent) during the quarter. . . . About 15 per cent of the Nation's unemployed workers lived in the poverty neighborhoods of large cities. p. 380

These figures reflect the fact that the present situation as it exists in our large cities is economically crippling. It is also the cause of civic unrest and tension.

As a nation, we are now being forced to look at the causes of the problems that exist in our cities. At the same time we are coming to realize that solutions are not being found on a legislative level. Solutions and change will come about only when the problem is faced on an individual level and advances are made toward helping the individual in the inner city become adjusted productive members of the society.

Guidance is concerned with the optimum functioning of the individual and consequently has a great responsibility in the inner
city crises. It has the opportunity to reach out on an individual basis to each member of the inner city during the formative years. It also has the opportunity and the obligation to follow through as the child reaches adulthood. The opportunity is present and it remains to find the most successful and efficient means of meeting it.

Most of the writing and research to date appears to be the definitive level. It is concerned with guidance in general and its relevance to the specific problems of the ghetto. It has been concerned with general guidance counseling principles as they relate to the elaborately defined problem of the inner city youth. Much of the research is based upon former findings rather than upon new longitudinal and empirical studies.

There is a general agreement as to the definition and characteristics of the disadvantaged. Bancroft (1967) states:

Their culture has not equipped them with characteristics such as valuing formal education and competitiveness, knowledge of the many services and agencies designed to assist and serve urban residents, effectively using the many types of modern communication, coping with their present social setting, or understanding the complexities of the economic system common in an urban society... percentages are higher in the 75 to 90 I.Q. group and among groups which are culturally and economically disadvantaged... often combined and repeated frustrations of failure in school and mistreatment at home have turned them either into members of delinquent subgroups or into defeated apathetic individuals... the most likely candidates for dropping out and early marrying... Generally, racial and immigrant minorities are represented in greater proportion than they exist in the total population. Negroes, Mexican, and Puerto Ricans
make up a large share of the disadvantaged youth in our industrial cities. . . especially deficient in what might be called school know-how. . . has not learned how to ask and answer questions, how to study, how to relate to the teacher, or how to take tests. . . the home is crowded, busy, active, noisy place where no one child is focused upon. . . physical punishment is part of the daily pattern. p. 149

Vontress (1965) would be in agreement adding that,

About one third of the children come from homes in which no man is present. From one third to one fourth of all births in these homes are illegitimate. The home is usually female dominated. . . It is estimated that about 75 per cent of the pupils in the first grade drop out of school before finishing high school. . . It is also known that CD (Culturally Deprived) participate little in formally organized groups. . . In general they are not interested in formalized, information-type organization. . . The child comes to school filled with latent hate, not love. . . Thus the CD child is often an angry child; he is anxiety-laden. . . Indeed, a student who does not possess high regard for himself and his abilities is not likely to strive for achievement. . . It is understandable then that often the CD child appears to reject things as a matter of course. He rejects the values and goals of middle-class society; he rejects the middle-class institution—the school and its chief allies—teachers. . . Counselors, as a part of the educational social system, are in the midst of the current dilemma. pp. 7-9

Moving beyond the general definitions of what the disadvantaged youth is and what his environment is, the guidance field is now in need of new direction and a reexamination of its already existing techniques and the focusing of these techniques onto the specific problem of the ghetto child. Amos and Grambs (1968) point out that, "Even though most program administrators are forceful in their defense of the counseling role, very few can agree on what counseling
actually is. (p. 1) Its actual role in relation to specifics must be determined before its effects will be realized.

There is evidence that intensified guidance services at school succeed in reducing dropout rates. In these programs, the counselor plays a pivotal role in coordinating faculty efforts because he has easy access to teachers, students, and parents. Since his responsibilities are so broad and his techniques so varied, it is impossible to determine precisely which measures make the most difference. p. 430

It is in the area of precise determination of techniques that the researchers should be making their greatest contribution with follow up studies to determine their effectiveness.

There is a wide diversity of opinion on group as opposed to individual counseling. Gordon (1964) is skeptical of the person to person effectiveness.

The needs of the socially disadvantaged children require that we remove the interview and counseling from their central and dominating position in guidance. . . . I feel that guidance must be chiefly concerned with the motivation and facilitation of development and learning. I am not at all sure that this objective is best accomplished through the person-to-person interview. . . . I think that a more productive approach involves the identification and correction of factors in the physical and social environment which predispose inadequate function. . . . p. 388

In general there seems to be disenchantment with the non-directive approach in the inner city. Bancroft (1967) wrote:

Since this child is often accustomed to rather strict personal discipline, the counselor relationship with him may well need to be highly structured and quite directive. . . . the disadvantaged child is toward the practical rather than the abstract. pp. 149-155
In most disadvantaged children, regardless of race, there is an impaired self-concept according to most authorities. Therefore, guidance must develop techniques appropriate in changing this.

Gowan (1966) expressed the ideas that:

We can agree that the major task confronting the counselor involves helping the student over a discontinuity or transition from one role function to another in which the student's self-concept is changed from seeing himself in a non-performance role to seeing himself in a competent performance role. . . Tender loving care and help in self-concept change is at best a necessary but insufficient condition for improvement, and this is where many guidance programs have failed. What seems needed is more accurate diagnosis and then differential guidance according to type. p. 313

Summary

The economic, political, intellectual, cultural, and social maintenance of any society depends on the constructive participation of its members; for its growth and progress, the society needs more than mere participation, it needs the willing effort of its people to make special contributions.

Government, especially on the national level, has taken a lead in promoting this maintenance by establishing a wide range of programs.

The role of the elementary school counselor can help in preventing the malignant growth of apathy among our boys and girls to assure a brighter future for our country but more importantly for our boys and girls.
This chapter discusses the procedures used in this study under three broad headings. The first, setting and population which gives descriptive data on component schools, counselors, and pupils in the samples and their methods of selections. Second, instruments and their administration which provides information on the development of the instruments, response format and scoring, and how the instruments are administered. Third, analysis and organization data which explains the selection of and the organizational plan for data analysis.

Setting

The Columbus City School District, like the city, is a growing enterprise. The school enrollment of approximately 106,000 is 27 per cent greater than in 1960 when it was 83,600 and 128 per cent greater than in 1950 when it was 46,000. This phenomenal rate of acceleration in school enrollment has placed tremendous demands on the system to provide an increasing number of specialists. Especially, has the demand for guidance counselors increased. At present,
all secondary schools have at least one counselor to every 500 students, according to unpublished Pupil Personnel reports.

However, the setting for the population is the elementary schools of the central city. Central city has been defined by the Board of Education as three miles out in any direction from the heart of Columbus (Broad and High Streets) with the exception of a German village located on the fringe of downtown. The central city claimed a high proportion of the poor in 1972. It was estimated by the Franklin County Welfare Department that thirty-nine per cent of the families had annual incomes less than $3,000. Criminal (adult and juvenile), arrests were three times greater than the remainder of Franklin County. The area accounted for thirty-five per cent of all deteriorating or dilapidated housing. The Ohio Employment Services estimated that the unemployment rate for the central city is 12 per cent compared to 2.8 per cent for the city.

As pointed out in the review of literature many governmental programs and projects center on the described geographic area. Special programming emphases have also been placed in the educational area for disadvantaged children. Whereas, every Columbus pupil is exposed to a counselor, the ratio of pupils to counselor is lower in central city, according to Pupil Personnel data.

This study was carried out from middle September to middle December 1972 in twenty-three elementary schools meeting the state
requirements as being disadvantaged. These schools house approximately 14,500 pupils K-6 grades. Elementary Counselors normally are assigned to one, two, or three schools concurrently due to shortage of funds and qualified persons. (see Table 1.) The twenty-three schools used in this study are staffed by a full time state certificated counselor.

**TABLE 1**

DESCRIPT'ON OF COUNSELORS

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Sex</th>
<th>Race</th>
<th>Years of Experience</th>
<th>Central City</th>
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<td></td>
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<td>Counselor</td>
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<td>J</td>
<td>F</td>
<td>C</td>
<td>6</td>
<td>7</td>
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Note:  F - Female  M - Male  C - Caucasian  B - Black
To be a state certificated guidance counselor one must possess the following minimum state requirements:

1. A Master's Degree from an accredited university.
2. One year of teaching experience.
3. One year of work experience other than teaching.
4. An additional year of teaching, other work experience, or a combination of the two.

The following are listed as the duties of the elementary counselors in the component schools:

1. To assume all duties of an elementary counselor in Columbus.
2. To counsel with students on an individual and group basis.
3. To assist in identifying students with serious physical, mental, or emotional difficulties for referral to specialists and to assist in making the referral.
4. To aid in the placement of students in appropriate programs.
5. To provide teachers with up-to-date information about guidance materials and to make these materials available for use within the school.
6. To provide parents with information about child development, the learning process, and the school curriculum.
7. To work with other departments and community agencies in a coordinated program for student mental, emotional, and social growth.

8. To consult with teachers, principals, and parents to help them better understand the individual student's point of view.

9. To participate in all staff in-service development programs.

10. To integrate the counseling service into the total school program.

Counseling supervision was maintained by the building principal and a counselor chairman assumed the general administrative responsibilities necessary to implement the Elementary Counseling Component. These duties included supervising component counselors, providing leadership in developing professional growth programs for counselors and staff personnel, selecting materials and facilitating their use, and serving as primary liaison for the component with the school system and the community. One evaluation specialist was also assigned to the component to implement and report on designed evaluation procedures.

Counselor functions in the elementary school assumed four basic roles:

1. Counseling on an individual basis, in small groups, and in large classroom groups.
2. Consulting with teachers, administrators, parents, and community service agencies.

3. Coordinating guidance activities and pupil services within the school.

4. Evaluating pupil progress on an individual and group basis.

Selection of Sample

Of the twenty-three schools composing the disadvantaged component, ten schools were randomly selected on the basis of every third school on an alphabetical list until a total of ten were recorded for participation in this study. The study was discussed with each counselor and other individual building adult participants. In some cases, building principals were personally contacted by the evaluator.

Counselors of these ten schools were asked to select sixteen pupils randomly from a list submitted previously by teachers representing grades four, five, and six on an every second basis until a total of sixteen were reached. Pupils' names appearing on the selection list were gathered also from records, grades, and other building staff members. The sixteen pupils then were randomly assigned to either the experimental or control groups on an every second basis until a total of eight in each group was obtained.
All sixteen pupils were administered two instruments and the classroom teachers were asked to complete one instrument during first week prior to the experimental time span. A log of each counselor's activities was maintained.

Standards of uniformity for all ten schools were:

1. Counselors were involved in one meeting with the researcher and periodic individual meetings.

2. A counselor log was maintained to show progress of experimental group.

3. Pre-administration of instruments was accomplished during designated week prior to experimental span.

4. Concentrated counseling experiences included individual interviews and group sessions with experimental group using appropriate techniques.

5. Post-administration of instruments was accomplished during the week immediately preceding the conclusion of experimental period.

Pupils in the control group were involved in all regularly scheduled curricula of the school with no special efforts being initiated on the part of counselors to see them. However, services were not withheld if pupils or other referrals were requested.
Instrumentation

Five instruments were used in this study. The first ones described are non treatment tools and the other three are treatment instruments.

1. Non treatments
   A. Counselor's logs were used to collect data on each of the pupils participating in the study.
   B. Action Taken sheet was maintained and collected periodically during the duration of the experiment.

2. Treatment
   A. Child Behavior Rating Scale (Western Psychological Services) was used to determine the extent to which classroom teachers observed more positive social interaction on the part of component participants.
   B. Junior Inventory (Scholastic Testing Services, Inc.) was used to determine the extent to which pupils identified their own personal important of interests and problems.
   C. Bialer Locus of Control (Journal of Personality, 1961) in the measurement of change in the extent to which a student construes both positive and negative event outcomes as being consequential to
his own actions rather than due to the whims and/or manipulation of fate, chance, or other people.

The Counselor's Log was locally constructed from recommendations of the former evaluator for the elementary counseling component in the Columbus Public Schools' Department of Evaluation, Research, and Planning and the Counselor Chairman of the school system.

After the log was constructed centering around the proposed research a sample of school counselors critiqued it and the final draft was made. The instrument was divided into two sections. The first section, "Identification of Problem(s)", identified major problems confronting the pupil in the following areas:

1. Personal adjustment
2. Relating to others
3. Academic adjustment
4. Internalization

These four broad areas were made more specific by having several sub-traits of each area. For example, personal adjustment had eight sub-traits and one entitled, "other". Each of the four areas included "other" and a space for writing the concern. Also under each area the counselor was asked to explain what was checked or written. This was to be slated as objective matter and not based just on feelings. Definitions of each broad area and sub-traits were distributed at an orientation meeting held to explain
the treatment and instruments. A copy of this instrument is found in Appendix C.

The second section, "Action Taken", recorded what the counselor employed in the reduction of the pupil's identified problems revealed from the perceptions of the child, teachers, counselor, and the instruments. This section also enabled the counselor to maintain a brief chronicle spanning the ten weeks including progress on an emerging mutual plan as well as techniques used.

Finally, the counselor was asked to evaluate the counselee after each session denoting any improvement, no improvement, or regression in solving the identified concern(s). The log would hopefully assess the effectiveness of techniques by counselor in the individual and group counseling situations. A copy of this section is found in Appendix C.

The Child Behavior Rating Scale (CBRS) was developed by Russell N. Cassell, Ed. D. and published through the Western Psychological Services of Los Angeles. The scale was developed and standardized for the objective assessment of personality adjustment of pre-school and grade school pupils. The CBRS is used only by raters who have observed or know directly the behavior of the child to be rated. Six psychologists, all members of the American Psychological Association, assembled the final 78 items selected into the five adjustment areas used in the CBRS:

1. Self Adjustment
2. Home Adjustment
3. Social Adjustment
4. School Adjustment
5. Physical Adjustment

The research was concerned with three of the four specific uses of the CBRS in the school. They are the following:

1. The CBRS provided a means for making a periodic and objective check or assessment of personality adjustment of kindergarten and grade school pupils.

2. It provides an aid to teachers, counselors, and school personnel for the better understanding of the forces and circumstances operating in the life of the child.

3. Teachers or counselors completing the CBRS at the beginning and close to the end of each semester... cannot readily change in emotional growth, personality, and problem situations.

On each CBRS item the child is rated on a six-point scale as to degree or extent he presents a specific aspect of behavior to the rater. A value of "1", an Unqualified "Yes", indicated the behavior so described by the item occurs repeatedly and continuously, insofar as the rater views the child; values of "2", "3", "4", and "5" have implications of gradually reduced behavior, while the value of "6",
and Unqualified "No", indicates the behavior occurs very seldomly; or never, or the rater has never observed it, or the rater knows nothing about the presence of such behavior. Raters are instructed to read the item, then place a check mark for each item in one of the six boxes or positions in the six-point scale.

Generally speaking, with more specifics in the next chapter, T-scores within the adjustment range of 40 to 60 indicates average adjustment within the specified area. These T-scores are derived by adding the total checks in an adjustment area, obtaining the weighted value from which you compute the Personality - Total - Adjustment Score (PTAS) and converting these scores to a T-score. A copy of this instrument is found in Appendix C.

In a study devised to test a theoretical formulation regarding the development of success-failure conceptualization among mentally retarded and normal children, Bialer designed the Children's Locus of Control Scale to measure the extent to which a given child characteristically construes both positive and negative event outcomes as being consequential to his own actions. (Bialer 1960).

As originally constructed, the scale consists of 23 verbally administered questions so worded that for 18 items a "Yes" answer and for five items a "No" response are taken as indicating Internal control (ILC).
Following are representative items:

3f. When people are mean to you, could it be because you did something to make them be mean? (Yes = ILC)

18p. When nice things happen to you, is it only good luck? (No = ILC)

Bialer demonstrated that with increasing age there was a significant tendency among both retarded and normal children toward an internal locus of control with MA a more relevant developmental variable than CA. The LC scores correlated significantly both with ability of children to delay gratification and with their response to success-failure cues. A copy of this instrument is found in Appendix C.

Robert H. Bauernfeind and H.H. Remmus (.972) developed a needs and problems checklist designed for boys and girls in grades four through eight. The STS Junior Inventory is written in simple, everyday language, and can be used both as a survey instrument and as a counseling test. Its main value rests in giving children an opportunity to express the personal importance of their interests and problems; with this perspective teachers, counselors, and school administrators can help the student make the most of his school experiences and vice versa of helping the school relate to the child more.

Form G of the Junior Inventory consists of 150 statements arranged under four broad headings:
1. About Me and My School.—this section contains 41 items dealing with attitudes toward school. An example of which is:
   I wish my teachers would help me more. □ □ □ □

2. About Myself.—the 48 items concentrate on the child's self-concepts. An example is:
   I get sick too often. □ □ □ □

3. Getting Along With Others.—the 32 items deal with social adequacy. Example:
   I "show off" too much. □ □ □ □

4. Things in General.—the 29 items deal with needs and interests in a variety of life areas. Example:
   I would like to know what I'm going to be when I grow up...
   □ □ □ □

The principle values of the inventory is in permitting an expression of strength in "feeling a problem". The statements look like this:
   I want to learn how to read better. □ □ □ □

The pupil is told to mark "X" in the big box if it were a big problem for him, the middle-sized box if it were a middle sized problem, or in the little box if it were just a little problem. The pupil could put a "X" in the circle if it were not a problem for him. This enabled the pupil to respond in one of the three
boxes of intensity of feeling. This technique corresponded to the
dichotomous "Yes/No" technique. Thus dividing "Yes" respondents
into two levels of intensity, and dividing "No" respondents into
two levels of intensity.

This instrument was used as an indicator for counselors during
the experiment and feedback at the conclusion of the experiment.
A copy of this instrument is found in Appendix C.

Statistical Analysis

The statistical procedures used to determine the effectiveness
of present elementary guidance programs and techniques employed in
working with the disadvantaged pupil consist of the following:

1. Rank distribution of nominal and ordinal data.
2. Tabular representation to further delineate properties of the frequency distribution.
3. The median test.
4. Chi square to determine the significance between two
dependent samples and the significance of the treat­
ment on the experimental group.
5. Significance for all tests is the .05 level critical
value of chi square with one degree of freedom.

Child Behavior Rating Scale.—The chi square tested the
significance of the treatment on the experimental group by com­
paring it with the control group.
Scores of rating were compared to the normative data for primary grade pupils based on 2,000 typical and 200 emotionally handicapped primary grade pupils.

Emotionally handicapped refers to students who were referred to a psychological service. The population investigated in the research were all referred to a psychological service. The emotionally handicapped normative data were used as a comparison.

\[
\frac{R_{01} \times 0_2}{R_{03} \quad 0_4}
\]

The structure of the chi-square for investigating data has a matrix of:

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<thead>
<tr>
<th>Experimental Group</th>
<th>Pre</th>
<th>Post</th>
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Related Difference
Bialer Locus of Control.—Ranking of data and using the median test showing the difference in change scores from the pre to post test data.

<table>
<thead>
<tr>
<th>Pupils Receiving Counseling</th>
<th>Pupils not Counseled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils above the median change score</td>
<td></td>
</tr>
<tr>
<td>Pupils below the median change score</td>
<td></td>
</tr>
</tbody>
</table>

Formula:

\[
N \left( \frac{1}{4} AD + \frac{1}{4} BC + \frac{1}{4} AB + \frac{1}{4} CD \right) = \frac{N}{2} \left( A + B \right) \left( C + D \right) \left( A + C \right) \left( B + D \right)
\]

Junior Inventory.—The median test was used to determine the significance difference between the experimental and control group prior to and after treatment. The same matrix as the Bialer Locus of Control constituted the design.

Counselor Log and Action Taken.—Tabular representation to reveal the frequency of problems confronting the experimental group and the kinds and frequency of techniques used in the resolution of these problems.
In this chapter the methodology of the study was described.

Chapter IV will present an analysis and results of findings.
CHAPTER IV

ANALYSIS AND RESULTS

Introduction

This chapter presents the analyses of the data germane to this study. Findings are presented by hypotheses under headings of: (1) Perception of Self-Concept Comparisons of the Experimental and Control Groups, (2) Perceived Internalization Comparisons of the Experimental and Control Group, (3) School Interest Comparisons of the Experimental and Control Group, (4) and School Social Behavior Comparisons of the Experimental and Control Group. Discussion of the data results are given following the presentation of each hypothesis. The Counselor Log data conclude the analysis with a summary of the findings presented.

The purpose of this study was to ascertain the effectiveness of concentrated individual and group counseling techniques in helping designated disadvantaged central city pupils to better cope with personal, social and educational problems. Hypotheses were developed and tested for possible significance of differences in improvement of personal, social, and educational problems for those pupils who received concentrated counseling when compared to pupils who did not.
Perception of Self-Concept Comparisons of the Experimental and Control Groups

The null hypotheses examined are as follows:

\( H_{1A} \). There will be no significant difference between self-concept of those pupils receiving concentrated counseling and those who are not when rating themselves.

\( H_{1B} \). There will be no significant difference between self-concept of those pupils receiving concentrated counseling and those who are not when rated by classroom teachers.

To test the first null hypothesis that there will be no significant difference in self-concept the Junior Inventory "About Myself" section was measured by the median test. To test the classroom teachers' perception of differences the CBRS "Self Adjustment" was tested by the chi square. Summary data are given in Tables 2, 3, and 4.

Table 2 provides results of the Junior Inventory. It shows that the median change score was -4. In the experimental group 34 pupils were above the median change score and 33 were at or below it. The control group had 35 pupils above the median change score while 39 pupils were at or below it. As a result of individual and group counseling significance was not attained at the .05 level critical value of \( x^2 \) with one degree of freedom on the change scores
of the Junior Inventory "About Myself" when the experimental and control groups completed the instrument.

TABLE 2

NUMBER OF MEAN CHANGE SCORES FOR THE EXPERIMENTAL AND CONTROL GROUPS ON THE JUNIOR INVENTORY "ABOUT MYSELF"

<table>
<thead>
<tr>
<th>Source</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Median change score</td>
<td></td>
<td></td>
<td>-4</td>
</tr>
<tr>
<td>N above median change score</td>
<td>34</td>
<td>35</td>
<td>69</td>
</tr>
<tr>
<td>N at or below median change score</td>
<td>33</td>
<td>39</td>
<td>72</td>
</tr>
<tr>
<td>N</td>
<td>67</td>
<td>74</td>
<td>141</td>
</tr>
</tbody>
</table>

Note: $x^2 = .057; df = 1; p > .90 < .80$

Table 3 and 4 provide the results of the CBRS. It shows that in both tables that the mean T-score for emotionally handicapped pupils is 83 with a standard deviation of 15. In the experimental group's table 35 pupils were at or above norm score on the pre test while 44 were below it. However, on the post test 59 were at or above and 20 were below the norm score. In the control group's table 45 pupils were at or above the norm and 32 were below it on
### TABLE 3
NUMBER OF MEAN T-SORES FOR THE EXPERIMENTAL GROUP ON THE CHILD BEHAVIOR RATING SCALE "SELF ADJUSTMENT"

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Mean T-score for emotion-</td>
<td></td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>ally handicapped pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.D.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N at or above norm</td>
<td>35</td>
<td>59</td>
<td>94</td>
</tr>
<tr>
<td>N below norm</td>
<td>44</td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td>Total N</td>
<td>79</td>
<td>79</td>
<td>158</td>
</tr>
</tbody>
</table>

Note: $x^2 = 15.12; \ df = 1; p > .05$

### TABLE 4
NUMBER OF MEAN T-SORES FOR THE CONTROL GROUP ON THE CHILD BEHAVIOR RATING SCALE "SELF ADJUSTMENT"

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Mean T-score for emotion-</td>
<td></td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>ally handicapped pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.D.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N at or above norm</td>
<td>45</td>
<td>26</td>
<td>71</td>
</tr>
<tr>
<td>N below norm</td>
<td>32</td>
<td>52</td>
<td>84</td>
</tr>
<tr>
<td>Total N</td>
<td>77</td>
<td>78</td>
<td>155</td>
</tr>
</tbody>
</table>

Note: $x^2 = 9.82; \ df = 1; p > .05$
the pre test. It shows that on the post test 26 pupils were at or above norm while 52 were below.

As a result of individual and group counseling statistical significance was attained on the experimental and control groups' change scores at the .05 level of critical values of chi square when rated by classroom teachers. Inspection of the levels indicate that classroom teachers saw higher number of pupils above the norm after concentrated counseling experiences and a significantly number of pupils regressed below the norm in the control group.

Therefore, the median change score of self-concept as measured by pupils on the Junior Inventory for the experimental group is not significantly greater than the median change score for the control group. However, on the CBRs classroom teachers saw the experimental pupils improve significantly greater than the control pupils and in fact saw a significantly greater decline in the control group pupils' self-concept.

Perceived Internalization Comparisons of the Experimental and Control Groups

The null hypothesis examined for internalization by the pupils is:

$H_2$. There will be no significant difference between the internalization experienced by those pupils involved in the concentrated counseling than those who are not.
To test the null hypothesis that there will be no significant difference in internalization the median test was used on the Bialer Locus of Control. Summary data are given in Table 5.

**TABLE 5**

**NUMBER OF MEDIAN CHANGE SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON THE BIALER LOCUS OF CONTROL "INTERNALIZATION"**

<table>
<thead>
<tr>
<th>Source</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median score</td>
<td>11.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median change score</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N above median change score</td>
<td>39</td>
<td>28</td>
<td>67</td>
</tr>
<tr>
<td>N at or below median change score</td>
<td>36</td>
<td>47</td>
<td>83</td>
</tr>
<tr>
<td>Total N</td>
<td>75</td>
<td>75</td>
<td>150</td>
</tr>
</tbody>
</table>

Note: $x^2 = 3.12; df = 1; p > .10 < .05$

Table 5 presents results of the Bialer Locus of Control. It shows that the median change score was zero. In the experimental group 39 pupils were above the score and 36 were at or below it. In the control group 28 pupils were above the score and 47 were at or below it. There is no significant difference in the perception of
Internalization by the experimental pupils when compared to the control pupils at the .05 level of critical values of chi square.

**School Interest Comparisons of the Experimental and Control Groups**

The null hypotheses examined for interest in and toward school are:

**H3A.** There will be no significant difference in interest in and toward school attained by those receiving concentrated counseling than those who are not when rating themselves.

**H3B.** There will be no significant difference in interest in and toward school attained by those receiving concentrated counseling than those who are not when rated by classroom teachers.

To test the first null hypothesis that there will be no significant difference in interest the Junior Inventory "About Me and My School" section was analyzed by use of the median test. To test the classroom teacher's perception of differences the CBRS "School Adjustment" was tested by the chi square. Summary data are given in Tables 6, 7, and 8.

Table 6 presents data on the Junior Inventory. It shows that the median change score was -1. The experimental group had 29 pupils above this score and 42 at or below the score. In the
control group 40 pupils were above the score and 34 below it. The pupils in rating themselves showed no significant difference between the experimental and control groups on the normative mean T-score at the .05 level of critical value of chi square.

**TABLE 6**

**NUMBER OF MEDIAN CHANGE SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON THE JUNIOR INVENTORY "ABOUT ME AND MY SCHOOL"**

<table>
<thead>
<tr>
<th>Source</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median change score</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N above median change score</td>
<td>29</td>
<td>40</td>
<td>69</td>
</tr>
<tr>
<td>N at or below median change score</td>
<td>42</td>
<td>34</td>
<td>76</td>
</tr>
<tr>
<td>N</td>
<td>71</td>
<td>74</td>
<td>145</td>
</tr>
</tbody>
</table>

Note: $x^2 = 2.03; \ df = 1; \ p > .20 < .10$

Table 7 and 8 provide data on the CBRS. They show that the mean T-score for emotionally handicapped pupils is 51 with a standard deviation of 8. Table 7 indicated that the experimental group had 21 pupils at or above the norm score and 58 below it on the pre test. On the post test 51 pupils were at or above the norm score and 28
below it. The Control group in Table 8 had 27 pupils at or above the norm score and 52 below it on the pre-test. On the post test 23 pupils were at or above the norm score and 56 below it. The normative mean T-score of interest in and toward school was significantly enhanced as a result of concentrated counseling for the treatment group when compared to the control group at the .05 level of critical values of chi square on the Child Behavior Rating Scale. Inspection of the Control group's table shows fewer pupils above the normative mean T-score on post testing results.

TABLE 7
NUMBER OF MEAN T-SCORES FOR THE EXPERIMENTAL GROUP ON THE CHILD BEHAVIOR RATING SCALE "SCHOOL ADJUSTMENT"

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Mean T-Score for emotionally handicapped</td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>S.D.</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>N at or above norm</td>
<td>21</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td>N below norm</td>
<td>58</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>Total N</td>
<td>79</td>
<td>79</td>
<td>158</td>
</tr>
</tbody>
</table>

Note: \( \chi^2 = 22.96; \ df = 1; \ p > .05 \)
TABLE 8

NUMBER OF MEAN T-SCORES FOR THE CONTROL GROUP ON
THE CHILD BEHAVIOR RATING SCALE
"SCHOOL ADJUSTMENT"

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Mean T-score for emotion­ally handicapped</td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>S.D.</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>N at or above norm</td>
<td>27</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>N below norm</td>
<td>52</td>
<td>56</td>
<td>108</td>
</tr>
<tr>
<td>Total N</td>
<td>79</td>
<td>79</td>
<td>158</td>
</tr>
</tbody>
</table>

Note: $x^2 = .46; df = 1; p = .50$

School Social Behavior Comparisons of
the Experimental and Control Groups

The null hypotheses examined for relations with others in the school are:

$H_{4A}$. There will be no significant difference in improvement in the relationship with others in the school by those pupils participating in concentrated counseling than those who are not when rating themselves.

$H_{4B}$. There will be no significant difference in improvement in the relationship with others in the school
by those pupils participating in concentrated
counseling then those who are not when rated
by classroom teachers.

To test the first null hypothesis that there will be no
significant difference in relations with others in the school the
Junior Inventory "About Others" section was measured by the median
test. To test the classroom teacher's perception of differences
the CBRS "Social Adjustment" was tested by the chi square. Summary
data are given in Tables 9, 10 and 11.

Table 9 presents data on the Junior Inventory. It shows that
the median change score was -2. The experimental group had 35
pupils above the score and 34 at or below it. While the control
group had 33 pupils above the score and 41 at or below it. The
pupils in evaluating themselves on the Junior Inventory revealed
no statistical significance for the experimental group when compared
to the control group according to the median change scores at the
.05 level of critical values of chi square. However, the number
of pupils in the treatment group at or above the normative mean
T-score on the CBRS was statistically significantly greater at the
.05 level than the number of pupils in the control group at or
above that same mean T-score.
### TABLE 9

NUMBER OF MEDIAN CHANGE SCORES FOR THE EXPERIMENTAL AND CONTROL GROUPS ON THE JUNIOR INVENTORY "ABOUT OTHERS"

<table>
<thead>
<tr>
<th>Source</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items</td>
<td>32</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Median change score</td>
<td>-2</td>
<td></td>
<td>-2</td>
</tr>
<tr>
<td>N above median change score</td>
<td>35</td>
<td>33</td>
<td>68</td>
</tr>
<tr>
<td>N at or below median change score</td>
<td>34</td>
<td>41</td>
<td>75</td>
</tr>
<tr>
<td>Total N</td>
<td>69</td>
<td>74</td>
<td>143</td>
</tr>
</tbody>
</table>

Note: \( \chi^2 = .32; df = 1; p > .70 < .50 \)

Tables 10 and 11 provide data on the CBRS. They show that the mean T-score for emotionally handicapped pupils is 85 with a standard deviation of 15. In Table 10 the experimental group indicated 19 pupils were at or above norm score while 53 were below it on the pre test. On the post test 56 pupils were at or above the norm score and 22 below it. The Control had 20 pupils at or above the norm score and 52 below it on the pre test as indicated in Table 11. On the post test 21 were at or above the norm score while 55 were below it.
### TABLE 10

**NUMBER OF MEAN T-SCORES FOR THE EXPERIMENTAL GROUP ON THE CHILD BEHAVIOR RATING SCALE "SOCIAL ADJUSTMENT"**

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Items</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Mean T-score for emotionally handicapped pupils</td>
<td>19</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>S.D.</td>
<td>19</td>
<td>56</td>
<td>15</td>
</tr>
<tr>
<td>N at or above norm</td>
<td>19</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>N below norm</td>
<td>53</td>
<td>22</td>
<td>75</td>
</tr>
<tr>
<td>Total N</td>
<td>72</td>
<td>78</td>
<td>150</td>
</tr>
</tbody>
</table>

Note: $x^2 = 30.96; \ df = 1; p > .05$

### TABLE 11

**NUMBER OF MEAN T-SCORES FOR THE CONTROL GROUP ON THE CHILD BEHAVIOR RATING SCALE "SOCIAL ADJUSTMENT"**

<table>
<thead>
<tr>
<th>Source</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Items</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Mean T-score for emotionally handicapped pupils</td>
<td>20</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>S.D.</td>
<td>19</td>
<td>56</td>
<td>15</td>
</tr>
<tr>
<td>N at or above norm</td>
<td>20</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>N below norm</td>
<td>52</td>
<td>55</td>
<td>107</td>
</tr>
<tr>
<td>Total N</td>
<td>72</td>
<td>76</td>
<td>148</td>
</tr>
</tbody>
</table>

Note: $x^2 = .00031; \ df = 1; p > .99 < .98$
The Counselor Log

The Counselor Log was divided into two parts. Table 12 represents data of the first section. This section included identifiable problems in four broad areas of adjustments by the counselors involved in this study on the treatment group only.

A total of 490 problems were identified among the 80 pupils, with an average of 6.1 problems per pupil.

The greatest preponderance of identified problems were in the personal adjustment category, where a total of 139 problems were observed. It was found that the greatest concerns of counselors in this area listed in rank order were motivation, poor self-concept, domineering, and neurotic tendencies.

Internalization had a frequency of two less than did personal adjustment. Of the 137 problems identified, the three leading concerns given in rank order were inability to set goals for self, low self-esteem, and attitudes toward others.

The three leading concerns of relating to others listed in order were conflict with peers, socially immature, and conflict with authority figures.

Commanding least concern was academic adjustment, where a total of 94 problems were identified. A clustering of frequency importance occurred between 11 and 18 of six of the nine items listed under this heading. Apparent lack of ambition was listed as the greatest concern.
### TABLE 12
IDENTIFICATION OF PROBLEMS BY COUNSELORS

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Adjustment</strong></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>33</td>
</tr>
<tr>
<td>Neurotic tendencies</td>
<td>20</td>
</tr>
<tr>
<td>Submissive</td>
<td>1</td>
</tr>
<tr>
<td>Domineering</td>
<td>22</td>
</tr>
<tr>
<td>Poor self-concept</td>
<td>31</td>
</tr>
<tr>
<td>Dependence</td>
<td>7</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>12</td>
</tr>
<tr>
<td>Psychosexual concerns</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
</tr>
<tr>
<td><strong>Relating to Others</strong></td>
<td></td>
</tr>
<tr>
<td>Conflict with authority figures</td>
<td>28</td>
</tr>
<tr>
<td>Conflict with family</td>
<td>17</td>
</tr>
<tr>
<td>Separation from loved one</td>
<td>2</td>
</tr>
<tr>
<td>Conflict with peers</td>
<td>39</td>
</tr>
<tr>
<td>Socially immature</td>
<td>34</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
<tr>
<td><strong>Academic Adjustment</strong></td>
<td></td>
</tr>
<tr>
<td>Apparent lack of ambition</td>
<td>18</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>15</td>
</tr>
<tr>
<td>Highly artistic in the arts</td>
<td>6</td>
</tr>
<tr>
<td>Reading disability</td>
<td>13</td>
</tr>
<tr>
<td>Poor or negative attitude</td>
<td>14</td>
</tr>
<tr>
<td>Intellectually gifted</td>
<td>2</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>11</td>
</tr>
<tr>
<td>Poor numerical concepts</td>
<td>12</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
<tr>
<td><strong>Internalization</strong></td>
<td></td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>36</td>
</tr>
<tr>
<td>Inability to set goals for self</td>
<td>39</td>
</tr>
<tr>
<td>Sustained unhappiness</td>
<td>11</td>
</tr>
<tr>
<td>Sense of fairness</td>
<td>4</td>
</tr>
<tr>
<td>Attitude toward others</td>
<td>26</td>
</tr>
<tr>
<td>Strong hostility</td>
<td>16</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
</tr>
</tbody>
</table>
The second section of the Counselor Log, "Action Taken" sheet, has summary data in Table 13 as to what actually took place in attempting to assist the treatment pupils in the resolution of identified problems.

Individual counseling appeared to have been the preference of the counselors involved in the research. Group counseling was as directed but was often followed up with one to one interviews.

Role playing and play media were the two techniques most used in working with the treatment group. The least used was referrals to other agencies. A limitation of the log was not having the frequencies of referrals to other specialists in the schools.

It is significant that only eight of the pupils in the treatment group remained the same or decreased in improvement at the end of the concentrated counseling experiences, and that of the eight only one declined in improvement. Ten treatment pupils moved prior to the conclusion of the experiment and their progress made up 70 per cent of the eight who showed no improvement.

**Summary of Results**

This chapter has presented the analysis of the data germane to this investigation. Analyses of hypotheses were presented with the significance of difference at the .05 level of critical values of chi square with one degree of freedom. Significant difference was not noted in either the experimental or control groups on the
### TABLE 13

**ACTION TAKEN WITH TREATMENT GROUP**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
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<td>Play media</td>
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<tr>
<td>Marked improvement</td>
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<td>49</td>
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<tr>
<td>Improvement</td>
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<td></td>
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<td>3</td>
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<td>1</td>
<td>7</td>
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<tr>
<td>Remained the same</td>
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<td>3</td>
<td>1</td>
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</tbody>
</table>

*Other agencies*
Instruments completed by the pupils in those groups. However, in ratings completed by classroom teachers statistical significance for the number of pupils in the treatment group at or above the normative mean T-score when compared to the control group with one exception were significant. It was found statistically significant that the change for the control group regressed in one incident.

A limitation may well be that the Junior inventory is not designed to be a pre-post instrument and merely an initial diagnostic tool for counselors.

Finally, the Counselor's Log identified problematic areas for the experimental group and the Action Taken sheet attempted to show what techniques were employed to solve identified problems. A limitation of the Action Taken sheet was that counselors did not maintain complete information which made the treatment of pupils appear to be influenced by a blanket effect.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of this study, conclusions focusing on interpretations of the results reported in the preceding chapter, and serves as a guide in recommending the need for and new directions of the elementary guidance component.

Summary

The main purpose of this investigation was to ascertain the effectiveness of concentrated individual and group counseling in helping central city pupils designated as disadvantaged living in a large metropolitan area to better cope with personal, social, and educational problems.

Ten schools were randomly selected from the State Disadvantaged Elementary School Guidance Component. In turn, the counselors randomly selected sixteen pupils from a list prepared by other building personnel. This group was then randomly placed in the experimental or control groups and for a period of ten weeks received concentrated counseling experiences. These experiences were discussed with the counselors and certain
standards of uniformity agreed upon. This evaluator visited the counselors frequently to help maintain these standards.

The statistics used in the analysis were the chi square and the median test measuring the significance of difference at the .05 level of the critical value of chi square. The computations were determined in conjunction with specialists in statistics and research development in the Columbus Public Schools.

The null hypotheses which were tested are the following:

\( H_1 \)

A. There will be no significant difference between the self-concept of those pupils receiving concentrated counseling and those who are not when rating themselves on the Junior Inventory.

\( H_2 \)

B. There will be no significant difference between the self-concept of those pupils receiving concentrated counseling and those who are not when rated by classroom teachers on the Child Behavior Rating Scale.

\( H_3 \)

There will be no significant difference between the internalization experienced by those pupils involved in the concentrated counseling than those who are not as indicated by the Bialer Locus of Control.
The findings of the study are as follows:

There was significant difference between the self-concept
of those pupils receiving concentrated counseling and those who did not in rating themselves.

There was significant difference between the self-concept of those pupils receiving concentrated counseling and a statistically significant regression in those who did not when rated by classroom teachers.

There was no significant difference between the internalization experienced by those pupils involved in the concentrated counseling than those who did not when measured by the Bialer Locus of Control.

There was no significant difference in interest in and toward school attained by those receiving concentrated counseling than those who did not when rated by themselves.

There was significant difference in interest in and toward school attained by those receiving concentrated counseling than those who did not when rated by classroom teachers.

There was no significant difference in the relationship with others in the school by those pupils participating in concentrated counseling and those who did not when rating themselves.

There was significant difference in the relationship with others in the school by those pupils participating in concentrated counseling and those who did not when rated by classroom teachers.
Conclusions and Implications

It was found that pupils see themselves having a multitude of personal, social, and school problems resulting in low self-esteem which to them prevent an enhancing of their perception of self. It may be concluded that pupils learn to assimilate acceptable characteristics and behaviors which help them survive in a middleclass oriented school milieu as indicated in the data. Through the help of the school counselor the treatment pupils gain in self-concept toward school expectancies while the control pupils actually declined. Yet, when rating themselves the treatment and control groups saw no difference in their perceptions of self-concept.

Second, it was found that the treatment group although had a higher number above the median change score on the Bialer Locus of Control was not statistically significant. It may be concluded that these pupils feel they have little or no control over both positive and negative event outcomes as being consequential to their own actions. Bialer, however, feels with increasing age pupils tend to move toward greater locus of control.

Third, it was found that the treatment group gained significantly in interest in and toward school as the year unfolded as rated by classroom teachers. The control pupils declined in interest but not significantly. In rating themselves the
results were statistically insignificant for both groups. However, it was found that a greater number in the control group were above the median change score than the treatment group. It may be concluded that the treatment group learned how to better negotiate the system by delaying unacceptable behavior better than the control group. It may be further concluded that behavior is not necessarily related to interest in or toward school.

Fourth, it was found that the treatment group exhibited more accepting behavior as a result of concentrated counseling than the control group when rated by classroom teachers. It was further found that the treatment group did not regress as did the control group in relations with others when rating themselves. Small group counseling and interactions can be concluded as being effective in altering mal-adaptive social behavior.

From the research data one can conclude that concentrated counseling does make a difference in elementary school children's lives especially as perceived by teachers. At intervals the pupils have an opportunity to stop, establish a meaningful relationship, and possibly change certain behaviors and problems confronting their school adjustment. A second general conclusion from the data is that there are certain personal problems over which the school has little or no control at present -- such as individual perception of self when the same miseries of his poorness confront him.
Recommendations

Perhaps, the first need is for more counselors in the elementary schools to better assist central city pupils. Three of the counselors involved in this research had more than one school. One counselor had to travel more than three miles to the second school. This clearly reduced effectiveness in working with all her pupils.

Counseling equipment and facilities need upgrading. In some buildings of this study guidance offices were adjacent to the administrators' suite. One counselor's office had a divider up to allow the reading teacher space.

The writer feels that in the midst of affluence children living in poverty are constantly confronted with their unique miseries rightfully viewed as shortcomings. They are confronted with these shortcomings at home, from peers, and in school. It is felt that from the collected data school personnel often mold children into acceptable school behavior but fail to understand their true expressions of personal, social, and school problems. Counselors and classroom teachers should receive practicum experience germane to working with and understanding of the economically poor people who live in central city. The writer feels this would help to eliminate the school's negative impact on their miseries. Counselors and classroom teachers assessed the concentrated counseling impact greater than actually
perceived by the treatment pupils as reflected in the collected data.

Finally, the rigidity of the existing school structure must be abandoned to allow counselors to be true change agents by implementing more experimental programs and techniques on our most cherished possessions—the pupils. Each counselor involved in the study was under the direct control of the building principal. These counselors were viewed as teachers and maintained the same working hours. It would appear that if parents are to be involved more with counselors then the counselors must be available to see them. This is not always possible during existing working hours of the counselors in central city.

1. More research is needed to determine more specifically how elementary counseling is assisting the central city pupils. One method of accomplishing this would be a micro-study of a smaller sample over a longer period of time. This macro-study showed the classroom teachers believed counseling assisted the children in altering behavior.

2. One of the major weaknesses of this study was the newness and limited number of appropriate instruments. More are needed in investigating elementary pupils personal, social, and academic problems.

3. The findings of this study might be helpful in the preparation for future elementary counselors especially for
central city and the development of curriculum to train them. This study showed that personal adjustment and internalization were the greatest concerns while techniques employed to their resolutions had little effect as perceived by the pupils.

4. More longitudinal studies are needed to see the effectiveness of elementary counseling on pupils once they enter secondary school.

In conclusion there is a growing awareness of the need for cooperative efforts in solving the problems of the disadvantaged who live in the central city. Time, money, and talent have been wasted on overlapping and fragmented efforts. The establishment of a centralized and computerized agency for the coordination of evaluation, research, and planning is one possible solution to these problems. This would enable researchers in the field to have readily accessible background materials giving them a more advanced understanding and reduce the number of repetitive studies and experiments.
APPENDIX A

LETTER OF PERMISSION COLUMBUS PUBLIC SCHOOLS
September 26, 1972

Mr. Wille G. Glover
1277 N. Fifth Street
Columbus, Ohio 43201

Dear Mr. Glover:

The Department of Evaluation, Research and Planning of the Columbus Public Schools has completed its customary examination of your research proposal. Based on the report I have received from this department, I find that I am in position to give central-office approval to your proposed study.

Central-office approval attests to the fact that your proposal meets certain standards insofar as the research design, instrumentation, and methodology are concerned. It still will be necessary for you to secure the approval of the principals of the schools from which you wish to draw your pupil-subjects before proceeding to carry out your study. In approaching principals to secure their approval, I suggest that you show them a copy of this letter.

I am pleased that you have worked cooperatively with the Department of Evaluation, Research and Planning in providing materials that did enable this department to complete the analysis of your proposal.

Sincerely yours,

Joseph L. Davis
Assistant Superintendent

CC: Dr. H. Merriman
Mr. R. Rodosky
APPENDIX B

INSTRUCTIONS TO COUNSELORS
September 13, 1972

Dear

Thank you for consenting to participate in the pilot study of the elementary counseling component for disadvantaged pupils. I am certain this venture will be most rewarding in that those students selected for the pilot study can also be used in the main sample. Your evaluation work will also be accomplished faster with more help from me.

We have set up a meeting here at 52 Starling Street for September 19, 1972 at 8:15 A.M. to explain the procedures and activities dates to you. Mary Claytor will be sending out an official notice to you and your principals shortly.

In the mean time you may select sixteen students who are in need of concentrated counseling activities placing eight in the control group and the others in the experimental group. Every thing is randomly done.

Treatment is scheduled to begin the week of September 25th and continue through December 1, 1972.

Instruments and related instructions will be distributed at our meeting.

See you then.

Sincerely,

Willie C. Glover
Evaluation Specialist
MEMO

TO: Elementary School Counselors in Pilot Study
FROM: Willie C. Glover, Evaluation Specialist
Department of Evaluation, Research and Planning
SUBJECT: Post Administration of Instruments
DATE: November 28, 1972

Remember our handout of Tuesday, September 19, 1972, "Important Events and Dates".

Well, it is approaching Monday, December 11, 1972 the beginning of the administration of instruments to the sixteen students who were randomly selected for participation in the pilot study. The two instruments are the Bialer and the Junior Inventory. The CBR is to be completed by the same person who completed the initial CBR in September.

All post-test instruments and related materials are due to me at the Department of Evaluation, Research and Planning by Friday, December 15, 1972.

If you need assistance please feel free to call me at 225-2896. Thanks.
Pilot Study of the
Elementary Counseling Component

Important Events and Dates

September 18, 1972

Tuesday, Sept. 19, 1972 - Orientation meeting of all counselors involved in pilot study at 8:15 a.m. at Dept. of Evaluation, Research and Planning.

Thursday, Sept. 21, 1972 - Distribution of all instruments and related materials for pilot study to participating counselors.

Monday, Sept. 25, 1972 - Administration of instruments to the sixteen students randomly selected for the pilot study. The two instruments are the Bialer and the Junior Inventory. The CBR is to be completed by classroom teachers of pupils.

Friday, Sept. 29, 1972 - End of administration of pre-test instruments.

Monday, Oct. 2, 1972 - Start of concentrated counseling experience with the eight pupils in treatment group for ten weeks.

Friday, Oct. 6, 1972 - All pre-test instruments and completed counselor's log are due to Willie Glover at Dept. of Evaluation, Research and Planning.

Friday, Oct. 13, 1972 - Third page of counselor's log due to Willie Glover at Dept. of Evaluation, Research and Planning and each Friday during the duration of the program.
Monday, Dec. 4, 1972 - Administration of instruments to the sixteen students who were randomly selected for participation in the pilot study. The two instruments are the Bialer and the Junior Inventory. The CBRS is to be completed by classroom teachers of pupils.

Friday, Dec. 15, 1972 - All post-test instruments and related materials are due to Willie Glover at Dept. of Evaluation, Research and Planning.

Monday, Dec. 18, 1972 - Evaluation of pilot study by participating counselors.

Individual assistance gladly given by contacting me, Willie Glover at 225-2896.
APPENDIX C
ELEMENTARY COUNSELOR'S LOG WITH
DIRECTIONS AND DEFINITIONS
BIALER LOCUS OF CONTROL
CHILD BEHAVIOR RATING SCALE
JUNIOR INVENTORY
## ELEMENTARY COUNSELING COMPONENT

### Counselor’s Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>School</th>
<th>Sex</th>
<th>Grade</th>
<th>Age</th>
<th>Name of Counselor</th>
<th>Estimated family income</th>
</tr>
</thead>
</table>

### Identification of Problem(s)

#### I. Personal Adjustment
- ______ Motivation
- ______ Neurotic tendencies
- ______ Submissive
- ______ Domineering
- ______ Other, please identify

Explain briefly why you checked problem:

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#### II. Relating to Others
- ______ Conflict with authority figures
- ______ Conflict with family
- ______ Separation from loved one
- ______ Other, please identify

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Explain briefly why you checked problem _________________________

III. Academic Adjustment

____ Apparent lack of ambition    ____ Poor or negative attitude
____ Lack of interest            ____ Intellectually gifted
____ Highly artistic in the arts ____ Leadership ability
____ Reading disability         ____ Poor numerical concepts
____ Other, please identify ______________________________________

Explain briefly why you checked problem _________________________

IV. Internalization

____ Low self-esteem            ____ Sense of fairness
____ Inability to set goals for self ____ Attitude toward others
____ Sustained unhappiness       ____ Strong hostility
____ Other, please identify ______________________________________

Explain briefly why you checked problem _________________________
ACTION TAKEN

Name ___________________________ School ___________________________

Date ___________________________ Group session

__________________________ Individual interview

Please list any special counseling techniques employed _______

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Counseling plan of action in resolution of problem _____________

_________________________________________________________________

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Summary remarks _______________________________________________________________________________________

_________________________________________________________________

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Counselor's Evaluation

Number of this interview _________

Type of interview ___________ Individual ___________ Group

____ Marked Improvement ______ Remained the same

____ Improvement ______ Declined in improvement

____ Little Improvement
DIRECTIONS FOR COMPLETING THE ENCLOSED FORMS
(Counselor Log Sheets)

1. The Counselor Log Sheet is to be maintained for each student you selected for the treatment group. (Grades 4 through 6)

2. Complete all identifying data at the top of page 1.

3. As you identify the major problem or problems give a brief explanation to elaborate on your diagnosis. There are four listed areas from which you may identify problem(s). If a problem exists which is not identified by the log, please add under one of the four broad areas.

4. After the diagnosis has been concluded, page (Action Taken) should be completed after each interview with students.

5. At the end of the program fill out the assessment form at the bottom of page 2. Each major problem which you diagnosed earlier in the year should be noted in the "Problem" column. Put a check mark in the appropriate "Improvement" column for each problem identified.

Marked Improvement - When the problem originally identified no longer occurs or occurs very seldom. The child no longer needs a concentrated counseling program to meet this problem.

Improvement - When the problem originally identified still occurs on a somewhat spasmodic basis. The child still needs counseling on a follow-up basis and in crisis situations.

Little Improvement - Slight success has been noted by the counselor and the child should continue in a concentrated counseling program.

Remained the Same - The problem originally identified still occurs at same level before treatment was employed.

Declined in Improvement - The problem increased with time and counseling had no impact in modifying situation.
6. These forms are to be maintained on a regular basis and are to be returned to this office.

Return these forms to:

Willie Glover
Evaluation, Research and Planning
225-2896
Listed below are broad definitions for some words in order that we might have a common framework of understanding.

**Dependence** - a state of learning or reliance upon.

**Domineering** - overbearing

**Intellectually gifted** - mental age well in advance of norm.

**Internalization** - acceptance by the individual of attitudes, principles, codes, or sanctions that become a part of himself in forming value judgements and in determining his conduct.

**Motivation** - process of arousing, sustaining, and regulating activity.

**Neurotic tendencies** - act our impulses without regard to rules or reasoning.

**Personal Adjustment** - the process of finding and adopting modes of behavior suitable to the environment or to changes in it.

**Poor self-concept** - perceiving one's own characteristics as unacceptable.

**Psychosexual concerns** - emotional aspects of sexuality.

**Reading disability** - a handicap in reading
Socially immature - behavior not at level of most peers.
Submitive - a tendency to yield to and accept the leadership of others.
Children's Locus of Control Scale

Instructions

This is not a test. I am just trying to find out how kids your age think about certain things. I am going to ask you some questions to see how you feel about these things. There are no right or wrong answers to these questions. Some kids say "Yes" and some say "No." When I ask the question, if you think your answer should be yes, or mostly yes, say "Yes." If you think the answer should be no, or mostly no, say "No." Remember, different children give different answers, and there is no right or wrong answer. Just say "Yes" or "No," depending on how you think the question should be answered. If you want me to repeat a question, ask me. Do you understand? All right, listen carefully, and answer "Yes" or "No."

1p. When somebody gets mad at you, do you usually feel there is nothing you can do about it?

2f. Do you really believe a kid can be whatever he wants to be?

3f. When people are mean to you, could it be because you did something to make them be mean?

4f. Do you usually make up your mind about something without asking someone first?

5f. Can you do anything about what is going to happen tomorrow?

6f. When people are good to you, is it usually because you did something to make them be good?

7f. Can you ever make other people do things you want them to do?

8f. Do you ever think that kids your age can change things that are happening in the world?

9f. If another child was going to hit you, could you do anything about it?

10f. Can a child your age ever have his own way?

11p. Is it hard for you to know why some people do certain things?

12f. When someone is nice to you, is it because you did the right things?
Children's LC Scale

13f. Can you ever try to be friends with another kid even if he doesn't want to?

14f. Does it ever help any to think about what you will be when you grow up?

15f. When someone gets mad at you, can you usually do something to make him your friend again?

16f. Can kids your age ever have anything to say about where they are going to live?

17f. When you get in an argument, is it sometimes your fault?

18p. When nice things happen to you, is it only good luck?

19p. Do you often feel you get punished when you don't deserve it?

20f. Will people usually do things for you if you ask them?

21f. Do you believe a kid can be whatever he wants to be when he grows up?

22p. When bad things happen to you, is it usually someone else's fault?

23f. Can you ever know for sure why some people do certain things?

Note: The letter "f" following item number indicates that an answer of "Yes" is scored as Internal control. The letter "p" signifies that an answer of "No" is scored as internal control.
# BIALER LOCUS OF CONTROL SCALE

**Answer Sheet**

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<tr>
<th>Name</th>
<th>Age</th>
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<tbody>
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</tbody>
</table>
The CDR Scale

Name ___________________ School ___________________

Age ________ Boy __________ Girl __________ Grade _______

General Instructions

The person rating the child should read each item on the scale and then circle the appropriate place where he believes the particular child belongs for the specific item involved. If the item is "yes" for the child, circle the "yes." If the item is "no," circle the "no." If the answer is somewhere in between the yes and no, circle a number on the four point scale indicating where the item is most true.

Example: Sally is prettier than Mary. Yes 2 4 5 No

School Adjustment

1. Often expresses a strong dislike for school. Yes 2 4 5 No
2. Often is very sleepy or restless in school. Yes 2 4 5 No
3. Often has difficulty expressing self in words. Yes 2 4 5 No
4. Often seems afraid to speak out in class. Yes 2 4 5 No
5. Often has difficulty keeping "mind" on school work. Yes 2 4 5 No
6. Often distracts other students in school program. Yes 2 4 5 No
7. Often has difficulty doing school work. Yes 2 4 5 No
8. Takes little or no part in co-curricular activities. Yes 2 4 5 No
9. Gets along poorly with one or more teachers. Yes 2 4 5 No
10. Parents often "nag" child about school work. Yes 2 4 5 No
11. Seldom works hard or long on school assignments. Yes 2 4 5 No
12. Quality of school work varies from day to day. Yes 2 4 5 No
<p>| | | | | |</p>
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<tbody>
<tr>
<td>13. Often is aggressive and hostile towards others.</td>
<td>Yes</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14. Often gets into physical fights with others</td>
<td>Yes</td>
<td>2</td>
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<td>15. Often is a poor sport and a poor loser.</td>
<td>Yes</td>
<td>2</td>
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<td>16. Often plays mean tricks on others.</td>
<td>Yes</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>17. Often has trouble making friends.</td>
<td>Yes</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>18. Often has trouble keeping friends.</td>
<td>Yes</td>
<td>2</td>
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<td>19. Often is not very popular with boys own age.</td>
<td>Yes</td>
<td>2</td>
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<tr>
<td>20. Often is not very popular with girls own age.</td>
<td>Yes</td>
<td>2</td>
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<td>21. Often lacks status and feels insecure with friends.</td>
<td>Yes</td>
<td>2</td>
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<td>22. Often doesn't carry on a pleasant conversation.</td>
<td>Yes</td>
<td>2</td>
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<tr>
<td>23. Often plays with children younger than self.</td>
<td>Yes</td>
<td>2</td>
<td>3</td>
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<td>24. Often plays with children older than self.</td>
<td>Yes</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>25. Often has bad and unacceptable manners.</td>
<td>Yes</td>
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<tr>
<td>26. Often tries to be a &quot;show-off&quot; among friends.</td>
<td>Yes</td>
<td>2</td>
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<tr>
<td>27. Often tends to have &quot;stage fright&quot; before a group.</td>
<td>Yes</td>
<td>2</td>
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<td>28. Often has difficulty finding things to do with self.</td>
<td>Yes</td>
<td>2</td>
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<td>29. Often tends to be very selfish and self-centered.</td>
<td>Yes</td>
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<td>30. Often is not a very good listener in conversation.</td>
<td>Yes</td>
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<td>31. Often is dishonest and not very trustworthy.</td>
<td>Yes</td>
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<td>32. Often does not attend Sunday school or church.</td>
<td>Yes</td>
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<td><strong>Self Adjustment</strong></td>
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<td>33. Often prefers to be alone.</td>
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<td>34. Often seems unhappy or depressed.</td>
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<td>35. Often cries, and with little or no reason.</td>
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<td>36. Feelings are often easily hurt.</td>
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<td>37. Often appears to feel unwanted or disliked.</td>
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<td>38. Often seems to have little self confidence.</td>
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<td>39. Often sulks when unable to get own way.</td>
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<td>40. Often daydreams and &quot;mind&quot; tends to wander.</td>
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<td>41. Often giggles even when nothing is funny.</td>
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<td>42. Often makes alibis or excuses for mistakes.</td>
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<td>43. Personal values often not accepted by others.</td>
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<td>44. Often is slovenly and unkempt in appearance.</td>
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<td>45. Often talks dirty, swears, or uses foul words.</td>
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<td>46. Often bites nails or sucks thumbs and fingers.</td>
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<td>47. Often tends to be on the go and can't relax.</td>
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<td>48. Often is very nervous and excited about things.</td>
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<td>49. Often has trouble controlling temper.</td>
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<td>50. Often is not very tactful with others.</td>
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<td>51. Often does things which later regrets having done.</td>
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<td>52. Often behavior goes in cycles of good and bad.</td>
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BIBLIOGRAPHY


Bartel, Nettie R. "Locus of Control and Achievement In Middle- and Lower-class Children" Child Development Vol. 42 (1971) 1099 - 1107.


