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SCHOOL FAMILY COUNSELING IN THE HOME

by

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A professional paper submitted to the Graduate Faculty
in partial fulfillment of the requirements for the degree

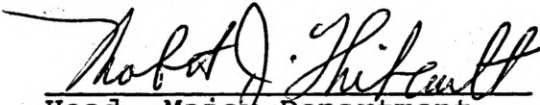
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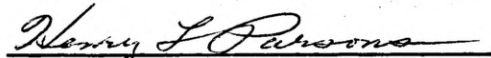
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ABSTRACT

This investigative study was undertaken to determine how many school counselors who go into the home to counsel the family were employed in a sample of the forty-six largest Montana high schools. An evaluation of such a program was asked for in a questionnaire which went to the principals of these secondary schools. They were also asked if they would initiate such a program if funds were available. Evaluation of behavioral changes was asked.

In addition, information was asked on related school personnel: school psychologist, school social worker, and elementary counselors. An evaluation of these programs was asked.

Forty out of the forty-six (86.9%) questionnaires were returned. This data was tabulated and analyzed. A review of literature was conducted concentrating on methods which might be employed by schools wishing to initiate such a program whereby their counselors would go into the home.

Recommendations were made that all schools be similarly surveyed as schools having such counselors evaluate them highly. Also that the findings be brought to the attention of counseling educators, who soon may be asked to train such specialized counselors, and to educational organizations, teachers and parents.

CHAPTER I

INTRODUCTION

If one were to ask the average person what was the strongest influence in the life of the child, there is little doubt but what the majority would say the parents and the home. Ranking close behind would be the school. The fact that they should cooperate for the benefit of the child is taken for granted. In educational philosophy it is taken for granted also. Yet this study relates to an area where the home and school could work together more closely, but from data collected and literature on the subject, they are not doing so to the extent possible. This area is that of the school counselor who would go into the home to do family counseling.

In recent years the number of counselors in the schools has increased. They were singled out by the National Defense Education Act. They do work with parents, but few are actually getting into the home. A picture of the situation as relates to Montana high schools will be shown by this study of a representative sample. The literature, the data collected indicate how many schools have school-home family counselors, and how many would like to have them if funds were available. It seems to be

indicated that it is time to look toward expanding the role of the school counselor. Chapter II explains the need for such counselors.

From newspapers, TV, radio, and magazines, the general public is very much aware of the problems of children and youth. Police and Court statistics record the high proportion of young people who get into trouble with the law. Some of these are in school; all were there a short time before. The school gets every child. During the school years the child spends more waking hours in school than he does at home.

Children show their symptoms of future trouble early in life. The Classroom teacher is usually aware of these signs of pre-delinquency and other maladjustments. Often she recognizes that problems she sees in the classroom are caused by home environment. However, since she does not go into the home, she is not able to get at the root causes of the child's school problems. A parent conference is her only contact with the home, but experience has shown that the parents she would most like to see, do not come for conferences.

If the school has counselors, the teacher can send a child with problems to the counselor. The counselor may

be successful in getting the ineffectual or indifferent parent in to the school for a conference, but the parent under these circumstances may feel threatened and unco-operative. This study sought to determine whether the sample of schools felt that having counselors who would go into the home and counsel the family would be a more effective way of dealing with children with problems, than the prevailing method wherein the counselor does not go into the home. Many educators have been advocating that counselors go into the home. Experimental research indicates such intermediaries between home and school can be very successful. Swick and Willis (1973:380) writing on the relationship between home and school say:

[Their work establishes] a great deal of social, emotional, and intellectual behavior patterns will be taken [from the home] to the school environment. The behavioral origins of school success and a successful society are begun in the home. Teacher education programs need to give more attention to the home learning process as it affects the school process. Special attention should be directed toward helping pre-service teachers gain a knowledgeable perspective of the various types of home learning patterns and how these patterns effect child behavior styles in the classroom.

STATEMENT OF PROBLEM

The problem of this study was to determine whether more counseling by school counselors of parents and families,

particularly in the home, would result in improvement in acceptable behavior of students of all age levels, who are currently involved in counseling situations. Specifically the study undertook to determine how many such counselors are employed in the representative sample. The sample to whom questionnaires were mailed consisted of the principals of the forty-six Montana Class AA and A high schools (athletic designation of largest and next largest schools). Information was also solicited on personnel of allied professions, school psychologist, school social worker and elementary counselors; the number employed and an evaluation was requested. Part of the problem was to learn whether these schools would want such counselors if funds were available.

PURPOSE OF THE STUDY

The purpose of this study was to collect data and review literature on the subject of school counselors who go into the home to counsel the family. It sought to determine whether such specialized counselors can better assist children with problems whose symptoms show in the school. Also whether the parents can be worked with more effectively by this method. Specifically the study was

made to determine how many of the Class AA and A schools of the sample employed home-school counselors, and whether they evaluated the program as a success. The number of personnel of the related professions was sought as an indication of the schools' attitudes on parental counseling and home visits. One of the most important purposes was to determine whether the sample of principals would favor initiating a school-home counseling program if funds were available.

GENERAL QUESTIONS TO BE ANSWERED

1. Should school counselors go into the home to better assist their counselees when need is indicated?
2. What do examples of this type of counseling indicate as to its success or failure?
3. Does the student's behavior in school improve with such a program?
4. Do Montana high schools surveyed employ personnel in related professions?
5. Do principals of the Montana sample of schools feel there is a need for school-home counselors?

PROCEDURES

The data for this study was compiled through a review of literature which is available in the Montana State University Library, Bozeman.

A phone call was made to the office of the State Superintendent of Public Instruction asking for a directory of schools, and any information they had on counselors who go into the home. A current Montana Education Directory was sent to the researcher, as well as a list of all counselors in state schools; but there was no designation of those who go into the home. A list of Class AA and A high schools was obtained from the MSU Physical Education Department. Addresses of these principals were found in the education directory.

A Questionnaire (See Appendix) was compiled by the researcher and sent to the AA and A schools. These schools were selected as a representative sample of Montana high schools. They are the largest and second largest schools, and hence the ones most likely to have counselors. Questions on elementary counselors were asked also to get an indication of any counselors in the school district who went into the home.

Data was evaluated and results are described in Chapters IV and V.

LIMITATION OF THE STUDY

The researcher limited this study to research sources found in the Montana State University Library, Bozeman, and to information obtained from the Montana Education Directory from the office of the State Superintendent of Public Instruction.

The questionnaire was limited to principals in the Class AA and A high schools; financial considerations precluded sending it to all state high schools. The directory of counselors indicate many counselors at the junior high level, and an increasing number at the elementary level is indicated by data analysis, however questionnaires were sent to high school principals only. Four questions in the questionnaire pertained to elementary counselors included to endeavor to obtain a barometer of opinion about any school counselor who might go into the home. It is recognized that a survey of counselors at all grade levels would be desirable, but this study is limited to the forty-six high school principals.

DEFINITION OF TERMS

School-Family Counselor: A tentative name of the type of counselor discussed in this study--a counselor who would go into the home to counsel the family of his counselee.

Home-School Counselor: Used interchangeably with the above in this study.

Class AA and A schools: Montana high schools classified by the Montana High School Association for athletic purposes, in this case the designation is for Basket Ball. There are fourteen of the AA schools (largest in the state) and thirty-two A schools (next largest in the state). The total number is forty-six and this is the number which comprised the sample for this research.

SUMMARY

This chapter has been a preview of what follows in the study. Although the number of counselors in the schools has increased, few go into the home. The public is aware of serious problems which face children. The classroom teacher sees symptoms of trouble, and suspects it comes from the home but she is limited in what she can do because she does not go into the home.

Parents feel uncomfortable when called to the school. The study was concerned with the home-school counselor as a solution for the school and home in dealing with these problems.

General Questions on the situation were posed. The procedure which was used was outlined. The research instrument was presented--a questionnaire to a sample of Montana secondary schools. Limitations of the study and definition of terms were described.

In Chapter II the review of literature is considered with empirical evidence from experimental studies of counseling in the home with the family, schools, and community agencies involved.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the viewpoints of counseling professionals, among them counselor educators, and those who have participated in recent experimental research to bring the home and school closer through specialized counseling such as that with which this study is concerned.

The problems and needs of children are presented, and the manner in which the problems of families and of society reflect on children is dealt with.

Home-school research projects by counselors and allied professions are condensed. Efforts were made to find examples of actual school counselors going into the home, but few were found; however, experiments by counselors in closely-related professions are cited, as having methods which could be adapted by the home-school counselor. Several authors directed attention to the need to differentiate the rolls of the various professionals working in the schools. The need for parental and home counseling is recognized throughout the literature.

PROBLEMS IN THE CLASSROOM

Nelson (1972) comments that we adults tend to look back

with nostalgia on the good times of our youth as a "happy untroubled" time. But if we ourselves did not have (or have forgotten) experiences which troubled us, then as counselors and educators we cannot afford to ignore the experiences of others.

Dimick and Huff quoted in (Nelson, 1972:23) stated that the average classroom of thirty children included:

One or two who are severely neurotic four who have already experienced emotional and behavioral problems, seven who will marry and become divorced, one who will become an alcoholic, and three who at some time in the course of their lives will be hospitalized for mental illness. Probably several of these children will come to use drugs of some sort and some will experience addiction.

Continuing with data on children which indicates the need for closer cooperation between the home and school, Nelson (1972) states that perhaps 20% of the child population shows up in the data on poverty, one-parent families, orphans, delinquents, illegitimate births and related issues. Data cannot as effectively be obtained on borderline economic deprivation, non-reported separation and desertion, births of unwanted children, unhappy but unbroken homes, child abuse and the like (Nelson, 1972).

Wiley quoted in Nelson (1972:27) suggests a number of home problems which reflect in the school:

Overprotection, overindulgence, poverty and consequent neglect, deprivation rejection, lack of security, loss of self esteem, poor parent-child communication, parental modeling of violence, conflict, emotional coldness, illegal or antimoral action, parental rejection, direct or indirect, parental favoritism, on one child over another, expectations for the child which are too high or too low, abusive punishment and parental use of fear or bribery for motivation.

Nelson (1972:30) quotes a student who's problem came from the home and is too frequently heard:

I just can't do that home work. I don't know how, I don't like it, and I don't know why I have to do it. Besides I can't think about it with all the trouble at home.

Nelson (1972) recognizes that not all children have these problems but too many do. He points out that many children live basically contented lives with experiences that help them grow up to their highest potential with wise and loving parents who teach them understanding, and how to accept their feelings and gain strength.

Some of the conditions in our society are hard on all families, especially children who do not understand them: the rapid changes within our society, mobility, changes in family relationships which he may encounter in his home, school, church, or through the mass media.

In summing up these great unmet needs of children and youth, Nelson (1972:27) advocates counseling in the home environment:

While counseling may not alter divorce statistics or reduce poverty, it may well be an instrument that can convey society's concern for the well-being of the child who faces difficulties in his home environment by providing specific help where feasible and necessary.

Nelson (1972) felt the schools were not adequately responding to this opportunity.

The need for consultation between the home and school is made obvious by the previous listings of children's problems. The fact that parents often seek help is sufficient justification in itself for closer liaison between school and home. "A counselor who will go into the home--a professional friend of the family--is what a great many parents seem to be seeking" (Nelson: 1972).

A better understanding of the need for parental counseling comes with the understanding of the world creating pressure on parents which are then visited upon their children. For success in parental counseling, the counselor does not play the role of the authority, but rather parents are encouraged to understand the child's behavior, his motivations. The counselor who can improve communications between the home and the school will be helping child, parent, and school this literature indicates.

There are groups which improve communication between home and school, among these are: Family Councils, Child Study Groups, Case Conferences, Guidance Committees, Classroom Problem Group, inservice training experience, teacher counseling, and more recently Group Counseling with Children.

Shaw (1973) cites an example of the application of the latter in the consultation needed with children's concern in such situation as moving from the sixth grade of an elementary school to the seventh grade of a junior high with all the accompanying anxieties revolving around dress, social behavior, and academic expectation, such counseling can clearly be considered preventative in nature.

Shaw (1973) believes that parents have almost no place to turn in obtaining information on child rearing procedures for help with children's problems. He believes in including the whole family to ameliorate the conditions which caused concern. (In his statement on why group counseling is not in wide use in school now, a question is posed as to whether these might be the same reasons why school-home family counselors are so few.) He states that group counseling is not in wide use in schools now primarily because "there is a lack of skill in training, anxieties about the unknown,

weight of tradition, and administrative difficulties in setting up groups in school" (Shaw, 1973).

PRESENT AND FUTURE NEEDS

Lucky quoted in Dinkmeyer (1968:346) believes that dealing with parents has been a "peripheral and often neglected function." She feels that need is great as "Behavior once peculiar to adolescence is now observed in the preadolescent." She expects with the advent of elementary counselors, a new era of family counseling and education will appear on the social horizon. She believes counselors must have a special self awareness. "By understanding the parents and home in which the child lives, the counselor comes to his keenest insights about the child" (Dinkmeyer, 1968:346-354).

Kowitz and Kowitz in (Dinkmeyer, 1968:355) find it is no longer enough to insure a child a basic minimum education. Programs are needed he states which will support a maximum development of individual talents. Academic achievement will of course be one major goal, but write the authors,

We will also need a high level of personal development--the ability to live with the anxieties of the times and to strive toward

a future which often is frightening. . . .The school cannot do the job alone. It must have the support and, at times active cooperation of the home (Dinkmeyer, 1968:356).

The authors feel few human behavior scientists today would argue against the fact that what a child becomes is determined basically by the crucial relationship between child and parents.

ALLIED PROFESSIONS

In the review of literature the researcher examined the relationship of school personnel whose role was closely related to that of the school counselor who goes into the home to counsel with the family. It was found that most of the authors mentioned them, and some write of the problem of differentiation of roles.

Perhaps the most closely related is the elementary school counselor; to an increasing extent they are to be found in the schools.

Elementary school counselors emerged in 1965. There were questions about their role according to Faust (1968). They will put greater stress on home family relationships, they will give some tests, but not the in-depth ones the school psychologist will give. They will be an ally to

the school social worker. They will visit the home if they feel it is necessary, but will spend time on educational readiness and progress, for example, which do not require the particular skills of a social worker.

The school social worker is in many ways like the school home family counselor will be as the profession develops. For this reason it is pertinent to look to their duties, problems, and successes. They are sometimes called "visiting teachers" but their backgrounds are in social work. They date back to 1906-07 when they had their start in Boston, Hartford, and New York. They have worked with both the home and school from the beginning. They go into the home and counsel the family. They work with the teacher and the school administration.

Another example of school personnel whose job is not clearly differentiated from the work of counselors is the school psychologist. It is generally agreed that he will administer tests on personality make-up. The counselors and psychologists have grown more in numbers than has the school social worker. In a certain sense this is according to Shaw (1973:230) that "school social workers have not yet been identified, by non-guidance fields within education, as a group having some special skill from which education

can benefit." This may indicate that the school social worker has not yet been "discovered" in terms of her potential value to the educative process.

Counselors in general were singled out by the National Defense Education Act in 1958 for special consideration. School psychologists were "legislated into existence" (Bowers, 1958) for the purpose of identifying mentally retarded children to be placed in special classes (Shaw, 1973:230).

Role definition is a problem which affects all the guidance specialties (Shaw, 1973).

VARIOUS EXPERIMENTS IN WORKING WITH PARENTS

Working on the premise that parents, and home life they provide, has a profound influence on the success or failure of the child in school, various types and kinds of groups have done research in the area of work with parents in and out of the home.

Wittes and Radin (1971) felt in an experiment in Ypsilanti, Michigan that,

In our industrial society the educational institution is virtually the only legal channel of upward mobility available to young people from families of low socio-economic status.

They felt a large proportion of these students experience failure. They went on the premise that children come from "unstimulating home environments," and unfavorable child rearing patterns can contribute to the failure to learn in school. They worked with 65 low-income mothers of 4 year olds who attended school half days. The women were put in three groups, one a control group. One group was an activity group, the other a lecture discussion group.

The children were given IQ tests at the beginning and end of the research. Bell's Parental Attitude Research Instrument was used to measure the attitudes, and the Cognitive Home Environment Scale was used to evaluate the stimulation offered in the home. The lectures and activities related to child rearing practices. At the end of the year there were significant changes in the child rearing attitudes. There was no difference in the intellectual growth of the children. There was overwhelming evidence pointing to an intense interest in helping their children succeed in school. The research the authors felt makes it incumbent that home-family counselors, school social workers, or other concerned school personnel respond to the results (Wittes, Radin, 1971).

Another interesting experiment had a setting in a

pediatric clinic, when two social workers and a pediatric resident developed a new approach to dissuade parents of children who did not have organic symptoms, but behavioral trouble, to get to the bottom of the real trouble, usually something wrong with the parent-child relationship. Rather than going directly to the pediatrician, they were directed to a social worker who became acquainted with the family, before not after they saw the doctor.

Typical comments on the children were, "Billy is over 3 and still not walking," or "She never sits still, she fell on her head as a baby, I want to have her X-rayed." Some may not need to see the doctor. There are follow-up conferences until the parents come to understand themselves, and that they are unknowingly adversely affecting the child (Cokin, Colligan, Ferrer, 1971).

An experiment in human relations that put total emphasis on the home, was that of Goldner (1971). Although the schools did not initiate the undertaking, they cooperated fully. Home Family Counseling (HFC) was first carried out as a research project sponsored by the Judge Baker Guidance Center in Newton, Massachusetts public schools from 1964 through 1966.

Objectives were to explore new ways of reaching antisocial children and their families, diagnose needs of both children and adults, and refer them to appropriate individuals or agencies in the community (Goldner, 1971).

Their objectives changed however, and they rather worked in teams of interested persons, professional and non-professional. Home visits were made once a week. The family decided on the room they would meet in. A HFC counselor was present and a key person, who was someone who had the best rapport with the family--this could be a neighbor.

Seminars were also held for the team. If the family came they were treated as consultants rather than clients. While in the home everyone was encouraged to speak freely; no one was to speak for someone else. They were to dwell on the here and now; if they wished to talk with a counselor about something in the past, they could do that at another time. The techniques worked. A high school and a guidance clinic entered the project. These people came first as silent observers then active participants.

According to the author, the participants determined from the research that home treatment has many advantages: problems are revealed, distortions are eliminated, diagnoses are more accurate, and treatment process can be utilized

quickly, and progress toward resolving conflict can be more rapid.

Because all family members participate all benefit and do not need individual or successive referrals. Time, money, and manpower are conserved. The focus is on the strengths of the family members, and the expression of warm and tender feelings are encouraged. The families know best whether they are helped; they have felt they were. The counseling team evaluated this and feels there is much worth in the method. Two factors evolved in evaluation (1) Less improvement is apparent when a clinician is involved as the key person. (2) The more visits made to a family, the greater are the chances for improvement. From April 1968 to July 1969 HFC served 78 adults and 148 children in 39 families. The average number of visits was 7 (Golner, 1971).

Gottlieb (1971) writing on the school social worker makes points which could well apply to the home-family school counselor. He states that historically the school social worker has been limited to individual casework, while she should have an expanded role. She should be working in the field of prevention. A medical model has applied--diagnosis and prognosis. More interaction is needed with the administration; she probably has ideas

for improvement on a systemwide basis. She has little time to meet with the teachers, however, she could perhaps change some teacher attitudes for the benefit of the children. When she has no time to meet with other professional colleagues, there is no opportunity to discuss or test innovations.

She knows for instance that the tracking system of dividing children by their ability results in poor self-concepts in many children. She should not challenge the administrator, but have the type of relationship which will make him accept her suggestions positively. She also needs to be an expert on the community and interpret the school to the community and vice versa (Gottlieb, 1971).

There are others who want a new approach to school counseling. Donigian and Giglio (1971) write of a Comprehensive Family Counselor in an innovative approach to school counseling. Their work was done under the auspices of an Elementary and Secondary Education Title III grant at Harrison City, Pennsylvania. Unique in the plan was the assignment of all counselors, both elementary and high school to both grade levels and to particular families: not only the child but his siblings and parents. The changes were made during the 1967-68 school year.

Geographically the schools were comparatively close together. Thus a counselor could have children from the same family in the elementary, junior high, and high school level. He could follow the progress of each child, and become known to the family. If a problem arose, he would have a great deal of background about the particular family and his recommendations would reflect this.

At the elementary level he will do some individual counseling, but also group activity that may deal with social or personal concerns, vocational exploration, or educational consideration. He may have group sessions with parents. In addition the counselor will make home visits or schedule evening parental conferences. He uses referral agencies or makes contacts with local business or service clubs.

His schedule will be flexible, he does not sit in his office waiting for things to happen. In emergency matters he can be reached by phone at one of the schools he serves. Those who work in the program say there is a feeling of "belongingness" by the children, parents and counselor. Certainly he understands the whole child better. He sees them as developing human beings.

There is every chance for preventative work in this

approach as he works with the same children from early childhood through adolescence. There are implications for counseling education, as he must be prepared for such a new role. The plan calls for a professional guidance supervisor or a pupil personnel services director. This is a plan which is working and holds great promise for the future of the home-school family counselor.

Wadsworth (1970) took a different approach in his "Preventative-Corrective Approach" in the elementary school. He brought parents along as the plan evolved. He states that when problems in school children arise there is a tendency for those involved--namely teachers, principals, parents, social workers, psychologists, and counselors to blame one another. One of the main goals should be to bring about behavior change in the problem children. Laying blame does not do this. Past methods have proved unsuccessful he feels. Changing behavior is not as difficult as has been assumed. He recommends a system of rewarding, charts, and reinforcers. These methods have proved successful in special education classes. The student is rewarded for good behavior. The parents are aware of what is going on; they know they can use this technique in the home also.

Coleman (1973) in an experiment in Raleigh, North Carolina on behavior modification enlisted the help of parents. A report card on behavior during the experiment went home to the parents, who matched the amount the student had earned by points for good behavior in the class room. The student received money for points earned, and could buy anything he wanted. As the parents became impressed, they were willing to pay for the reinforcers, and made their allowance contingent on good behavior. The implications were that the school and home were brought together in a concerted, coordinated effort to modify the child's behavior.

A study in North Carolina offered empirical proof of the effect of home environment upon children's school performance, according to author Landsberger (1973). North Carolina's program is in early childhood education; it is in its fifth year and produces much information on a variety of educational issues, one of these is the effect of home environment upon children's school performance. Their goal in the program was to revitalize the entire span of primary education, in addition to establishing kindergartens in the public schools. (The North Carolina General Assembly enacted a bill establishing kindergartens in May 1973). This

program was brought about through the leadership of the State Department of Public Instruction and the Learning Institute of North Carolina (LINC) an independent, non-profit corporation sponsored by public and private agencies and institutions. During the first year social workers, nurses and parents rubbed shoulders at meetings and workshops with teachers, principals and superintendents. The schools which entered into this program were encouraged to develop parent involvement programs. Parents are present in the classroom. They function as a team with others to maximize young children's learning.

A systematic assessment is made of all children when they begin school. Not only their physical development is watched, but their social and emotional. Due to the continuing assessment, a great deal is known about the needs and progress of these children. Considered the most important and innovative activity of the program was the home visit each teacher and assistant teacher made to the home. It is felt the home visit indicates to parents, as nothing else can, real interest in and respect for them and their children on the part of school personnel. It also reveals to the teacher the particular needs and potentials in that central part of each child's life which

is his family. The Home Information Scale is filled out then or when the parent brings the child (5 years old) to school for an individual visit. The teacher helps parents pursue developmental activities that will benefit their children and decrease their disadvantages.

The study concluded that,

the school needs parents as much as the parents need the school: the partnership must be as active at school as it is in the home. . . . It also shows us that a wide ranging school effort which includes parents as partners is an important and attainable goal (Landsberger, 1973).

In an intensive study of the effect of parent classes on family communication Larson (1972) describes a series of classes for parents held over a year in a junior high in St. Louis Park, Minnesota. Recognizing that parents care about their children, but not enough is known about how schools can involve "this highly motivated group" in concrete, useful, and effective ways to improve the educational climate for their children, the plan was evolved. The program was designed by the school pupil personnel team and the school administrators, together with research and evaluation assistance from the Department of Clinical Psychology at the University of Minnesota, a doctoral candidate also assisted. The focus was on building stronger

family relationships and helping parents better understand themselves, their children, and family communication.

Three groups were set up when the parents all met at the school. They took many attitude tests, and repeated the same test at the end of the quarter; they met to determine any changes in attitudes. There were questions for instance on parental attitudes on child rearing. They kept a log of how their actual situation compared with what they had listed as their typical behavior. Many benefits came from the projects, meeting once a week for three hours in itself brought closer relations between home and school, and not only did their attitudes change toward their children but they developed a better self-concept (Larson, 1972).

Clarke and Waters did research in 1972 in Richmond, Virginia on the culturally deprived in a survey of high school counselors' opinions and attitudes. They state that recent concern about the disadvantaged has focused on helping them break out of the cultural patterns that have prevented them from joining the mainstream of society, and that teachers and counselors are and should play an active role in achieving this role. Wolf and Wolf (1962) argued that the educational system cannot fight the battle alone.

There is sufficient evidence that culturally deprived children often come to school suffering from lack of sleep, undernourishment, and untreated physical ills. Many come from fatherless homes where there is little family stability. The middle class values of teachers cause them to have expectations which are too high. The black child, or child of other ethnic minorities will in addition suffer from discrimination. The results of the survey showed that counselors who worked closest with the culturally deprived children know their problems best and felt a greater need to develop different ways of helping them solve their special problems. The article did not tell whether the counselors went into the home to counsel the family (Clarke & Waters, 1972).

SUMMARY

In this review of literature the studied opinions of counseling professionals were presented. The problems children and youth face today were listed, and the importance of a close working relationship between home and school was emphasized. The need for parental counseling, particularly in the home was advocated.

Dinkmeyer's (1968) quote given in the chapter, sums up much of what the experts in the counseling field said, "It is necessary to understand the parents and the home to have keen insights about the child." This is what this research sought to explore.

Allied professions to the home-school counselor were considered: the elementary counselor, school social worker, and school psychologist, comparing them with home-visiting counselors, and stating there was a problem in differentiation of roles.

Examples were cited of recent experiments in working with parents, in some cases in the home. One example was of a school home counselor with methods which could be adapted by any school wishing to initiate a similar program.

The researcher found nothing in the review of literature which had other than praise for plans wherein the counselor went into the home to counsel the family.

CHAPTER III

INTRODUCTION

The purpose of this study was to obtain information on the extent to which schools are employing counselors who go into the home to counsel parents and other family members of the student, whom they are working with in a counseling situation. If the school had such a program in operation, the high school principals who filled out the questionnaire were asked to evaluate it as to whether they considered it to be a success. They were also asked to note any behavior change they felt resulted from the program.

Recommendations for bringing the findings of this investigation to the attention of parents, schools, and educational organizations and institutions are contained in Chapter V. The description of population and sampling procedures, and the methods of collecting and organizing data are presented in this chapter.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

Principals of the state's forty-six Class AA and A high schools (athletic designation) received the questionnaire compiled by the researcher (See Appendix). Since these are the largest schools in the state, it was felt

they would be the most likely to have school family counselors. It is recognized, however, that some principals of smaller schools may favor the idea of such counselors to a greater extent than their counterparts in large schools. The questionnaire not only asked for the above evaluations, but asked if personnel in related fields such as that of school psychologist, school social worker, and elementary counselors were employed, if so how many and their evaluation of these programs.

The questionnaire was an investigative instrument, as present information indicates that there are relatively few such specialized counselors in the schools, so an inter-school experimental study would not be feasible at this time. A single school might provide data for an experimental study.

METHOD OF DATA COLLECTION

Data was obtained by using a questionnaire developed by the researcher.

The principals of Class AA and A high schools in the state were sent a questionnaire. The largest cities had more than one high school to whom the instrument went. The principals were asked four questions on elementary school

counselors; the investigator recognized this was out of their province, but a majority responded to these questions.

A phone call was made to the Superintendent of Public Instruction's office asking if she had information on schools which have home-family counselors, elementary counselors, or related personnel in order that the researcher might send the questionnaire to such schools. A current Montana Education Directory and a list of state counselors was sent; the home visiting type of counselors were not designated.

A letter accompanied the questionnaire explaining the purpose of the instrument, establishing a deadline for returning it within two weeks, and stating that all names would remain confidential, and results of the research would be sent to respondents if they requested it on the space provided on the questionnaire (See Appendix).

METHODS OF ORGANIZING DATA

The data collected from the questionnaires is presented in the form of percentages illustrated in table form. Each question is considered individually on separate pages in Chapter IV with the response first, then comments of the principals, and then analysis by the researcher.

ANALYSIS OF DATA

Data collected from the questionnaires are described in percentages. Percentages are shown in table form. The table forms show each characteristic that has been used in the questionnaire. They show how it was marked by the principals and how the questions compare in response. If there were some questions which were not marked, or marked very little, these were also shown.

PRECAUTIONS TAKEN FOR ACCURACY

Percentages were computed with the aid of an electronic calculator.

SUMMARY

As the review of literature in this study indicates much study has been given to what are called "children with problems" rather than "problem children" and the ways to help them. One of the ways suggested and in some places tried out is to have school counselors go into the home and counsel the whole family.

Information on the national scene as related to the study indicates that experts in the counseling field who have made studies in their widespread regions found value

in such family counseling, but found too few schools initiating such programs.

The researcher used the questionnaire as an instrument to find answers to whether or not the principals in the sample of Montana high schools were experimenting with the program, and whether they would initiate such a program if funds were available. Evaluation of related professions was sought.

CHAPTER IV

ANALYSIS OF DATA

INTRODUCTION

This chapter presents the analysis of data collected by means of a questionnaire sent to a sample of Montana high school principals. The forty-six Class AA and A schools are the largest and next largest schools in the state.

The primary purpose of the questionnaire was to determine the extent to which school counselors were going into the home to do family counseling. A very important question was asked as to whether they would initiate such a program if funds were available. Questions were asked on personnel of related professions--school psychologist, school social workers, and elementary counselors, as these relate closely to the home, and in many cases go into the home.

Results of the survey are tabulated giving a picture of what the situation is in the sample schools, as relates to the home school counselor and their related professional workers in Montana.

The data is presented in table form with the questionnaire question first, then comments of the principals

on the question. Then the analysis of the researcher is given.

INSTRUMENT TABLE

TABLE 1

NUMBER OF MONTANA HIGH SCHOOL PRINCIPALS SAMPLED

Total Montana High School Principals Questionnaire sent to	Number of Returns	Percentage of Returns
46	40	86.9%

QUESTIONNAIRE ANALYSIS

Question 1

DO YOU HAVE ONE OR MORE SCHOOL COUNSELORS WHO DO FAMILY COUNSELING IN THE HOME? (a counselor specifically assigned to work with the family in the home).

No. Respondents	Yes	%	No	%	Total
40	7	17.5	33	82.5	40

COMMENTS:

"Our counselor does make home visits periodically but is not hired specifically for such duties." [Three similar comments] . . . "They are not school counselors; they are social workers called Home-School Counselors. Do much more than just counsel families". . . "Ours is a Johnson O'Malley Fund Home-School Counselor who works with primarily Indian children, but does lend assistance elsewhere.". . . "School nurse does very successfully. . . . "No, however we do have district service."

What is immediately apparent in the responses to this question, which together with Question 13, are perhaps the most important questions on the questionnaire as relates to this research, is that few Montana high schools have school counselors who go into the home to counsel the family. There is an indication that some counselors do go into the home on occasion but not on a regular basis. Comments of principals counselors who are regarded as social workers, and school nurses who are considered to be doing the job of a counselor who would go into the home. Johnson O'Malley Fund workers who are called Home School Counselors. Shaw (1973) pointed to the need for differentiating these roles.

Question 2

HOW MANY SCHOOL HOME FAMILY COUNSELORS DOES YOUR SCHOOL EMPLOY?

No. Respondents	Number of Counselors
7	11½

COMMENTS:

"They do much more than just counsel families."

Three schools had half-time home-school counselors. Of the seven schools who said they had home-school counselors,

eleven and a half counselors were listed. Apparently some have duties other than family counseling. One split his time between elementary and high school. The directory of counselors furnished by the State Superintendent of Public Instruction lists 229 counselors in the public high schools, with a considerable number of those being school administrators also serving as a counselor. A fewer number serve more than one school. County high schools list 23. The small number who go into the home is sharply contrasted.

Question 3

IF A PROGRAM SUCH AS THIS DOES EXIST IN YOUR SCHOOL,
DO YOU EVALUATE THE PROGRAM TO BE A SUCCESS?

No. Schools Responding	Yes	%	Too new to evaluate	%	Total
7	6	85.7	1	14.3	7

COMMENTS:

"Too new to evaluate, in existence only four months"

"Depends a great deal upon the individual counselor"

Since only seven schools reported having home-school counselors, the sample on this question is small. Significant is the fact that none of the schools said "no" to

this question. Before sampling no prediction could be made on how the Montana high school sample would reply to whether or not the program was regarded as successful.

Question 4

WHAT TYPE OF CHANGES IN THE STUDENT'S BEHAVIOR HAVE YOU OBSERVED UNDER THE PROGRAM?

No. Schools Responding	No Schools Commenting	%
7	5	71.4

COMMENTS:

"Better understanding where parents are not easily contacted and when special need for contact arises."

"Better attendance; more academic effort."

"Better attendance."

"Not yet evaluated, program only four months old."

"More positive attitude toward self and school."

Not all of the seven schools who have home-school counselors responded. This question calls for subjective evaluation, so it may indicate that some of the principals felt they could not give this specific type of evaluation, although in question 3 six of the seven schools having home-school counselors evaluated the program as a success, the

remaining one did not evaluate as he felt the program was too new.

Those who did respond listed significant types of behavior change, better understanding between parents and school, better attendance and more academic effort, and more positive attitude toward self and school. The recognition of change in self concept is particularly valuable in getting a consensus of opinions.

Question 5

DOES THE SCHOOL DISTRICT EMPLOY A SCHOOL PSYCHOLOGIST?

No schools Responding	Yes	%	No	%	Total
40	9	22.5	31	77.5	40

COMMENTS:

"We use the Mental Health Services"

"We plan to cooperate with another district in getting one next year."

"Private school participate with public school"

This is one of three kinds of school personnel from related-professions on whom questions were asked. It was

felt that schools who employed these school counselors, recognized types of counseling which extended into the home. The distinction in roles was referred to before. The various professionals who work in schools frequently work as a team.

The fact that 77.5% of the schools do not have psychologists would perhaps be expected as Montana is predominantly rural. The larger cities would have psychologists; the rest of the schools would have to depend more on Mental Health Services.

Question 6

DO YOU EVALUATE THIS PROGRAM AS A SUCCESS? (School Psychologist)

Schools Responding	Yes	%	No	%	can not evaluate	%	Total
9	5	55.6	3	33.3	1	11.1	9

COMMENTS:

"We do not have one but would favor one."

"We plan to cooperate with another district and get one next year."

"Private school participate with public school."

Although more schools replied "yes" than the number replying "no," the responses were close on this question. Comments were favorable; no one gave an explanation for why they did not evaluate the program of school psychologist as a success. It suggests an area which might be researched by someone. The one reply "can not evaluate" might be expected from some, as a high school principal might not be close enough to all facets of the program to feel qualified to evaluate it.

Question 7

DOES THE SCHOOL DISTRICT EMPLOY A SCHOOL SOCIAL WORKER?

No. Respondents	Yes	%	No	%	Unanswered	%	Total
40	7	17.5	32	80	1	2.5	40

COMMENTS:

"Had one in the past, very successful"

"Would like to employ one."

"Private school participate with public school"

The responses to this question indicate few Montana high schools employ school social workers, as indicated by this sample which included the largest schools.

Questions were not asked regarding the allied professions as to whether the principals would favor hiring them if funds were available. Funding may have a bearing on the small number employed. Or as Shaw (1968) stated school social workers may not yet have been "discovered" in terms of their potential value to the educative process. One principal stated their "Home-School counselors" were actually social workers. It would seem that it is time that the roles of these various professionals working in the schools should be defined. All comments were favorable; an occasional unanswered can be inadvertent.

Question 8

DO YOU EVALUATE THIS PROGRAM AS A SUCCESS? (School Social Worker)

No. Respondents	Yes	%	No	%	can not evaluate	%	Total
7	6	85.7			1	14.3	7

COMMENTS:

"Would favor having one"

"Use county social worker"

"Use Johnson O'Malley Program, evaluate as a success"

"Private school participate with public school"

Out of seven replies, six evaluated their school social worker program to be a success. When compared to the responses to the similar question on evaluation of school psychologist, they seem to rate higher in these findings. This would seem to suggest that if given the opportunity to explain their program to other schools, they might be interested in a program rated this highly.

No negative responses were received. The one "Can not evaluate" was used on the questionnaire by this particular respondent on all the related professions.

Question 9

ARE ELEMENTARY COUNSELORS EMPLOYED IN YOUR SCHOOLS?

No. Respondents	Yes	%	No	%	Unanswered	%	Total
40	16	40	21	52.5	3	7.5	40

COMMENTS:

"Plan to begin the program next year"--two schools

"Our Pupil Personnel Service team provides this service"

"No elementary, but Junior High"

"Program dropped on expiration of Federal grant"

"Part time high school and elementary Guidance and Counseling"

"To some degree"

The data shows more elementary counselors hired than any of the other personnel included in the questionnaire. The number who do not have them is however larger. Two replies noted "High school district only" and did not respond to this question. High schools were being asked a question about elementary schools, but it was felt to be germane to this research concerned with any type of school counselor who went into the home. Researcher felt in retrospect, a question on Junior high counselors should have been included. The list of counselors obtained from the State Superintendent of Public Instruction's office lists 64 Junior High counselors, 82 counselors in the elementary schools. Some were also administrators or Dean of Girls and Boys; there was nothing to distinguish those who might go into the home.

Question 10

IF SO, HOW MANY DOES YOUR SCHOOL DISTRICT EMPLOY?
(Elementary Counselors)

No. Responding	Number Employed	No. Unknown
16	26	1

These responses indicate that there are nearly four times as many elementary counselors as home-school counselors employed in the school districts represented by the sample. These counselors were distributed among the schools as follows: twelve schools had one counselor, one had three, one five and one six.

Question 11

DO THEY GO INTO THE HOME TO COUNSEL THE FAMILY?
(Elementary Counselors)

No Respondents	Yes	%	No	%	Unanswered	%	Total
16	9	56.3	5	31.3	2	12.3	16

COMMENTS:

"They may"

"They do go to the homes at times"

Of the seven schools who reported that they had home-school counselors, only one also had elementary counselors, therefore fifteen schools have one or another type of counselor going into the home. The above table shows a majority reporting that their elementary counselors are going into the home.

Question 12

DO YOU EVALUATE THIS PROGRAM AS A SUCCESS? (Elementary
(Counselors))

No. Respondents	Yes	%	No	%	Unanswered & Unknown	%	Total
16	8	50			8	50	16

All answers to this question are positive. One was marked "unknown" and seven were unanswered. Since these were high school principals answering a question on an elementary program, which they would probably not have an opportunity to observe in action, failure to respond to this question is understandable. Two schools responded by saying, "We are a high school district only." The question was included because by definition of their duties (Shaw, 1973) they do go into the home, at least on occasion. Their duties are described as similar to a school social worker in many respects (Shaw, 1973).

Question 13

IF YOU DO NOT HAVE SUCH A PROGRAM, BUT FUNDS WERE AVAILABLE, WOULD YOU FAVOR INITIATING A PROGRAM WHEREBY SCHOOL COUNSELORS WOULD GO INTO THE HOME TO DO FAMILY COUNSELING?

Number Respondents	Yes	%	No	%	Un- decided	%	Un- answered	%	Total
40	23	57.5	4	10	4	10	9	22.5	40

COMMENTS:

"Would favor a program where counselors specially trained for home counseling went into the home. The right person visiting the home could have a tremendous impact of a favorable nature. The wrong personality regardless of training could create a disaster."

"If qualified". . . "With reservations"

"Our counseling staff definitely sees the need for a school psychologist and would also go along with the social worker concept if funds were available."

This question coupled with the first question, which asked if the schools had home-school counselors, is the core of the research. A majority of the schools said they did not have a home-school counselor, but they would like to have one if funds were available.

No comments accompanied the "no" responses. The four "undecided" replies match replies to other questions calling

for evaluation. The researcher feels the comparatively large number of unanswered replies to this question, may have a relationship to its position on the questionnaire. It followed four questions on elementary counselors, and may have been thought to be a part of that sequence, so inadvertently missed, oversight is possible.

SUMMARY

The empirical evidence of a sample of Montana high schools has been presented in the tabulated results of the survey. The response to the questionnaire of 40 replies out of 46, 86.9% is adequate. The comments added much to the interpretation of the findings.

The most important finding comes in the combination of answers to the first and last questions. The first indicates few home-school counselors are employed in Montana schools; the last indicates though they do not have such a program a majority would initiate such a program if funds were available. (This question was purposely placed last on the questionnaire, as it was felt well to have the whole instrument read first before answering this question on a counseling situation new to many.)

Not many school psychologists or social workers are employed, but schools evaluated them as successful. The fact that more elementary counselors are employed than any of the other professionals, could indicate more acceptance of them at this time. Confusion in the roles of the various professionals who work with families, sometimes in the home, is exemplified by counselors being called social workers and vice versa.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This investigative study of the school counselor who goes into the home to counsel the family, utilized a review of literature and a questionnaire to a sample of Montana high schools to arrive at some conclusions and recommendations on the subject. The results were much what was anticipated from general knowledge of schools, and Montana schools in particular instance. In a rural state such as Montana, specialists are scarce in all fields.

The problem of the study was solved. The research determined how many home school counselors are employed by the selected schools as well as personnel in allied professions, how the programs were evaluated, and how the behavior of the child was modified when the school counselor came into the home.

The purpose of the study was accomplished with the collection of data and a review of literature. Forty-six Montana high schools, Class AA and A comprised the sample. These are Montana's largest, and next largest schools. Forty responses were received. An analysis of the results

are contained in Chapter IV. Data indicates few home school counselors are employed, but there is a definite desire to have them if funds were available. Likewise few of the professionals in allied fields are employed, but they are considered to be successful in the schools where they are employed. Comments of the principals who answered the questionnaire, gave additional meaning to the numerical replies.

The review of literature gave perspective to the situation; in general listing the serious problems every child copes with at this time in history, calling for awareness on the part of the counselor, and close cooperation with the home. The results of experiments where home-school counseling has been tested as to results "calls for response from concerned school personnel" (Wittes-Radin, 1971).

In Chapter I General Questions to be Answered were posed, these will be considered at this point:

1. Should school counselors go into the home to better assist their counselee when need is indicated?

According to the findings of this research, the answer is "Yes," Seven schools with eleven and a half counselors say yes the program is a success. Twenty-three other

schools for a total of thirty, 75% of respondents, say they would initiate such a program if funds were available. The counseling educators in the review of literature, as well as the researchers in the field say "Yes" to this question.

2. What do examples of this type of counseling indicate as to its success or failure?

All schools having such a program in the sample of Montana secondary schools, except one who felt his program was too new to evaluate, said they considered it a success. All examples of home-school counseling cited in the review of literature indicated it was very successful. No examples of failure were found. Four "undecided" replies were given to Question 13 asking if the principals would favor initiating such a plan if money were available. Four negative answers were recorded.

3. Does the student's behavior in school improve with such a program?

Responses to this were: "Better understanding with parents," "Better attendance" "More academic effort," "More positive attitude toward self and school," and one stated the program was not yet evaluated, because it was too new.

4. Do Montana high schools surveyed employ personnel in related professions?

Of the forty schools responding, nine employed school psychologists, seven employed school social workers and sixteen employed elementary counselors. The programs were generally regarded as successful.

5. Do principals of the Montana sample feel there is a need for school home counselors?

Yes, the statistics of the survey are affirmative. Of the seven who have them, six who evaluated said they considered the program a success. The other did not evaluate as he felt the program was too new in his school. Significantly, twenty three who did not have the program said they would initiate it if funds were available.

CONCLUSIONS

From the information obtained from the research instrument (questionnaire to sample of Montana high schools) and the review of literature, the following conclusions are drawn:

1. School children are facing problems which cooperation between the home and school can help solve.

2. Few home-school counselors are employed at this time, however, 75% of the 40 schools responding either have such counselors or would like to have them.

3. Where in operation the program is regarded as successful.

4. Few members of the allied professions are employed at this time, but where employed are generally regarded as successful.

5. Favorable behavior change is noted where home-school counselors are functioning.

6. Home-school counselors should be considered by all schools, as they were evaluated as a success by schools having them, and twenty-three (57.5%) of schools who did not have them, would like to have them.

RECOMMENDATION

As a result of the research, the investigator has the following recommendations:

1. The researcher recommends further research on this subject. All Montana high schools, also junior highs, and elementary schools, should be surveyed to have the complete picture of schools having home-school counselors, and how they evaluate their programs.

2. Educational organizations such as the Montana Education Association could have the subject on their agenda at an annual meeting. Experts could be brought in, but also state schools that have had experience could participate.

3. Parent's organizations such as the Parent Teachers Association could also consider the topic at a state convention and the concept would go back to local units.

4. The State Superintendent of Public Instruction could designate schools having home school counselors on her listing of state counselors thus stimulating interest. She could investigate funding for pilot programs.

5. Counseling educators should be informed of this research, as it suggests a demand may develop in the near future for specially trained counselors, who would go into the home.

6. Educators particularly those in Counseling, Administration, Social Work and Psychology should work together to differentiate the roles of the personnel from their related fields.

7. Research on home-school relations should continue as the child is the chief beneficiary.

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SELECTED REFERENCES

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APPENDICES

APPENDIX A
COVER LETTER

—Montana State University—

Bozeman, Montana 59715. Tel. 406-994-4933

Department of Educational Services

Bozeman, Montana
118 D. Julia Martin Drive
April 5, 1974

The Department of Educational Services of Montana State University is sponsoring research concerning the function of school counselors who go into the home to counsel the family of their counselees, if need is indicated. As a graduate student for an M.Ed. with a Major in Counseling, I have selected this topic for my research project.

Questionnaires are being sent to principals of the forty-six athletically designated AA and A schools, selected as a representative sample of Montana high schools. I shall appreciate your taking a few minutes to answer the enclosed questionnaire pertaining to this type of counseling. There will be complete confidentiality; no names will be used in connection with the use of the data.

Thank you for your assistance. If you would like a copy of the findings of the survey, check in the space designated at the end of the questionnaire. A stamped, self addressed envelope is enclosed for your reply. If possible will you please return the questionnaire by April 22.

Your opinion is valued on this subject which has importance for students, school, home and community.

Sincerely yours,

(Mrs.) Gertrude Lindgren

APPENDIX B

QUESTIONNAIRE

School Family Counseling in the Home

Circle

Yes or No

1. Do you have one or more school counselors who do family counseling in the home? (A counselor specifically assigned to work with the family in the home) Yes No
 *If answer is No go to question number 5
 2. How many school-home family counselors does your school employ?
 3. If a program such as this does exist in your school, do you evaluate the program to be a success? Yes No
 4. What type of changes in the student's behavior have you observed under the program? COMMENTS(Use back if more space needed)
 5. Does the school district employ a school psychologist? Yes No
 6. Do you evaluate this program as a success? . Yes No
 7. Does the school district employ a school social worker? Yes No
 8. Do you evaluate this program as a success? . Yes No
 9. Are Elementary Counselors employed in your schools? Yes No
 10. If so, how many does your school district employ?
 11. Do they go into the home to counsel the family? Yes No
 12. Do you evaluate this program as a success? . Yes No
 13. If you do not have such a program, but funds were available, would you favor initiating a program whereby school counselors would go into the home to do family counseling? . . . Yes No
- COMMENTS ON THIS OR ANY OF THE ABOVE QUESTIONS
- * Check if you would like to receive a copy of the findings of this research.