

SUGGESTED STRUCTURE FOR CASE STUDIES
OF ELEMENTARY SCHOOL CHILDREN
EXHIBITING BEHAVIOR PROBLEMS

BY

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ABSTRACT

SUGGESTED STRUCTURE FOR CASE STUDIES OF ELEMENTARY SCHOOL CHILDREN EXHIBITING BEHAVIOR PROBLEMS

STATEMENT OF THE PROBLEM: This study was to design a guide for the accumulation of data which would be sufficient for making a case study of a Montana school child who experiences behavior problems. The study consisted of two parts. The first part was to determine the kinds of information needed which would help the teacher to better understand the child who is a behavior problem. The second part was to determine the kinds of information accumulated in the Montana elementary schools relative to children who have behavior problems.

PROCEDURES: The data for case studies was obtained through the review of literature in the field of child development, child psychology and child guidance and by a survey made through the use of a questionnaire which was sent to 70 elementary principals in the State of Montana for the purpose of obtaining data for developing case studies of behavior children.

SUMMARY: A review of literature stressed the importance of the teacher knowing and understanding the total child before attempting to teach him. Emphasis is being placed on understanding the child through the use of detailed information compiled to be used in developing case studies. The questionnaire results pointed out that 75% of the information kept had some degree of agreement. This indicated the information could be used for developing case studies.

CONCLUSIONS: In the review of literature it was recommended the organization of case studies include objective and subjective data and it should cover these four areas of pupil growth which are; the physical, emotional, social, and intellectual. The survey revealed only a few schools who responded to the questionnaire organized the information, kept in their files, into case studies. However, the majority of schools did keep both objective and subjective data in their files.

RECOMMENDATION: More children would benefit if schools used the data in their files for case studies of children who evidence behavior problems, and it should be initiated at the first sign of behavior manifestations displayed by a child. Professional help such as psychologists, psychiatrists, and social workers would be desirable if schools could find a means of obtaining their services.

CHAPTER I

INTRODUCTION

The wealth of material that has been written on a child's growth and development in theory is essential but it does not necessarily help those who work with children ~~to understand the problems of any one particular child.~~

Each child with a personality of his own and a background different from those around him should be handled individually. One such statement as expressed by Millard and Rothney was, "Within each individual child there is usually an over-all pattern of behavior against which the individual datum must be compared, judged, accepted, or discarded."¹

Authorities, in general, have become aware of the apparent need for the teacher to better know and understand the child who has behavior problems. The behavior child is one who has been judged by the teaching personnel of expressing manifestations that upset the calm and composure of everyday teaching. Behavior children show immaturity, deviate from the normal and have difficulty in adjusting to a situation. Averill points this out when he identifies behavior children by these four unique characteristics;

¹Millard, Cecil V., and Rothney, John W. M., The Elementary School Child, The Dryden Press, New York, 1957, p. 3.

first, they tend to arouse anger and resentment in those around them, their acts often offend the dignity of others, challenge adult authority, and generally upset the calm and composure of everyday teaching; second, they carry over their attitudes, feelings and emotions from school to home and from home to school; third, their behavior displays are rarely deliberate meanness; and fourth, there is a subtle and misunderstood relationship between causes and behavior manifestations.¹

Most teachers, at some time or another, are concerned about the growth and behavior of a particular pupil. This problem was pointed out by Millard and Rothney when they stated that teachers often raise the question as to the proper procedure to take with a child who constantly misbehaves, but because of the lack of information on the child an adequate diagnosis could not be made. They further stated that "Child-development texts, books on child psychology, and articles on child behavior have tended to deal only with 'children in general', although the use of some case materials for illustrative purposes has recently become more common."²

As principal of an elementary school, the writer found a lack of objective and subjective data on the behavior child in the Livingston Elementary School system.

¹Averill, A. Lawrence, The Psychology of the Elementary School Child, Longmans, Green and Co., New York, London, Toronto, 1950, pp. 4-5.

²Millard and Rothney, op., cit., p. 1.

This has pointed out the problem of the study and led to the desire to compile more detailed information for case studies as a means of assisting the teacher to a better understanding of the behavior child.

Statement of the Problem

This study was to design a guide for the accumulation of data which would be sufficient for making a case study of a Montana school child who experiences behavior problems. The study consisted of two parts. The first part was to determine the kinds of information needed which would help the teacher to better understand the child who is a behavior problem. The second part was to determine the kinds of information accumulated in the Montana elementary schools relative to children who have behavior problems.

Procedures

The procedures in this study were as follows: first, literature was reviewed in the field of child development, child psychology and child guidance, second, a survey was made through the use of a questionnaire. Questions were formulated from information obtained through the review of literature. Personal interviews were made with several principals to check the validity of the responses to the questionnaire. The questionnaire was

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sent to 70 elementary principals, in the state of Montana who were selected from first and second class districts as listed in the 1965-1966 Montana Educational Directory published by the Department of Public Instruction.

Limitations

This study was limited to books and periodicals in the Montana State University Library, and to a questionnaire sent to 70 elementary principals in the State of Montana from schools in first and second class districts. The information accumulated from the results of the questionnaire must be limited because all elementary schools in Montana were not contacted and the fact that the questionnaire in itself is not infallible.

Definition of Terms Used

Behavior Child. The behavior child is one who has been judged by the teaching personnel as expressing manifestations that upset the calm and composure of everyday teaching.

The first step in this study was the review of literature. This review is presented in Chapter II.

CHAPTER II

REVIEW OF LITERATURE

Literature in the field of child development and growth, child psychology and child guidance was reviewed to find information as to the kinds of data and what methods are recommended for a better understanding of the behavior child.

Children enter school, each with a personality of his own and a background different from those around him. Strang emphasized this when he made the statement that children start school, each one different. They have had different experiences, different attitudes, different values, different interests and appreciations, and they have a different degree of physical, intellectual, and social and emotional maturity.¹

Most children adjust to the school routine and to their classmates but now and then there is one child with a problem that causes him to be misunderstood. The writer agrees with Torgerson when he says that "Children who are misunderstood tend to become problem cases."² This type of child creates problems for himself in school, on the

¹Petersen, Dorothy G., and Hayden, Velma D., Teaching and Learning in the Elementary School, Appleton-Century-Crofts, Inc., New York, 1961, p. 179.

²Torgerson, Theodore L., Studying Children Diagnostic and Remedial Procedures in Teaching, The Dryden Press Inc., New York, 1947, p. 26.

playground and at home. He is trying to find status and reassurance.

One of the greatest challenges the schools have today is trying to educate the behavior child. The child is the central point of the school's program and the teacher is concerned, and rightly so, about the child who constantly misbehaves. When teachers meet for a frank discussion one of the main topics is discipline and what procedures should be used for the child who constantly misbehaves. The statement made by Petersen and Hayden stresses that the teacher must understand the child before she is able to teach him. This is the main justification for the need to study child growth and development.¹

A child learns and develops best in a classroom that operates smoothly and in an orderly fashion. Classroom behavior is a prerequisite to classroom learning.

Stoops and Dunworth expressed the view that children who are well behaved direct their interests and efforts toward greater achievement while those who misbehave waste their own opportunities and make learning difficult for their classmates.²

A teacher should try to develop self discipline

¹Petersen, and Hayden, op. cit., p. 44.

²Stoops, Emery, and Dunworth, John, Classroom Discipline, The Economic Press, inc., Montclair, New Jersey, 1958, p. 88.

among her pupils if the educational process is to function effectively. Baruch substantiates that discipline has been established as fundamental to the educational program of the elementary school by the following statement:

We realize today that discipline is essential. Every child needs leadership and guidance. The idea of giving him complete freedom and license is recognized for what it is--a grave misconception. It just isn't fair. It places too much responsibility on shoulders that are not strong enough to carry it. A child has neither the background nor knowledge, neither the wisdom nor judgment. The weight of the responsibility can crush him . . .¹

Authorities, in general, are aware that there is a need for better diagnostic techniques to better understand the children who evidence behavior problems. This is emphasized by Torgerson when he stated:

The case study method which utilizes pertinent techniques, both objective and subjective, seeks to organize and synthesize the data into a trustworthy diagnosis of the pupil's problems.²

Special significance is being given to the importance of studying the individual child rather than children in general that has been the wont of authors in the past.

Each year more literature, in the form of books and periodicals, by several authorities are pointing out the value of case studies as the answer to the problem of

¹Baruch, Dorothy, Walter, New Ways in Discipline, Whittlesey House, New York, 1949, p. 4.

²Torgerson, op., cit., p. 179.

better understanding the behavior child.

A teacher needs sufficient information on the behavior child in order that she might understand and know what causes him to misbehave. Willey mentioned that the different methods of studying the child could be classified as incidental observation, biography, systematic observation, questionnaire, psychoanalysis, direct measurement, tests and case histories.¹ Ohlsen claimed that if we accept the idea that every experience to some degree affects a child's adjustment, then we see why a carefully designed and well-organized cumulative record should be kept by the teacher on the child's growth.²

It is generally agreed that the teacher, through the use of case studies, would be better able to see the child as a whole and therefore would be better able to interpret his frustrations and needs. In the words of Dutton and Hockett, the teacher who prepares a case study gains valuable experience for comprehending the cause and effect in child behavior. They also stated that when detailed information is needed in studying a child a case study

¹Willey, Roy DeVerl, Guidance in Elementary Education, Harper and Row, New York, Evanston, and London, 1960, p. 116.

²Ohlsen, Merle., Modern Methods in Elementary Education, Holt, New York, 1959, p.23.

should be made.¹ It was pointed out by Baker and Traphagen that "The diagnosis and Treatment of behavior problems are among the most timely and important issues for educational work."²

Authorities, in general, agree that a case study should present the story of the pupil in a complete and as objective a form as possible, it should not bring into focus the information on a particular difficulty. The case study should be designed to give a complete picture of the pupil so that his difficulties can be interpreted against the background of his whole personality. They also state there is no standard outline for organizing the data in a case study for elementary schools, but that it should include these four areas of pupil growth, the physical, emotional, social, and intellectual. A list of some of the more specific areas in which study could be made are; the child's home and family background, a health inventory record, mental test results, achievement records, elementary school marks, anecdotal records, personal interviews, teachers' comments, and parent teacher conferences. It is pointed out by Willey that it is essential that case studies have a wide scope of reliable and valid data, well organized into a comprehensive

¹Dutton, Wilbur H., and Hockett, John A., The Modern Elementary School, Rinehart and Company, Inc., New York, 1959, p. 488.

²Baker, Harry J., and Traphagen, Virginia, The Diagnosis and Treatment of Behavior Problem Children, The MacMillan Company, New York, 1936, p. 383.

and detailed cumulative file.¹

Summary

The review of available literature stressed the need for the teacher to know and understand the behavior child, because learning the child must precede teaching him.

Emphasis is being placed on understanding the behavior child through the use of case studies. The use of these studies enable the teacher to see an over-all picture of the child. Thus, she is better able to know and understand why the child does the things he does.

Development of patterns of behavior through the use of case studies will aid in the elimination of the misunderstanding that has, in the past, caused teachers to be frustrated and at a loss as to how to handle behavior problems.

The desire for more information on what other schools in Montana keep in their files that would be sufficient for making case studies on behavior children led to the use of the questionnaire. The results of the questionnaire are presented in Chapter III.

¹Willey, op., cit., p. 406.

CHAPTER III

KINDS OF INFORMATION THAT ARE KEPT ON CHILDREN IN THE ELEMENTARY SCHOOLS OF MONTANA

The instrument used to assist in the evaluation of case study information for the Montana Elementary Schools was the questionnaire. Questions were formulated from information obtained through the review of literature on behavior children.

The questionnaire, a copy of which appears in appendix A, was formulated to determine the kinds of information kept in the Montana Elementary Schools for the purpose of obtaining data for developing case studies of children with behavior problems. A response of either yes or no could be made. An opportunity was given the respondent to make any comments he wished in reply to all the questions.

There was some degree of agreement in a majority of the schools who responded to the questionnaire. 50 out of the 70 questionnaires sent to elementary principals were returned. The majority of principals to whom the questionnaire was sent had few teaching duties, therefore, they may have had more time to work on case studies of behavior children.

Table I presents a summary of responses from elementary schools in Montana who kept information on the individual child in their files which would help the teacher to better understand the child who is a behavior problem.

TABLE 1 A SUMMARY OF RESPONSES FROM SCHOOLS IN MONTANA WHO KEPT INFORMATION ON THE INDIVIDUAL CHILD IN THEIR FILES

Question number and topic*	No. answering question	Answer		Percent answering questions with yes
		Yes	No	
1. Cumulative file	50	50	0	100
2. Home and family background	46	42	4	91
3. Health records	50	50	0	100
4. Academic records	48	43	5	90
5. Achievement scores	48	47	1	98
6. Intelligence tests	48	47	1	98
7. Personality tests	46	4	42	9
8. Personal interviews	47	30	17	64
9. Sociogram	48	8	40	17
10. Teachers' comments	48	47	1	98
11. Home visitations	47	25	22	53
12. Parent-teacher conferences	47	21	26	45
13. Anecdotal records	46	32	14	72
14. Observation notes	45	26	19	58
15. Professional service				
a. Psychologist	43	13	30	30
b. Psychiatrist	36	6	30	17
c. Social worker	42	9	33	21
d. Guidance counselor	45	17	28	38
16. a. Case study	38	3	35	8
b. Cumulative personal file	46	42	4	91
17. Other information	38	15	23	39
18. a. Student's regular file	43	30	13	70
b. Special file	22	14	8	64

Total Percent of Questionnaires Returned - 71

*Copy of questions found in Appendix B

RESULTS FROM TABLE 1

The results of the questionnaire were tested by the Chi Square statistical technique using a 10% level of confidence as a base. This showed that 17 out of 23 topics checked indicated that there is some degree of agreement among elementary schools in Montana. The other six indicated there was no general agreement among the schools sampled.

The 17 topics*which indicated some degree of agreement are:

1. Cumulative file
2. Home and family background
3. Health records
4. Academic records
5. Achievement scores
6. Intelligence tests
7. Personality test
8. Personal interviews
9. Sociogram
10. Teachers' comments
13. Anecdotal records
15. a. Psychologist
15. b. Psychiatrist
15. d. Social worker
16. a. Case study
16. b. Cumulative personal file
18. a. Students regular file

The 6 topics* which indicated no general agreement among the schools sampled are:

11. Home visitations
12. Parent-teacher conferences
14. Observation notes
15. d. Guidance counselor
17. Other information
18. b. Special file

Cumulative File -- In answer to question No. 1 regarding the cumulative file, 100% of the principals responding indicated they did keep a file. One of the schools kept two files, one for the teacher and one for the principal. A few of the principals kept a state approved form in their file.

Home and Family Background -- In answer to question No. 2 regarding the home and family background, 91% of the schools responding indicated they kept this information in their files. Several of the schools kept this record only for extreme cases. One school did not use it a great deal but was planning to add it to their files when they had the use of a full-time counselor.

Health Records -- In reply to question No. 3 concerning cumulative health records, 100% of the principals responding indicated they kept this information in their files. However, most of the reports were those the school nurse had obtained.

Academic Records -- In answer to question No. 4 regarding the permanent cumulative academic record, 90% of the principals responding indicated they used this information in their files. One school kept a permanent record card which was filed in the central administration building files. Another school kept only test results.

Achievement Scores --- In reply to question No. 5 concerning achievement scores, 98% of the schools responding indicated they kept this information in their files. There were no comments made to this question.

Intelligence Tests --- In answer to question No. 6 regarding intelligence test scores, 98% of the schools responding indicated this information was kept in their files. One school filed this information on a permanent record card. Another principal kept in the folder only special tests given to a behavior child. One excellent suggestion made by one of the principals was to keep the scores of the tests in his office and keep only the ratings of "high", "low", and "average" in the folder.

Personality Tests --- In answer to question No. 7 regarding personality tests, only 9% of the schools answering kept these tests. Several principals indicated that these tests were given to problem children only. One school discontinued the use of personality tests because the general classroom teacher was not qualified to interpret the results. Several schools had these tests only for older children starting in grade 7 through grade 12.

Personal Interviews --- In answer to question No. 8 regarding personal interviews, 64% of the principals responding indicated they had this information in their

files. Two of the principals stated personal interviews were kept only for 7th and 8th grade pupils. One principal mentioned the file was kept to help teachers make adjustments in the classroom for individual differences. One school kept this record only when the guidance counselor made the interview.

Sociogram -- In reply to question No. 9 regarding the sociogram, only 17% of the schools answering kept this information in their files. Several principals did not think this information warranted sufficient importance to keep it in their files.

Teachers' Comments -- In reply to question No. 10 regarding teachers' comments, 98% of the principals responding kept these facts in their files. A few principals felt these comments were too brief or too general and often did not give the help needed. One principal felt the teachers should have more training on how to observe and write the comments. Another principal mentioned this information was kept to help the next teacher understand the behavior pattern of the child so she could try to find the cause and attempt to solve the behavior problem.

Home Visitation -- In reply to question No. 11 regarding home visitations, only 53% of those responding had this information in their files. However, in most of these cases the principal noted this was done by the school nurse not the teacher. A few principals mentioned that it was done only when necessary.

Parent-Teacher Conferences -- In reply to question No. 12 regarding the cumulative parent-teacher conference records, 45% of the principals responding had this information in their files. Several others kept these records but not in a cumulative file.

Anecdotal Records -- In reply to question No. 13 regarding anecdotal records, only 72% of the principals answering had these facts in the file. Two principals mentioned they would like to have all their teachers do this but most of them fail to put it down. Two other principals stated these records were kept only on behavior children.

Observation Notes -- In reply to question No. 14 regarding observation notes, 58% of the schools responding indicated this information was kept in their files. One school had its teachers write and evaluate each student's progress at the end of the school year, then observations and recommendations were made in this evaluation. One principal remarked these notes were valuable in helping to recognize behavior problems. A few principals had this information only for behavior children.

Professional Services -- In reply to question No. 15 regarding the use of professional services, of those responding 30% used the services of a psychologist, 17% used the services of a psychiatrist, 21% used the services

of a social worker, and 38% used the services of a guidance counselor. A few principals, of the larger schools, mentioned that professional services were sometimes available from Mental Hygiene Clinics but only for extreme behavior cases.

Case Study -- In reply to question No. 16 regarding the organization of information into a case study, only 8% of the schools answering did this. One school organized a case study for retention purposes only. 91% of the schools had this information in a cumulative personal record file.

Other Information -- In reply to question No. 17 regarding other information in the file, 39% of the schools answering indicated they had other information such as:

- a. reading test results (most of the schools have some type of reading test results in their file)
- b. letters to parents concerning discipline, promotion, or retention records.
- c. referrals to mental clinics
- d. physical development records
- e. accumulative test records
- f. tests administered by psychologist and/or psychiatrists
- g. directions from physicians and optometrists.

Behavior Problems -- In reply to question No. 18 regarding the information accumulated on the child who is judged to be a behavior problem, 64% of the principals responding indicated they kept this information in special files. Larger schools had these records in the guidance department files.

Summary

The results of the questionnaire indicated that schools agreed on 75% of the information that could be used in the files for developing a case study as evidenced by the fact they had this information in their files. The other 25% of information indicated there was no general agreement among the schools sampled. It would indicate that the results showed 17 out of the 23 topics of information were in some degree of agreement and could be used in developing a case study for behavior children.

Personality tests were kept by only a few schools because specialists are needed to interpret the results.

The sociogram was not kept as it warrants an expenditure of a great amount of time.

Professional services were used by very few schools because of the shortage of qualified specialists but would be excellent to have if possible.

Most of the information that was kept extensively was: home and family background information, cumulative health records, mental test results, achievement records, elementary school marks, anecdotal records, personal interviews, teachers' comments and parent-teacher conferences.

The organization of information obtained from the review of literature and from the findings of the questionnaire is presented in Chapter IV.

CHAPTER IV

ORGANIZATION OF A CASE STUDY

In organizing a suggested form for a case study to be used in the Montana Elementary Schools, the writer used the information obtained from the results of the questionnaire and from the recommendations of authorities on child growth and development, child guidance, and child psychology.

Importance of the data and the type chosen for a suggested form for a case study, found in Appendix C, to be used in the Montana Elementary Schools, are presented in the next step of this study.

Home and Family Background Information

What the members of the family do, to and for the child, and the manner in which they do it is the matrix out of which the child's individual personality develops.¹ It has been further established by research that personality patterns and generalized modes of response are learned largely within the context of family life.²

Intelligent guidance of the child involves an

¹McDaniel, Henry B., and Shaftel, G. A., Guidance in the Modern School, Holt, Rinehart and Winston, New York, 1956, p. 48.

²Bossard, James H. S., The Sociology of Child Development, Harper and Brothers, 1948, Chapter 3.

understanding of the total environment to which he has been exposed. Not only does the whole child come to school, but he also brings his home and family background with him.

The results of the questionnaire indicated 42 out of the 46 schools answering had home and family background information in their files.

Methods of obtaining background information include interviews, questionnaires for parents to fill out, questionnaires for pupils to fill out, and home visitations.¹

The writer chose the questionnaire for the parents to fill out, used in Hatch and Costar,² for the suggested form for a case study.

Health Records

Obtaining health information on the child is an important factor in determining the child's behavior. Some children who are considered lazy are really in poor health while others, who are considered dull, may be hard of hearing or have poor vision.³

¹Ragan, William B., Modern Elementary Curriculum, Holt, Rinehart and Winston, New York, p. 404.

²Hatch, Raymond N., and Costar, James W., Guidance Services in the Elementary School, William C. Brown Company, 1964, p. 59.

³Strang, Ruth, An Introduction to Child Study, The MacMillan Company, New York, p. 509.

The results of the questionnaire showed that, of the 50 schools answering, all kept health records in their files.

Data about the medical history of the child may be obtained by the use of a questionnaire sent to parents (that would be part of the permanent record file and treated as confidential), or by information obtained by the school nurse.¹

The writer used the questionnaire sent to parents, suggested by Willey,² for a suggested form for a case study.

Mental Tests

The purpose of mental tests is to help the teacher understand the child. Intelligence tests do not tell the whole story but an understanding of him is not complete unless his general mental capacity is known.³

The results of the questionnaire revealed that 47 out of the 48 schools responding kept the mental tests in their files.

Two tests commonly used to obtain this information are the Stanford-Benet Test and the Kuhlmann-Anderson

¹Willey, Roy DeVerly, Guidance in Elementary Education, Harper and Row, New York, Evanston, and London, p. 442.

²Ibid., p. 66.

³Ibid., p. 183.

Test.¹ The writer used the Kuhlmann-Anderson Test, found in Millard and Rothney, in the suggested form for a case study.

Achievement Records

The results of the achievement tests contribute to the total information a teacher must have about the whole child. The results are an important aid to the improvement of teaching.²

Results of the questionnaire indicated 47 out of the 48 principals responding kept achievement records in their files.

Some widely used standardized achievement tests are: Sequential Tests of Educational Progress, Stanford Achievement Tests, Progressive Achievement Tests, Metropolitan Achievement Tests, and the Iowa Every-Pupil Test of Basic Skills.³

The writer used the Stanford Achievement Test form taken from Millard and Rothney in the suggested form for a case study.⁴

School Marks

School marks are a means of enabling the school

¹Millard, Cecil V., and Rothney, John W. M., The Elementary School Child, The Dryden Press, New York, 1957, p. 18.

²Willey, op., cit., p. 183.

³Ragan, op., cit., p. 392.

⁴Millard and Rothney, op., cit., p. 15.

and home to work co-operatively for the best interests of the child. Report cards, in the past, tended to deal first with the pupil's academic progress and second, with his conduct. Today, the reporting method attempts to convey a picture of the child's total development.¹

The results of the questionnaire disclosed that 43 out of the 48 schools answering kept this type of record in their file.

There are several different ways of reporting grades such as numerical ratings, alphabetical ratings, check-lists, narrative reports and parent-teacher conferences.²

The report card form used in Millard and Rothney,³ and classified as alphabetical ratings, is the one the writer used in the suggested form for a case study.

Anecdotal Records

Anecdotal records provide a general technique for evaluating emotional and social adjustment that can scarcely be surpassed by a more formal method. It should have three divisions; the incident as observed, the interpretation, and the recommendations.⁴

¹Petersen, Dorothy G., and Hayden, Velma D., Teaching and Learning in the Elementary School, Appleton-Century-Crofts, Inc., New York, pp. 477-479.

²Ibid., p. 482.

³Millard and Rothney, op., cit., 34.

⁴Petersen and Hayden, op., cit., 62.

The results of the questionnaire disclosed 32 out of 41 principals use the anecdotal record in their files.

Anecdotal records may be obtained by time-sampling observations, out-of-school observations, stenographic reporting, phonograph or wire recordings, and films and photographs.

The form suggested in Petersen and Hayden¹ is the form the writer used in the suggested form for a case study.

Personal Interviews

A personal interview is a revealing technique to aid the teacher in collecting data about the child because of its natural conversational character.²

The results of the questionnaire indicated 30 out of 47 kept this information in their file.

Methods used for personal interviews are the "Patterned Interviews".³ There are both formal and informal methods. The formal method, however, is usually reserved for the specialist.

¹Ibid., p. 62.

²Willey, op., cit., p. 105.

³Ibid., pp. 106-107.

The informal method described in the book by Willey¹ is the one used for the suggested form for a case study.

Teachers' Comments

This is a year by year record of the adjustability of the child as seen by each teacher. The all round progress of the child should be noted in comments. Scholastic, social and emotional progress should be noted if there is a marked deviation from the mean. Any variance from the accepted development of the child should be noted.²

The form used in the suggested form for a case study was taken from the files in the Livingston Elementary Schools.³

Parent-Teacher Conferences

Parent-teacher conferences help the parents to better understand their child's abilities and stage of development.⁴

¹Ibid., p. 69.

²Livingston Elementary School Files

³Ibid.

⁴Misner, Paul J., Schneider, Frederick W., and Keith, Lowell G., Elementary School Administration, Charles E. Merrill Books, Inc., Columbus, Ohio, 1964, p. 264.

The results of the questionnaire indicated that only 21 out of the 49 schools responding kept the parent-teacher records in their files.

Parents get to know more about their child's social growth, emotional stability, attitudes toward school work and fellow pupils, and they receive an indication of their achievement in academic areas. Parents develop a better appreciation of what the school is trying to do for the child, and teachers often learn facts which foster better appreciation of the child's handicaps or assets.¹

The writer chose the form used in Hatch and Costar² for the suggested form for a case study.

¹Willey, op., cit., p. 429.

²Hatch and Costar, op., cit., 152.

Summary

In organizing a suggested case study the writer obtained information from the review of literature and from a questionnaire sent to principals in Montana Elementary Schools. With this information a suggested form for a case study was made using the objective and subjective data that was recommended by most authorities and by the data accumulated by the majority of schools in Montana that responded to the questionnaire.

The data used for organizing the case study consists of home and family background information, health records, mental tests, achievement records, school marks, anecdotal records, personal interviews, teachers' comments, and parent-teacher conferences.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study has been concerned with the kinds of information needed which would assist teachers to better understand the child who is a behavior problem and also to determine the kinds of information accumulated in the files of Montana Elementary Schools relative to children who have behavior problems.

A review of literature, which was limited to books and periodicals in the Montana State University Library, stressed the importance of the teacher knowing and understanding the total child before attempting to teach him. Emphasis is being placed on understanding the child through the use of detailed information compiled to be used in case studies. Authorities have stated that teachers who have been at a loss to understand behavior children find the case study method helps them to know the child better.

A questionnaire regarding the kinds of information that are kept in school files was sent to 70 elementary principals in the State of Montana from first and second class districts. 50 questionnaires were received from which data was tabulated.

Some important observations regarding the information in the child's cumulative file was brought to

light through the questionnaire. It was interesting to note schools which had case studies of behavior children kept them in a special confidential file. It also brought out that most of the schools had various types of reading test results included in their file. It was noted that there is a state approved form for recording the child's cumulative record.

Also, the questionnaire pointed out that schools agreed on 75% of the information that could be used in the files for developing a case study as evidenced by the fact they had this information in their files. The other 25% of information indicated there was no general agreement among the schools sampled.

Conclusions

On the basis of the review of literature the data recommended by authorities for organizing a case study should cover four areas of pupil growth; the physical, emotional, social, and intellectual. Both objective and subjective data is essential for complete understanding of the child with behavior problems. Some of the specific data that is recommended for developing case studies are; home and family background information, health records, mental tests, achievement records, school marks, anecdotal records, personal interviews, teachers' comments, and

parent-teacher conferences.

On the basis of the results of the questionnaire it was brought out that the majority of schools kept both objective and subjective data in their files but only a few schools organized this information into case studies. Data, that could be used for developing case studies, that was in some degree of agreement among the Montana Elementary Schools are; home and family background information, health records, mental tests, achievement records, school marks, anecdotal records, personal interviews, and teachers' comments.

Recommendations

The writer suggests more schools use the data in their files for case studies of children with behavior problems. A case study should be initiated at the first sign of undesirable behavior manifestations displayed by a child.

Professional help such as psychologists, social workers, and psychiatrists would be desirable if schools could find a means of obtaining their services.

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and London, 1960, 449 pp.

APPENDIX

Appendix A

Letter Sent to Elementary
Principals in Montana

Appendix A

July 12, 1966

Mr. John Doe
Elementary School Principal
Riverview, Montana

Dear Mr. Doe:

The form enclosed is a questionnaire which is being sent to the principals of Montana Elementary Schools. The purpose is to determine the kinds of information available in the Montana Elementary Schools which would help the teacher to better understand the child who is a behavior problem.

By this, I hope to develop, for the Livingston Elementary School System, a guide for accumulation of data which will contain sufficient information in order that a case study can be made of a child who experiences behavior problems.

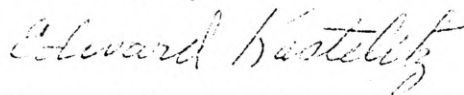
Will you please assist me by filling out and returning the enclosed questionnaire? Your name will not be used in connection with your answer. The information furnished by you will be used for case study purposes only.

You can answer most of the questions very quickly by means of a check mark or a few words. However, if you have any further comments or suggestions, I will be glad to have you write them in the spaces provided or on the back of the page.

You will find a self-addressed envelope for the purpose of returning the questionnaire.

An immediate reply would be greatly appreciated.

Thank you,



Edward Kastelitz
Principal of Winans School
Livingston, Montana

Appendix B.

Questionnaire Sent to Elementary
Principals in Montana

PLEASE USE A CHECK (✓) FOR MARKING PURPOSES

1. Does your school keep a cumulative file on each individual student? yes___no___
Comments --
2. Does the file contain information on the home and family background? yes___no___
Comments --
3. Does the file contain cumulative health records? yes___no___
Comments --
4. Does the file contain permanent cumulative academic records? yes___no___
Comments --
5. Does the file contain achievement scores? yes___no___
Comments --
6. Does the file contain intelligence test scores? yes___no___
Comments --
7. Does the file contain personality tests? yes___no___
Name of Temperament Test --
Name of Inventory Test --
Other --
Comments --
8. Does the file contain personal interview reports? yes___no___
Comments --
9. Does the file contain a sociogram? yes___no___
Comments --
10. Does the file contain teachers' comments? yes___no___
11. Does the file contain information obtained from home visitations? yes___no___
Comments --

12. Does the file contain cumulative parent-teacher conference records? yes___no___
13. Does the file contain anecdotal records? yes___no___
Comments --
14. Does the file contain observation notes? yes___no___
Comments --
15. Does your school use the professional services of?
A Psychologist yes___no___
A Psychiatrist yes___no___
A Social Worker yes___no___
A Guidance Counselor yes___no___
Other --
Comments --
16. Does your school organize this information into?
A Case Study yes___no___
A Cumulative Personal Record File yes___no___
Other --
Comments --
17. Does your file contain any other information? yes___no___
If answer is yes please elaborate --
18. Does your school place the information accumulated on a child who has behavior problems in the student's regular file? yes___no___
If answer is no, do you use a special file? yes___no___
Please elaborate --
-

Appendix C

Suggested Form For
Case Studies

BACKGROUND INFORMATION QUESTIONNAIRE¹

(Parent)

Pupil's Name Last . . . First . . . Middle . . . Preferred . .
 Address Number . . . Street . . . Telephone
 Birth date Birthplace City . . . State . . .
 Father's Name Mothers Name
 Father's Occupation:
 Where he works Type of work
 Hours at work Business address
 Business telephone
 Mother's Occupation:
 Where she works Type of work
 Hours she works Business address
 Business telephone
 With whom does this child live? Both parents, Mother,
 Father, Guardian. Please underline.
 Language spoken at home Religious preference . . .
 Others living in the home
 Has child attended nursery school? . . . How long?
 What trips, visits, training or other educational
 opportunities has this child experienced?
 Primary Civic Interests:
 Father
 Mother
 Home Routine:
 Bedtime Rising Time
 Appetite Speech
 Does child dress himself?
 Alone With help
 Can he go to the bathroom by himself?
 Emotional Characteristics of Special Note:
 Does child have any special fears?
 Does he have temper tantrums?
 Does he have strong feelings of inferiority?

¹Hatch, Raymond N., and Costar, James W., Guidance Services in the Elementary School, William C. Brown Company, Dubuque, Iowa, 1964, p. 59.

Others

Is there other information which you think would help us
to understand your child?

Can your child go home alone? Yes No

if not, who will be responsible for the child's
safety?

Family:

Name	Residence	Birth place	Birth date	School level completed	Living or Dead
1. Father					
2. Mother					
Childrens names					
3.					
4.					
5.					
6.					
7.					

HEALTH INVENTORY

I. Pupil's name Sex Birth date . . .
Address Phone No.
Father's Name Mother's Name
Employer's Address
Employer's Telephone No.
In case of accident, this information will assist
the school principal in notifying parents.
How many members in immediate family?
Mother Father
.
Brothers Sisters Others
Does the child live at home with Mother
Father? If not, with who is child
living? Give relationship

II. Past illness (please check those which your child has had)
...measles ...scarlet fever ...heart disease
...whooping cough ...diphtheria
...infantile paralysis ...smallpox
...rheumatic fever ...diabetes
...chorea (St.Vitus Dance) ...epilepsy
Please tell any other serious illness, operation or
injury, and age when incurred:

III. Has this child been vaccinated against smallpox?
yes.... no....
Did the vaccination take? yes....no.... Has
he/she been immunized against diphtheria?
yes.... no....

IV. Has he/she ever been around any one known to have
had tuberculosis? yes.... no....
Has he/she had a skin test for tuberculosis?
yes.... no.... If yes, give date
Has he/she had an x-ray of the chest? yes.... no....
If yes, give dateWhere was x-ray taken?

V. Please give name of private physician
or medical clinic
When did this child last visit a private doctor
.or medical clinic
How often (approximately) does he/she go to the
above?
Please give name of private dentist
or dental clinic When did this child
last visit his private dentist
or dental clinic
How often (approximately) does he/she go to
the dentist?

Health Record (continued)

VI. Please check any of the following symptoms which have been noted recently:

...4 or more colds each year	...allergy
...frequent sore throat	...persistent cough
...frequent headaches	...hernia (rupture)
...blurred vision	...speech difficulty
...frequent styes	...running ears
...frequent pains in legs	...hard of hearing
...dizziness	...frequent nose bleeds
...fainting spells	...night sweats
...abdominal pain	...tires easily
...frequent urination	...shortness of breath

VII. Information which will help you, the school staff and physician understand your child better. Please check which of the following you observe in your child.

...nail biting	...jealous
...thumb sucking	...likes to play with others
...bed wetting	...resentful
...she	...is generous with playmates
...happy disposition	...selfish
...orderly	...excitable
...has many friends	...suspicious
...helpful around home	...very easy to manage
...has few friends	...thoughtful of family members
...prefers to be alone	...would rather read or study than play with other children
...is self-reliant	...likes to go to school
...worries a great deal	...is a leader
...dependable	...becomes discouraged easily
...has many fears	

VIII. What times does this child usually go to bed? . . .
Get up? How many meals does he/she eat daily:

...Breakfast	...Lunch	...Dinner
Does he/she have a packed lunch? Yes... No ...		
What is the average amount of milk he/she drinks each day?		
Check any other beverage which he/she usually drinks daily:		
...tea	...cola or other soft drinks	
...coffee	...other	
...fruit juices		

Health Record (continued)

IX. What does this child like to do when he is not in school, such as (circle)

hiking	movies
out door games	music
paper route	other
reading	

Are there any problems or other matters which you would like to discuss with the school staff (physician, teacher, nurse, other)?

.....

Date

.....
Parent's signature

TABLE 2 MENTAL TEST RESULTS¹

Grade Tested	Chronological Age	Mental Age	Intelligence Quotient
1			
2			
3			
4			
5			
6			

¹Millard, Cecil V., and Rothney, John W. M., The Elementary School Child, The Dryden Press, New York, 1957, p. 35.

TABLE 3 ACHIEVEMENT RECORD (GRADES ONE TO SIX) IN
GRADE LEVELS¹

Test	Chronological Age When Tested				
	7-7	8-7	9-7	10-7	11-7
Stanford					
Paragraph Meaning					
Word Meaning					
Reading Average					
Spelling					
Language					
Arithmetic Reasoning					
Arithmetic Computation					
Arithmetic Average					
Arithmetic Computation					
Arithmetic Concepts					
Arithmetic Application					
Social Studies					
Science					
Battery Median					
Modal Age Norm					
Class Battery Median					
Given in Middle of Grade	2	3	4	5	6

¹Ibid., p. 33.

TABLE 4 ELEMENTARY SCHOOL MARKS¹

Subject	Grade Level					
	1	2	3	4	5	6
Reading						
Writing						
Spelling						
Language						
Arithmetic						
Social Studies						
Science						
Hygiene						
Art						
Music						
Days Absent						
Times Tardy						
Height	Fall					
	Spring					
Weight	Fall					
	Spring					

Code: S+ -- Indicates exceptional growth
 S -- Indicates satisfactory growth
 S- -- Indicates improvement can be made
 U -- Indicates unsatisfactory growth - a conference with the teacher is recommended

Code: A -- Excellent
 B -- Above average
 C -- Average
 D -- Unsatisfactory
 E -- Failure

¹Ibid., p. 34

PERSONAL INTERVIEWS

TEACHERS' AND CLINICIANS'
CHILD STUDY RECORD¹

Pupil Report of Interests and Activities

Name Date of birth. . . . Age. . . .
 Grade School Teacher. . . . Date. . . .

These questions are to find out some of the things boys and girls do and how they feel about certain things. Answer each question as accurately as you can.

1. When you have an hour or two that you can spend as you please, what do you like best to do? --
2. What do you usually do: --
 After school? --
 In the evening? --
 On Saturdays? --
 On Sundays? --
3. At what time do you usually go to bed? --
 When do you get up? --
 Are you ever tired in the morning? --
 Sometimes: -- Often? --
 Are you ever late for school? -- Sometimes? --
 Often? --
 Do you ever have headaches? -- Sometimes --
 Often? --
 Are you ever absent from school because of illness? --
 Sometimes? -- Often --
 Do you ever cry? -- Sometimes -- Often --
 Why do you cry? --
4. In the space below write the full names and ages of your close friends --

Underline the name of your best friend. Do you have many friends or few? --
 Do you have a nickname? -- What? --

¹Willey, Roy DeVerly, Guidance in Elementary Education, Harper and Row, Publishers, New York, Evanston, and London, 1960, p. 69.

Child Study Record (continued)

Do you like it? --
 What do you like to play best?--
 Would you rather play by yourself, with other boys,
 girls, boys and girls? Underline.
 Do you fight with your friends? Never, sometimes, often.
 Underline.
 Do you have as much time to play as you would like? --
 Do you have any brothers or sisters? Write their names
 and ages here: --

With which of them do you play? --
 Does your father or mother ever play with you? --
 What? --
 Do you like to be with your mother much of the time? --
 With your father? --

5. To what clubs or organizations do you belong? --

What do you do in your club? --
 How long have you been a member? --
 Are you an officer? --
 Where do you meet? --
 Do you go to Sunday School? --
 Do you take any kind of special lessons outside of school?--
 What kind? -- Do you like them? --
 How long have you been taking lessons? --
 Is there another type of lesson you would prefer to
 take? --

6. What tools, toys, playthings do you have at home? --

Which do you like the best? --
 Do you let other children use your toys? --
 If not, why? --
 Is there any tool, toy, or equipment that you especially
 want? -- What? --
 Do you have a workshop? --
 Are you carrying on any experiments? -- What? --
 Do you ever give shows? --

7. Do you receive spending money? -- How Much? --

Regularly or occasionally? --
 Do you have a job after school or on Saturdays? --
 What do you do? --
 How many hours each week do you work? --
 Have you ever earned any money? -- How? --
 How do you spend the money you receive or earn? --
 Do you save money? -- How?--
 Do you have chores or other regular duties to do at
 home? -- What? --

Child Study Record (continued)

Do you enjoy these duties? -- Do you like your home? --

8. How often do you go to the movies? --
 With whom, usually? --
 What are the names of the two best movies you have ever seen? a.-- b.--
 Underline the kinds of pictures you like the best:
 comedy western "sad" news love serial mystery
 gangster educational society cartoons
 Who is your favorite actor? --
 Actress? --
 If you were going into the movies, what kind of parts would you like to play? --
 What stage plays have you seen? --
 Do you prefer movies or plays? -- Underline
9. Have you been to a farm? -- A circus? --
 A zoo? -- A museum of art? -- other museums? --
 Have you been to an amusement park? --
 Have you ever been on a picnic? --
 Do you ever go to concerts? -- How often?--
 Have you ever taken a trip by boat? -- By train? --
 By airplane? -- By bus? -- By automobile? --
 By bicycle? -- Where did you go?--
- Where did you go during your last summer vacation? --
- Underline once the places you liked and would like to see again; underline twice the places you did not like.
 To what other places would you like to go? --
- Who takes you to different places, or do you go alone?--
10. What would you like to be when you are grown? --
 What would your father and mother like you to be? --
11. What is your favorite radio program? --
 Second: --
 Third? --
 How much time a day do you spend listening to the radio?--
12. What is your favorite television program? --
 Second? -- Third? --
 How much time do you spend each day watching television?--
-

Child Study Record (continued)

13. Do you have a pet? -- What? --
Are you making any collections? -- What? --
Do you have a hobby? -- What? --
14. Do you like school? --
What school subjects do you like best? --
Second? -- Third? --
What school subjects do you dislike? --
What do you do best in school? --
15. About how much time each day (outside of school) do
you spend doing school work? --
Do your parents help you with this? Never, sometimes,
often. Underline.

TEACHERS' COMMENTS¹

Kindergarten --- Date ---
Teacher's Comments ---

Grade One --- Date ---
Teacher's Comments ---

Grade Two --- Date ---
Teacher's Comments ---

Grade Three --- Date ---
Teacher's Comments ---

Grade Four --- Date ---
Teacher's Comments ---

Grade Five --- Date ---
Teacher's Comments ---

Grade Six --- Date ---
Teacher's Comments ---

¹Livingston Elementary School file.

PARENT-TEACHER CONFERENCE¹

A suggested approach to the conference interview

1. Review the pupil's cumulative record before the interview.
2. Schedule the conference in a setting of privacy and comfort.
3. Greet the parent in a friendly, normal manner.
4. Use a "warm-up" topic to open the discussion.
5. Explain the purpose of the conference if this has not already been done.
6. Point out the need to know the pupil as the parent sees him. ~~Ask the parent if he would describe the child's activities, interests, dislikes and plans.~~
7. Make mental notes for further investigation.
8. Summarize the parental observations of the child.
9. Open the teacher report with an explanation that the information to be presented is a review of the school's observations of the pupil.
10. Select the pupil's strongest attribute. This will serve as a cushion for the less complimentary information which should be mentioned later.
11. Review each of the areas of information which parents usually seek.
12. Take time to analyze the underlying reasons when conflict occurs between the school's observations and those of the parent.
13. Keep confidences shared with you by the parent.
14. Summarize the analysis that has been made of the child's progress.

¹Hatch and Costar, op., cit., p. 152.

Parent-Teacher Conferences (continued)

15. Plan the next steps which will include an assignment for the parent and the school. It is usually advisable to ask the parent to offer his suggestions before offering possible alternatives.
16. Try to close the conference on a positive point. This will leave the door open for the next conference or parental suggestion.