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Signature Amy Theodore Stimson

Date Aug. 4, 1971

COUNSELING AND ITS PREVENTATIVE EFFECTS IN THE ELEMENTARY SCHOOL

by

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ABSTRACT

This paper is concerned with the preventation effort of counseling in the elementary school. The literature surveyed from the Montana State University Library and the University of Utah Library expressed the conviction that we must find means of preventing, rather than trying to remedy situations after they occur. This conviction has brought an awareness that any attempt to solve problems must begin with a strengthened program of counseling and guidance services in the elementary school, for in the early years of the school experience children develop self-concepts and values that determine the motivation for learning and personal development in the secondary school as well as in the adult years of an individual's life.

Guidance in elementary schools is emerging as a process primarily concerned with assisting the child as a learner. Essentially it is the process of helping the child to understand and accept himself in relation to his own needs and to those of his environment. Early identification of each child's needs and interests, interpretation of these to parents and teachers and counseling for every child would seem to be the chief of goals for developing adequate guidance services.

Counseling is a significant aspect of the elementary program. Early counseling helps the child to make adjustments to new and difficult situations and thus strengthens the child's ability to apply his self-understanding to the solution of problems in later years.

A long standing problem in education has been the student who does not do as well academically as might be expected. Most research studies have been focused on secondary school and college underachievers. It would seem that if the underachiever is to gain maximum benefit from his educational experience, early identification and treatment of this behavior is necessary. Studies have demonstrated that underachievement exists at the elementary school level and it is possible to identify and work with underachievers at an early age.

Children with emotional problems, social problems, learning problems can be detected in the earliest grades and the sooner help is given, the greater will be the benefits gained by children, parents, and teachers. No longer need children continue through the school years meeting with failure at every endeavor.

CHAPTER I

INTRODUCTION

Since 1950 there has been an increasing awareness that people are the most basic resource for nation's progress and development. Attention was placed on the academically able student and even more so on the able youth who was not achieving. Concern mounted for the conservation of human resources and the secondary school youths were studied and counseled in matters of school dropouts, juvenile delinquency and general low achievement of able youths.

It was not until later, 1965-1966, that there came a realization that we must find means of preventing, rather than trying to remedy situations after they occur. This conviction brought an awareness that attempts to solve problems must begin with a strengthened program of counseling and guidance services in the elementary school, for in the early years of the school experience children develop self-concepts and values that determine the motivation for learning and personal development in the secondary school as well as in the adult years of an individual's life.

The earlier the school identifies the needs of a child, and provides for a realistic atmosphere of success and

acceptance, the greater will be the chance that the child's self-concept can grow as a basis for progress.

Statement of Problem

To help elementary school pupils to meet new challenges and to prevent the onset of educational, social, and personal problems, the specialized knowledge and skills of professionally trained pupil personnel specialists have been added to the services of many schools. It has become apparent that if these services are to be fully effective, they must begin early in life and must be available to all children and their parents rather than limited to those who exhibit serious problems. Prevention is the watchword. The preventative approach predominates in the viewpoint expressed in this paper.

The problem of this study is, that as an educator with marked interest in children, this researcher investigated, through a review of recent literature (1956 to the present), the elementary school counselor's role as a preventative influence in the total school program.

Purpose of the Study

Much of the confusion about the development of counseling in the elementary schools has been caused by the

assumption that the focus and values of counseling in the secondary school could be carried over to the elementary school.

This researcher's purpose through a thorough review of literature was to present the elementary counselor's contributing role of helping the child to understand and accept himself in relation to his own needs and to those of his environment.

To discover also how effective is early identification of each child's needs and interests, interpretation of those needs to parents and teachers and counseling with each child with a goal of prevention to secure the future emotional, social, and educational adjustment of the child.

General Questions to be Answered

A number of questions had emerged and it was anticipated that through the review of literature they would be resolved.

What is the relationship of the counselor to the administrator, teachers and other members of the school staff?

How can elementary school counseling be made an integral part of the total educational program?

In what ways can the needs of all the children be met through a total guidance and counseling program?

What is the total effectiveness of early counseling in the Elementary School?

To what extent can the counselor involve the home and school in counseling program?

General Procedure

The data for this research study was compiled from a thorough review of literature available at Montana State University Library at Bozeman, Montana and the University of Utah Library at Salt Lake City, Utah. Pertinent materials were selected from professional journals in the fields of counseling, education, child growth and development, and psychology. Hardbound publications were used in the study also.

The materials and information gathered was used as a basis for analysis by the researcher.

Limitations

The purpose of this paper was to determine the effectiveness of the elementary school guidance and counseling program as a preventative influence.

Due to the scarcity of elementary school counselors in Montana it would have been difficult to use a tool such as a questionnaire in seeking information concerning the

problem proposed.

Counselors have been placed in the secondary schools, but as yet elementary school counselors are a rarity although the need is becoming more evident in some areas.

The review of literature was limited to that available in the Montana State University Library in Salt Lake City, Utah.

Definition of Terms

The subsequent terms were defined in the following manner as they related to the review of literature.

1. Guidance is a process of helping individuals to help themselves through their own efforts, to discover and to develop their potential resources for personal fulfillment and social usefulness. Guidance, in a school sense, is also a program of services, coordinated in such a way as to provide the most effective help for students in this direction.(28:2).

2. Counseling is the major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustments and decisions in the light of this insight, to

accept personal responsibility for his choices, and to follow courses of action in harmony with his choices (28:2).

Summary

The elementary school child is at a crucial stage in his development. He is engaged in formulating a self-concept, establishing an identity, developing adequate social relationships and meeting the challenges in the world of educational achievement. It is during this period that attitudes toward school, peers and society in general are formed (10).

The acquisition of facts and skills of subject matter is dependent upon desirable personality adjustment. One must become appreciative of the child as a human being who is continuously undergoing an intricate process of adjustment to an increasingly complex and changing world.

Early counseling therefore can help the child to make the adjustments to new and different situations and thus strengthen the child's ability to apply his self-understanding to the solution of problems in later years.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The following review of literature represented a sample from the numerous journals, articles, and hard bound publications available in the Montana State University Library and the University of Utah Library from 1956 to the present.

By no accident programs of pupil personnel services as a feature of public education have had their genesis and greatest development in the United States. The strength of a democratic society depends upon the extent to which its population is informed about, and dedicated to, the principles upon which it is based. To strengthen such a society, our forefathers established the public schools to provide an education for all American youth. As our nation has developed, social changes have placed additional burdens upon education. Population mobility and increasing industrialization have given rise to disruptive influences in family life. The marked urban migration has increased the problems of inadequate housing and segregation and has caused many pupils to grow up with poor self concepts,

lack of incentives, and meager experiential backgrounds. The rapid increase of technological information, the impact of automation on employment, and demands for a signicantly higher level of academic education have increased pressure on pupils to learn more in less time.

A child's progress in elementary school determine to a large extent his success or failure in later years of schooling. "Seeds of success--as well as seeds of apathy, failure, or discontent, which lead some students to drop out of high school--are, for the most part, sown early in the child's life."(16).

Significant developments from 1950 to the sixties brought a recognition that organized programs of guidance and counseling are as important on the elementary level as on the secondary level.

Anna Meeks continues (27:108-111) that there came about a conviction that we must find ways of preventing rather than trying to remedy situations after they occur. This conviction brought an awareness that any attempt to solve problems must begin with a strengthened program of counseling and guidance services in the elementary school, for in the early years of the school experience children develop self-concepts and values that determine the motiva-

tion for learning and personal development in the secondary school as well as in the adult years of an individual's life.

In a summary of longitudinal studies of educational achievement, Bloom stated (2) that approximately fifty percent of general achievement at grade twelve has been reached by the end of grade three. His findings indicate that the first few years of school are extremely significant in the development of the child's attitudes toward school and in the development of his long-range pattern on achievement. The child who has an adequate self-concept functions more adequately socially and academically.

The Counselor and Prevention

With today's greater emphasis upon the primary prevention of emotional and behavioral disorders, counselors and educators have become more cognizant of the necessity of counseling in the elementary school. Educational and behavioral specialists generally agree that the early detection and treatment of incipient emotional and behavioral problems results in a more favorable prognosis.(35:260-266).

Cottingham (6:112-119) states that although the home and school have some common and many unique responsibilities with respect to child growth, perhaps the

guidance aspect of education that emphasizes personal adequacies is one of the obligations of the educational domain, but one that is shared with the home. Certainly, the stregthening of the child's ability to perceive reality, to master symbolic skill, and apply knowledge to environmental stiuations are elements needed for total personal growth in response to societal demands. Because of the close interrelationships between subjective and objective experiences at the elementary school level, where the self-image and ego formation are in the formative stages, the nature of the child's experiences is highly significant. Specifically, the way in which a child is taught or helped to perceive himself and his environment directly influence his self-image, which in turn conditions his creative interaction with his environment. Education must provide an experiential setting, which will maximize personal growth and strength as a requisite for learning power and imagination to interact comfortably with society.

The preventive and developmental character of these learning conditions should be emphasized. Recognizing that future cultures grow out of present circumstances, one task of education is to assist children to acquire the capacity for a humane and effective development of

tomorrow's world. This need is accentuated by the apparent lessening influence of former guideposts to maturity and the obvious need for new and constructively relevant ways to reconcile mankind's needs with the demands of modern society. To assume this type of responsibility, individuals must have, as Erikson (13) explains it, "a firm sense of identity and a set of values consistent with the self, consonant with one's history, and justifiable as an object of commitment."

A study examining the results of counseling eighth-grade students by Evan and Cody (14:427-432) summarized that the implications among theorists has been that the counselee, as a result of counseling, should become better able to handle problems and decisions on an independent basis.

They continue that one assumes a justification for counseling students is that they learn skills and principles in counseling that carry over into noncounseling situations. "It appears that a decision-making process learned in a counseling-like setting can transfer to similar and other real-life situations."

A rational for the existence of the guidance function in education is concern for the individual. It

can be assumed that various types of interruptions or inadequate motivation may influence the orderly educational or personal growth of the child through his elementary and adolescent years in school, reducing optimal development. Cottingham continues (6:112-119) that such situations may arise through normal developmental experiences, as well as at critical decision points. These discontinuities arise when either educational or personal self-expectations are not realized as anticipated, preventing an individual from moving ahead.

Conditions bringing about barriers may be internal or environmental in origin. Internal sources of discomfort may be feelings of: (a) lack of freedom for self-expression; (b) inability to make choices; or (c) doubts about responsibility or self-acceptance. Environmental conditions that block development may be: (a) lack of recognition by others; (b) insufficient presence of successful adult contacts; or (c) inadequate availability of opportunities and resources for expanding one's perception of the world. The guidance and counseling function is designed to help students in anticipating and adapting to experiences that interrupt or fail to stimulate continued involvement in certain school or personal activities. The primary concern is to help

children develop a series of coping behaviors, which, following one or more models of human effectiveness, will enable them to respond successfully to their environmental demands.

Cottingham summarizes that an opportunity for better self-understanding and greater personal adequacy through a distinct educational emphasis should be available to all pupils. This special focus is broadly developmental, i.e., both preventive and adaptive and may range from stress on cultural value judgments or problem-solving behavior to the attainment of adequate personal-social development. The child needs to know that the environment is not losing him and to feel that he is not lost in the environment.

All children have certain needs they are trying to meet. Some of these needs are well-defined, others exert a more general influence on behavior. Thompson continues (34:164-171) that needs cause tensions that children continuously try to reduce. They often find active or constructive behaviors for meeting most of their needs. Some children, however, are not successful in meeting their needs with acceptable behaviors, and turn to passive or destructive behaviors they feel will satisfy these needs. If we assume that children are like adults in trying to

meet their needs in the best way they know how, then, we must conclude that new learning or relearning must occur if unacceptable behavior is to be rejected. Changes will most likely occur when dissonance between what the child wants and what he has is greatest. It is necessary to examine the child's behavior in both descriptive and value terms. We have to look at what a student is doing, what he gets for doing it, and how it helps him fulfill a particular need.

The child's trial-and-error attempts at interpersonal movement may not always be socially acceptable and are subject to errors of perception and interpretation. As the child interprets or misinterprets his experiences with his inner and outer environments he draws conclusions about effective approaches to social living. His attitude toward life in general constitutes his life-style or life pattern, which is the key to the personality of each individual. The concept of life style encompasses the unity of a child's personality; all acts and attitudes are only facets of his general life style, which is based on his evaluation of himself and his ability. Maladjustments or maladaptive behavior is viewed as the expression of mistaken approaches to finding a place in the group of groups that encompass a

child's life. As long as the child is not discouraged, he will seek his place through useful contributions appropriate to the demands of the situation; however, as he becomes discouraged in his attempt at social belonging, he switches to the use of compensatory or over-compensatory behavior, on the mistaken notion that this will ensure his acceptance. An implication for counseling of this conceptualization is that the misbehavior of children is accounted for by their misinterpretations and mistaken concepts about themselves and the process of social living; further, that if new information designed to correct the mistaken self-concept is adequately and meaningfully provided the child, he can, as a self-determining, creative human, effect self-change.

Christensen continues (4:12-19) that however effective the counselor is in assisting the child to change to more appropriate behavior, the new behavior is more likely to be maintained if the counselor can also effect change in the interaction pattern of the significant adults in the child's life, thereby providing the child new interaction experiences that can confirm the appropriateness of the new behaviors.

One objective of counseling is to provide the child

information relevant to his gaining new insights about his behavior. The counselor, according to Christensen, may use a wide variety of techniques that allow the child to develop insight. In practice, the techniques might typically include one-to-one counseling, group counseling, group discussion, role-playing, classroom discussion, and instruction.

Consensus on the broadest guideline for elementary school counseling programs was reached in the ACES-ASCA Committee Report on Elementary Counselors (1) and is reflected in the following series of statements of the professional responsibilities of the counselor:

1. Participating in creating an environment conducive to learning and growth for all children.
2. Helping parents to understand the developmental needs of all pupils and working with parents to meet the individual needs of their own children in the school situation.
3. Helping the individual child to grow in self-understanding and in positive maximum use of his potential.
4. Participating in curriculum development change.

The role of the elementary school counselor is to ease academic, personal, and social development of the elementary school child. The scope of its services extends

to: (a) teacher consultation, including teacher in-service, (b) parent counseling; (c) pupil counseling; (d) classroom guidance program; and (e) community agency coordination.

The counselor is the person in the total counseling program and is involved in working with teachers, parents, students, and community agencies to assist in the ultimate academic, personal, and social adjustment of the individual.

Newman (29:354-357) in an article concerning full time counselors found that officials of the Bakersfield City School District in California became convinced that counseling services in the junior high schools are many times too late and they did something about the problem. They placed full-time counselors in the elementary schools confident that guidance and counseling in elementary grades can be in time to prevent many cases of malajustment of children in school.

The framework from within their counselors worked was as follows:

Counselors shall have charge of the counseling and guidance of pupils including both curative and preventative counseling.

Primarily the counselor is responsible for counseling and guidance activities. A mimimum of administrative, managerial, clerical, or other similar activities should be assigned to the counselor.

Counselors shall have charge of the following activities:

1) Group counseling
2) Assisting teachers with pupil behavior
3) Tests and measurements
4) Conferences with parents
5) Pupil welfare
6) Enrollment
7) Orientation of pupils
8) Attendance problems

Two full-time counselors, employed under a federal grant provided by ESEA, Title I, were given the assignment of initiating a program of counseling in the four elementary schools of an Arizona school district. Their work with students, teachers, and parents began February 9, 1966, and evaluations were made in June, 1966, and again in June, 1967.

Students who had received counseling were asked to answer a questionaire. Results indicated that students

found counseling helpful and preferred to talk with the school counselors regarding personal problems, to discuss school work difficulties with their teachers, and family problems with parents.

All teachers in the elementary schools were requested to complete a questionnaire. Results indicated that counselors are considered an important part of the staff and helpful to the child, parents, and teachers.

Only those parents who met with the counselors were sent questionnaires to complete. As a group, they were the most positive of the groups in their approval of elementary school counseling. The majority of parents wrote additional comments on the questionnaire, and all of the comments indicated support for the counseling program.

Daldrup continues (9:118-125) that the three-pronged evaluation was utilized to provide the counselors a general feeling of how their program was being received, the strong and weak areas in it, and a basis for making necessary changes to improve the program.

There is a clear distinction between the work of the teacher and that of the counselor. The precepts of guidance could and should be practiced in every school room, but according to Harrison (17:107-109) they are not

to be confused with the professional service called counseling. The following differences are:

1. The counselor functions as a professional in the interview as opposed to the lay person who,in conference, uses advisement, persuasion and even at time, threats and cajolery.

2. The counselor engages in a professional diagnosis as opposed to the lay person's mere recognition that a problem exits.

3. The counselor functions in professional treatment, using sound psychological methods as opposed to the hit-or-miss efforts of a lay person.

4. The counselor functions as the professional leader of small informal child-centered groups as opposed to the lay leader whose classroom group situations are larger, more formal, and leader-centered.

Counseling in the elementary school is in danger of being watered down to the level of everybody's business. Ruth Strang (33:180-183) has written a comprehensive definition of counseling:

> "Counseling and psychotherapy have much in common. All forms feature a face-to-face relationship in which growth takes place--a relationship in which the client develops understanding of himself and others and ability to cope with his personal problems and other life situations. All forms aim to help personalities attain a higher level of personal and social development."

To clarify further the responsibilities of the elementary school counselor Harrison (17:107-109) goes on

to list the functions performed by the counselor as director of guidance services:

1. The counselor acts as consultant to the principal.
2. The counselor acts as consultant to the teachers.
3. The counselor acts as consultant to the parents.

As a consultant the counselor often calls together a team for purposes of holding a case conference concerning a child with whom each member of the team of school personnel has worked.

The counselor may sometimes work with a committee to plan certain aspects of the guidance program that involves members of the staff.

Sometimes the counselor must also be psychometrist and social worker, depending upon the circumstances in which he finds himself.

Harrison concludes her article by adding that being a counselor in the elementary school is not a job for any other member of the staff, no matter how guidance-minded that member may be.

The counselor must be able to help teachers understand the meaning of a child's behavior and further assist the teachers in modifying their methods of dealing with

children. Only then is it likely that the child will effect a change in his approach to life. In the classroom this is best accomplished through direct consultation with the teacher. It should be apparent that in the instance of teacher consultation, the education model offers to enhance the professional relationship between the counselor and the teacher. No allusion to teacher's "personality problem" is made. The teacher is approached as a colleague, a peer professional. The counselor's role is to provide new information, new insight, and in some instances new techniques in interpersonal relationships to the teacher. Even instruction by demonstrating a new technique is part of the counseling procedure. Underlying the whole consultative relationship is the attitude of mutual respect that is at least in part generated by the assumption of the education model that assumes that parents, teachers, and children are capable of making use of new knowledge to accomplish appropriate behavior change.

Christensen continues (4:12-19) that counseling with children, pre-school through upper elementary grades, requires special counseling skills. The emphasis in the elementary school program is largely developmental or preventive in nature. This emphasis constitutes the essential difference

between a secondary counseling program and a counseling program uniquely designed for the elementary school. While assisting parents and teachers to better understand the child, taking into account the developmental information pertinent to the child under study, and making recommendations for consistent retraining by the parents and the teachers are effective approaches, there will be considerable need to deal directly with the child in a variety of counseling relationships.

The child has specific needs that relate to the guidance process. He needs to mature in self-acceptance, in his understanding of self, and in his comprehension of his assets and liabilities. The child needs to develop a more realistic self-evaluation and the counselor can help in this process. The counselor can also assist the child to develop, to mature in social relationships, to belong, and to identify. The child needs to develop independence, to take on responsibility, to make choices, and to be responsible for these choices. He needs to mature in his ability to plan. The counselor provides an environment in which the child is independent, makes choices, and becomes responsible for his decisions. The child also needs to mature in understanding the role of work in life as it first appears in educational

achievement and then as it appears in the environment as related to jobs and employment opportunities. The child needs to develop a realistic self-appraisal of his capacities, interests, and attitudes as they relate to the work tasks (11:263).

According to Christensen (4:12-19) the services provided by the school counselor include:

1. Coordinating the collection, organization, and interpretation of information appropriate to the understanding of the pubils disabilities, aptitudes, interests, and other personal characteristics related to educational-career planning and placement as well as satisfactory personal-social adjustment.

2. Making appropriate information available to the pupil, his parents, teachers, and administrators.

3. Preparing case materials for appropriate persons and agencies within and without the school district.

4. Assisting the principal in conducting case conferences with teachers, administrators, and other pupil personnel service workers.

5. Providing liaison with appropriate persons and agencies outside the school system.

6. Providing individual counseling for the pupil and his parents to help him achieve self-understanding for purposes of personal, social, and occupational growth and adjustment and further for purposes of assisting him in seeking other appropriate sources for assistance both within and without the school system.

7. Providing group counseling, when appropriate, for pupils and their parents to help them achieve understanding for purposes of personal, social, and occupational growth and adjustment.

8. Collecting and maintaining materials which will assist pupils in their personal-social and occupational planning and adjustment.

9. Assisting principals and teachers on articulation and orientation programs, such as "Bridging the Gap" from elementary school to junior high.

The preventive nature of the program can be emphasized through teacher, child, and parent education, while the corrective measures are provided through individual, group, and family counseling. Unlike secondary and higher school programs, many counseling services can be offered children in the elementary school through the classroom instructional programs.

McCreary and Miller (26:494-498) surveyed 175 counselors, 118 elementary school principals, and 312 teachers in California schools employing elementary counselors. Both administrators and counselors ranked counseling with children as the most important function of the elementary counselor. To discover how elementary school principals perceive counselors, Shertzer and Lundy (32:172-178) sent a questionnaire to a stratified sample of 300 elementary school principals in Indiana. One aspect of that study sought to answer the

question: "What guidance services should be provided by the elementary school counselor?" The results indicated that the image of the elementary school counselor projected by the elementary school administrator is much like the image of the secondary school counselor. Remedial, preventive, and problem-solving activities were emphasized, and the concept of developmental guidance was not expressed.

According to Dinkmeyer (12:267-272) the developmental approach would accept that behavior patterns in children are not necessarily final and definitive but may well be a stage through which the individual is moving. It recognizes the child's needs for assistance in coping with developmental tasks. The child can use help in understanding why he perceives life as he does. The developmental group provides an opportunity for exploration and examination. It provides a reality situation in which group members have the opportunity to learn appropriate patterns of coping with and mastering certain kinds of tasks in order to develop as effective social beings.

Dinkmeyer sees the purpose of developmental counseling as much more than crisis-manipulation, repair, or remediation; counseling must have some ultimate purposes. The objectives of counseling can be described in terms of

helping individuals to:

1. Know and understand themselves;
2. Develop self-acceptance and a feeling of personal worth;
3. Develop methods of solving the developmental tasks of life;
4. Develop increased self-direction, problem-solving, and decision-making abilities;
5. Develop sensitivity to the needs of others, resulting in social interest and the desire to cooperate with others and mature in human relations.

Dinkmeyer quotes from Byrne (3:212) in stating our ultimate goal in counseling as: "The counselor's goal, firmly based on the human worth of the individual, regardless of education, intelligence, color, of background, is to use his technical skills (a) to help each counselee attain and maintain an awareness of self so that he can be responsible for himself; (b) to help each counselee confront threats to his being, and thus to open further the way for the counselee to increase his concerns for others' well-being; and (c) to help each counselee bring into full operation his unique potential in compatibility with his own life style and within the ethical limits of society."

In an article by Kearney he states (20:348-353) that educators must keep in mind (1) that the total achievement

level of a school is raised by working with individual children and (2) that the sooner the individual children receive help, the greater will be their improvement. With these two facts in mind it is difficult to understand the delay of some educators in establishing programs of guidance and counseling on the elementary-school level which will help individual children.

Guidance and counseling is fundamental in all areas of growth-pphysical, social and academic development, as well as emotional development. We are looking at all children and planning how they can be helped as complete individuals.

A study done by Collier (5) was taken to determine whether counseling was effective in helping fifth and sixth grade children improve their social adjustment. A second purpose was to determine whether individual or group counseling was the more effective approach to helping the socially unaccepted child.

The sociometric instruments (a sociogram, a Social Distance Scale and a "guess who" questionnaire) were administered by the counselors to all the fifth and sixth grade children in six elementary schools. These schools had been chosen because they had existing guidance programs and full-

time, certified elementary school counselors.

Using the results of the three instruments, 24 children who were not accepted by their peers were identified from each of the six schools. These subjects were divided into three groups; one group receiving individual counseling, one group participating in group counseling, and one group serving as a control and having no counseling experience.

Five months after counseling began, the same sociometric instruments were again administered to every fifth and sixth grade child in the six schools. Scores of the subjects on both the pretest and the post-test were converted to standard scores and a change score computed.

The design of the study was set up so that it contained an equal number of male and female counselors as well as an equal number of boys and girls in each of the treatment groups. The statistical design was also set up to include these variables even though they were not included in the hypotheses.

Those children who had received counseling made a significant gain in social adjustment over those children who had no counseling experience. Both individual and group counseling were found to be effective in helping fifth and

sixth grade children become better adjusted socially as perceived by their peer group and reflected by the sociogram, the Social Distance Scale, and the "guess who" questionnaire.

Schools are responsible for more than a program of teaching. They are responsible for making it possible for each child to learn to the maximum of his ability. The progress of each child must be followed in order to produce the desired results of a full functioning individual.

The counselor should have available information on the particular problems and the success of his program with these problems in order to be aware of future needs and to be able to make plans for improvement.

Healy (18) undertook a study to compare the use and evaluation of certain guidance techniques and procedures by teachers in experimental schools where an EIP (Early Indentification and Prevention Program) program was present and by teachers of a control group in schools where this program was not present. It was also the purpose of the study to report which techniques and procedures of guidance were most frequently utilized and which of the listed practices were most grequently evaluated to be: Most Helpful, Helpful, Of Little Use, of Unfamiliar.

The subjects who participated were 405 licensed

teachers of kindergarten, first, second or third grade classes in 32 public elementary schools in the City of New York.

The data gathering instrument used in the investigation was a questionnaire developed by the writer. The questionnaire was divided into eleven guidance areas. Each area contained certain techniques and procedures of guidance that might be appropriately utilized by elementary school teachers.

The data were evaluated by means of t tests of significance of differences between means. Numbers and percents were tabulated to indicate utilization and evaluation in each of the listed guidance techniques and procedures.

The following results were reported:

The t tests of the significance of the differences between the mean scores for the experimental group and the control group were significant in the areas concerning number of items utilized, and number of items evaluated as Most Helpful, Helpful and Unfamiliar. It was concluded that the presence of an EIP program in a school resulted in the utilization of a greater number of certain guidance techniques and procedures by teachers and a greater number of

practices being evaluated positively. It was also noted that fewer practices were rated as being Unfamiliar by teachers in this group.

Tabulations of the most frequently utilized items indicated that certain techniques and procedures contained in the broad guidance areas of Identification of Special Children, Social Relations and Parent-Teacher Relations were utilized to a large degree. Further tabulations indicated that practices in the broad areas of Identification of Special Children and Prevention were evaluated frequently as being Most Helpful. Certain items concerned with the areas of Records, Testing and Attendance received relatively high negative ratings, and certain practices involving visits to the homes of children and interpretation of test results were evaluated as being Unfamiliar with a relatively high degree of frequency.

The Elementary School Counselor is frequently in the position of having far more children brought to his attention than he can assist effectively and often must make evaluations and recommendations based upon a minimum of data. Not only is he involved with children, but he must also work with the school faculty, administration, and the parents. He is expected to provide an understanding of children's

problems and to suggest ways and methods of effecting positive changes within the school setting. At best this is a difficult job and can be even more difficult if the counselor has not developed a basic personality framework for understanding the behavior of children (15:20-26).

Adlerian Psychology especially concerns itself with the psychology of children. It is a psychology which allows no gap to exist between theory and practice. It fastens upon the unity of the personality and studies its dynamic struggle for development and expression. From such a point of view, scientific knowledge is already practical wisdom for the knowledge is a knowledge of mistakes and whoever has this knowledge--whether it be the psychologist, the parent, the friend, or the individual--immediately sees its practical application in the guidance of the personality concerned.

Since he is primarily dealing with children and must be involved in the practical application of skills and knowledges this has special interest for the Elementary School Counselor since Adlerian Psychology offers a very realistic and practical approach to this end.

Adlerian Psychology deals with the purposes of behavior rather than the causes. A child's every action has purpose, and if the counselor knows that purpose he is in a

position to make effective recommendations. The basic purpose of all behavior is to help the child find a place for himself within his social setting. The child who feels that he is competent and who has a good self-concept will approach this task in a positive and healthy way. He will learn the skills necessary for effective social interaction on both an academic and an interpersonal level. Ultimately he will become a positive contributing member of adult society. The child who feels inadequate or markedly inferior will take a different path. He will withdraw from positive interaction and achievement. He may refuse to mind, may be unable to accomplish much academically, and do many other things that are distracting, annoying, and generally unacceptable to adults. In his own way, and based upon his interpretation of the social scene, he is trying to find his place. No matter how illogical the child's behavior may seem to adults, it is consistent and logical in accordance with the child's interpretation of his world.

There are many factors that may contribute to a marked feeling of inadequacy or inferiority, including socioeconomic level, being an only child, having specific physical problems, being the only boy or girl within a large family, being a member of a minority group (social, religious,

or economic), and many others. The child's position within the family setting is also a very important consideration.

Regardless of the contributing factors, the counselor cannot change physical limitations or circumstances. He can, however, make recommendations that will help change the child's interpretation of the situation with resultant behavioral changes. Most research studies have been focused on secondary school and college underachievers (36:384). It would seem that if the underachiever is to gain maximum benefit from his educational experience, early identification and treatment of this behavior is necessary.

Underachievement among high school sophomores is not a surface phenomenon which is easily modifiable, but rather is related to the basic personality matrix of the individual. If it is true that academic underachievement is related to basic personality structure, then such behavior is likely to occur during the early elementary school years. Specific information regarding the point at which underachievement actually begins has implications both for preventative and remedial measures that may be undertaken. Shaw and McCuen (31:103-108) have undertaken a study to determine whether there is any specific academic level at which academic underachievement can be said to begin and to

discover the subsequent pattern of achievement.

The most obvious implication of the study is the need for the early identification of underachievers. The work being done at present seems to be going on mainly in the high school. It has been suggested that while counseling with underachievers may prove to be successful at all levels, it requires less time with younger students. "Changes do occur in clients when counselors trained work specifically with elementary students are employed and when their counseling is a part of an organized program" (22).

In an article concerning counseling with emotionally disturbed students, Jacobs (19) has noted that rehabilitation of a disabled individual should begin at the first indication of atypical behavior. The school has an important role to play in a total and long range rehabilitation process.

Services which should be made available to the emotionally disturbed student include identification and case finding, counseling, and utilization of community resources.

The school counselor because of his specialized training and experience is the major resource in the school rehabilitation program and he also takes a direct role in

providing vocationally oriented counseling and in coordinating school and community services.

In an article by Thompson (34:164-171) he addes that recent studies have shown that vocational interest patterns develop early in life and those concerned with this growth stage of below 11 or 12 years need to be aware of the vocational implications of early experiences. Even young people themselves can understand the relative ease and satisfaction they experience when engaging in activities involving things, words and numbers or people, i.e., the three broad categories of activity which make up our occuational sturcture.

Of more importance than patterns of occupational interest, however, is the development of attitudes toward work, toward leadership-followership roles, toward creative, self-expressive activities. The counselor, with his interest in development and in the maximum flowering of the individual's potential, has an increasingly recognized role to play in this stage of a child's development.

The large number of youngsters who have dropped out of school without salable job skills has led to the recognition of the problem as a serious one even by national political leaders. Counselors cannot solve the problem by themselves, but they can try to identify these children early

in their school career, and to enlist the assistance of teachers and administrators in trying to make school more meaningful for them.

Prevention appears to be much more promising than rehabilitation. If really effective preventive measures are to be taken, the parents must be helped to become more responsible and conditions within the community must be improved.

Ohlsen (30) feels that a thorough program would involve legislation and legal action that even the most courageous political leaders are reluctant to push. For the present both prevention and rehabilitation are needed, and both require the cooperation of school staff, therapists in community treatment centers, and political leaders.

Counselors are needed in the elementary schools if the earliest stages of a pupils' development are to be guided and if pupils in need of help are to be identified early and serious problems are to be prevented.

The emphasis on prevention suggests that guidance workers must be concerned about all the pupils, not just the physically handicapped, the mentally handicapped, the emotionally distrubed, the asocial, and the gifted. Since emotional problems tend to interfere with efficient learning,

schools must be concerned about each pupil's mental health in order that he may develop his potentialities.

Counseling services are needed when a reasonably well-adjusted pupil encounters problems that he cannot solve either by himself or with the assistance of such important other people as parents or teachers.

Ohlsen states that most experts are in agreement that a pupil can profit from the help of a qualified counselor when he is in such situations as the following:

1. he feels that those whose love and affection he has relied on have let him down;
2. he loses someone dear to him;
3. he feels unsure of love and affection from those whom he loves;
4. he feels guilty about letting others down or hurting them;
5. he does something which he believes is wrong and feels guilty about it;
6. he knows what he should do, and feels guilty about not doing it;
7. he cannot, or will not, do what those whose recognition he seeks expect;
8. he is placed in a situation where he is unsure of what he is expected to do;
9. he has the necessary prerequisite knowledge, skills, and abilities to do what is expected but he doubts his ability to succeed;

10. he must make a decision which will please some whose recognition he seeks and disappoint others;

11. he is faced with a problem for which he sees several alternative solutions, and he cannot decide which to choose.

These are but a few of the problems which everyone faces at one time or another. Some of them are very difficult for even healthy, mature adults to solve; little wonder then that they interfere with children's learning efficiency.

This is a crucial time in the history of the guidance movement. The reason is that guidance, as a universal process in American Education, is in the spotlight, and on the spot, to a far greater extent than it has ever been before.

The need has arisen for paying more attention to social consequences in the guidance process and, at the same time, for preserving individual freedom. The imperative need emerges for maximum development of all human potentialities in our democracy, requiring continuous and systematic attention to subjective percepts and concepts of the individual, while preserving and enhancing personal integrity and assisting each pupil in the development of a suitable, feasible, and socially useful, if not creative, life outlook.

Mathewson (25:645-649) goes on to say that a serious current question is whether it is possible in most American schools to consider practicable procedures for providing a form of guidance which will be professional in character and which will capitalize upon the fact that the guidance process can be influential in education for self-understanding and self-direction over the span of ten to twelve years that most American children now spend in school.

Mathewson presents the following means of implementing a developmental strategy of guidance in schools today:

1. Seek more pupil involvement in their own guidance through specially devised instruments and procedures on all grade levels.

2. Through cumulative, coordinated and articulated procedures from grade to grade, attempt to build a growing self-understanding and direction on the part of each pupil.

3. By means of individual observation and counseling at evaluation check-points strategically placed along the grades, assess each individual's progress in the development of more mature educational, vocational, and personal-social outlooks.

4. Seek greater cohesiveness in organization by means of guidance structure which makes the guidance specialist a pivot for the coordination of activities among a limited group of pupils, cooperating very closely with teachers and parents in the same block of students. Assign group work as well as individual consultative functions to this same counselor.

5. Provide at necessary decision-points, a form of advisory guidance which will capitalize upon increments of self-understanding formed during the cumulative guidance process which is evaluated at the check-points previously mentioned.

6. Through school-community experiences such as cooperative work-study, occupational exploration, occupational group conferences, parent orientation, plus essential individualized counseling, attempt to improve understanding of self-situational relations on the part of more pupils.

Ultimately, if a developmental process is perfected, it may be possible to include the subjective dimension to a significant extent in the strategy of guidance prevailing in American education.

Guidance is a cooperative effort of the counselor and his colleagues to help a pupil improve his adjustment to school, and to help him develop skills for dealing more successfully with the problems he encounters after he leaves school.

Ohlsen continues that the young person has particular need of help in understanding himself and his environment. He needs assistance not only in solving his immediate problems but in developing his resources for solving future problems.

To achieve these goals the school must help the

pupil to recognize, accept, develop, and use his various potentialities while he is in school.

When the child is confronted by problems which he cannot solve by himself, it is essential for him to realize that someone is interested in him and to believe that he can obtain help from that person when he needs it.

Teachers have known that children can't wait for help to reach them in the secondary schools where there were well-trained, highly skilled counselors. They know that in so many cases the need for help is immediate.

Administrators realize the many problems of these children. The secondary school counselor has long been aware that many of the problems of high school students could have been resolved, if not prevented, during their earlier years.

Like most of the corrective professions, counseling is a complex art that is based upon scientific discoveries. It is not an operation from which good results can be obtained by the rigorous application of specific rules, but rather one which requires careful judgements and great ingenuity in the application of broad principles. While there will be wide variations in their use, these principles must be observed if the effort is to be successful (21).

The basic rule of individual counseling is concerned with the means of initiating it. This responsibility rests with the counselee. Until he recognizes the need and generates sufficient feeling about it for him spontaneously to seek assistance, there is little than can be done to help him. Without deep, firm cooperation, the participation that is needed will not develop.

When a child who is usually reticent becomes overly verbal and demands that a teacher or parent support his view, he may be seeking help. By allowing him to express his feelings and his views, the true nature of his problem may become apparent. Simply asking him what is the matter may cause a defensive reaction in which he may fabricate or flatly deny the obvious change in his behavior.

Similarly, the boy who brags about being a problem child, the girl who tells stories about "a friend" are exploring and testing. The skillful teacher can see these symptoms and introduce the child to the counselor for the helping relationship the child needs.

Counseling should be a pleasant, easy experience for the counselee. When a critical area is approached, the need to continue must remain greater than the desire for the child to escape from momentary unpleasantness.

It is to provide him with opportunities to consider his problem with a relatively wiser person in order that he may define it more clearly, determine a reasonable solution, test it against reality, and modify his course of action in the light of experience.

2. Point of view. Basic to all counseling is the admission that its primary allegiance is to the student. Counseling is a two-way learning process in which the student is truly the captain of his soul, while the counselor is servant, not master, protector, not prescriber, minister, not manipulator.

3. Personnel. Counseling requires personnel who are equipped for the task. As a service, counseling is the shared responsibility of many in the school, each working at his own level within the framework of his training and the limitations of his situation. It demands the cooperative effort of administrator, counselor, and teacher, each of whom in his own way labors for a common objective, the prevention and remediation of student difficulties.

4. Process. Counseling is a process in which as often as not, the student takes the lead and in which guide and guided are about as near to being peers as mature and immature can ever be.

The counselor seeks to help the individual understand himself in order that he may help himself.

5. Place. Counseling requires some fixed place, suitably equipped, which conveys to both counselor and counselee that realization that the relationship is quite different from any other in the school.

Those who work with elementary school pupils must recognize that the children are less independent than older students are, and therefore counseling must involve parents more in the treatment process than they would with older pupils.

Grubbe (15:20-26) points out that young children can change their behavior to something more positive, providing they have the opportunity to do so. Not too infrequently, the counselor is confronted with parents who are unable to modify or change their ways of dealing with their children. In some instances they are demonstrating their own dependency needs by keeping the children dependent upon them or are satsifying a distorted interpretation by continually engaging in a power struggle with their offspring. In these cases, the problem becomes that of a program of re-education. This can best be accomplished by counseling or therapy, designed to help the family members gain an insight

into understanding the purpose of their behavior in relation to others within the family.

There are many parents who want and need better ways of dealing with their children. They are open to suggestions and recommendations. When these parents develop an insight into the purpose of their own and their children's behavior, it is not uncommon for marked changes to occur rather quickly. The changes occur in the child because a reinterpretation of the social scene is taking place.

Though teacher participation should be encouraged at every level, it is especially important at the elementary level. Even when excellent results are obtained from work with children, pupils usually need the assistance of their parents and teachers in order to change their behavior. Usually help must be provided for parents at the same time it is being provided for a pupil. Ohlsen suggests that parent-education seminars and group work for parents should be encouraged, especially for parents of elementary school children. Both elementary and secondary schools should give more attention to the prevention of mental health problems.

Those who counsel elementary pupils must understand children of this age and know how to communicate with them

in order to adapt the basic principles of counseling to the child's maturity.

Play media or play therapy is one way in which a counselor may enter the world of the child. Play media may be beneficial in child counseling in that its use tends to put the counselor at ease when he works with young children. Not all children are able to communicate effectively what they mean or how they feel. As the counselor observes the child and talks with him in the play session, he can help him communicate by focusing on the what of his actions.

The social anthropologist's sphere of study is the entire culture of any given society, and analytic comparison of it with others to deduce generalizations about social behavior and development of the human race. In this perspective, formal education in the United States is one institution and set of traditions that mesh into the whole patterned civilization of American society, and counseling is a special mode of education.

Practical suggestions for school counseling programs flow from assumptions of cultural anthropology.

1. Since norms of conduct are taught a child first by his parents, who continue to teach through daily living, the school must develop active associations with parents, on

school grounds and out in their neighborhoods and homes, through teachers, counselors and school social workers.

2. Counselors and teachers must learn carefully the sub-cultures and perhaps the language of the groups they counsel and teach. Details of each family must be known, regarding education, occupations, marital status, religion, regional origins, for these determine a child's responses to school.

3. Individual counselors and other educators should each learn his own cultural background and family antecedents in systematic detail in order to understand his own behavior with those of other origins.

4. The interests of the child and of his parents should be observed carefully in school recommendations.

5. School staff should be clear about boundaries and modes of evincing responsibility as these are defined by the group from which the pupil comes.

6. Provide or demonstrate models of work and action for the desired ends offered to pupils, parents and school staff.

7. The conceptual "normal curve of distribution" should be forgotten in counseling pupils of backgrounds unfamiliar to the particular counselor.

8. Counselors must attempt to personalize and individualize the educational relationship.

9. Counselors and teachers be trained to assume responsibility towards pupils and to manifest this without expressing hostility.

Anthropologists hypothesize that human potentials for learning are practically limitless if learning conditions are suitable. Learning conditions include all of life's circumstances in a given society, around the clock, education in formal public schools being only one set of circumstances, creative, open, accepting counseling being another part (23:14-17).

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

> "Pupil personnel services help each individual to develop the insight which will lead to self-understanding, orientation to society, and wise choices from among educational, occupational and avocational opportunities. Thus they contribute to the development of our human resources which are so vital to the strength of our nation." Council of Chief State Officers (7).

While today's children are essentially the same as the children of twenty years or even twenty centuries ago, they are influenced by an environment that reflects wide changes in social attitudes and customs. If we consider the world in which our young people find themselves today, a world marked by a sweeping ideological struggle, one in which the knowledge explosion has provided unlimited career alternatives but fewer guidelines for choice, a world constantly under the threat of nuclear disaster, where followers and leaders alike can be assassinated, and where basic human dignity of many people is denied, there can be small wonder at the intensity and fluidity of behavior and values.

Massimo (24) continues that many familiar landmarks--physical, social, psychological and moral--have disappeared.

The young are exposed to the adult, technological world from the earliest years. There is little left of a world of children; the ages appear blended together into one long continuum. The young must now often have ambition before they have ability, must become sophisticated before they become knowledgeable, and sometimes decadent before they become socialized. The true surprise and delight is that such a considerable number survive as decent citizens in the miliu we have provided for them.

There has come a conviction that we must find means of preventing, rather than trying to remedy the various situations youth find themselves in during the earliest school years.

This conviction has brought an awareness that any attempt to solve problems must begin with a strengthened program of counseling and guidance services in the elementary school, for in the early years of the school experience children develop self-concepts and values that determine the motivation for learning and personal development in the secondary school as well as in the adult years of an individual's life.

Meeks (27:108-111) goes on to say that research studies in the area of learning have strengthened the school's

conviction that any adequate program for the conservation of human resources must be concerned with the development of good emotional, social and educational adjustment.

The first few years of school are extremely significant in the development of the child's attitudes toward school and in the development of his long-range patterns of achievement. The child who has an adequate self-concept functions more adequately socially and academically.

The earlier the school identifies the needs of a child and provides for a realistic atmosphere of success and acceptance, the greater will be the chance that the child's self-concept can grow as a basis for progress.

The guidance and counseling function is designed to help students in anticipating and adapting to experiences that interrupt or fail to stimulate continued involvement in certain school or personal activities.

Guidance and counseling services are becoming realities in hundreds of elementary schools across the country. Elementary school counseling and guidance will continue to be more widely instituted, better staffed, and more adequately funded year by year. As teachers come to realize more fully what counselors can and should be doing, they will insist on more of these professionals to do the things they

are prepared to do. Teachers will not allow their counselor colleagues to be clerks or administrative assistants.

Wrenn (37) makes a most pertinent observation concerning counselors: "No counselor need be a superman, but he must be a person who is able to live with the awareness that he can never quite live up to his job. All who want a placid self-contained life should apply elsewhere."

Conclusions

The following conclusions were reached by the writer:

1. Positive changes do occur in children when counselors trained to work specifically with them are employed and when the counseling is part of the total school program.

2. Children with emotional problems, social problems, learning problems can be detected in the earliest grades and the sooner help is given the greater will be the bemefits gained by the children, parents, and teachers.

3. The elementary teacher's role will continue as it is with the primary responsibility for the educational and social growth of the children in the classroom. The counseling and guidance service will have as its primary

function service to individual children directly and through service to the teachers and parents.

4. There must be a greater awareness on the part of the community as to school needs and the effect of community patterns on the children.

5. A major task of a counselor in his relationship to the student is that he contributes to a growing maturity of self-understanding. One responsibility of counseling is that of contributing to the self-understanding so that the student can better cope with his growth conflicts and can clarify his social roles.

6. The stress of counseling in the elementary school is upon giving attention to counseling as a prevention rather than as a cure. counseling stresses growth, self-determination, and self-responsibility. Counseling is a way of assisting at different points in the life of the growing child.

7. The counselor's task is not to change the person, but to clarify the student's understandings of himself and of the resources available to him. He assists the student in learning how to make decisions rather than assuming responsibility for decisions that must be made.

The stress is on the need for the child to try out

his own perceptions of himself in situations that will test the validity of the assumptions he makes about himself.

8. The counselor's responsibilities within the school should be: counseling with students on matters of self-understanding, decision making, and planning using both the interview and group situation; consulting with staff and parents; studying changes and making interpretations concerning curriculum development in regard to child development.

9. The elementary school counselor must be able to communicate with the child in non-verbal ways since some younger children may lack the words necessary to express feelings about themselves.

10. The elementary counselor must be able to work skillfully with parents since the parent-child relationship is of extreme importance to the child.

Recommendations

The following recommendations were given as a result of the research:

1. The earlier in the life of a child that counseling help is given the quicker and easier will be the results of working with the child rather than waiting until

he reaches the secondary school.

2. Teachers must be more thoroughly trained in early detection of children who are experiencing emotional problems in order that they may seek immediate help for the child.

3. The services rendered by the school counselor be accepted as an essential part of the school program, as essential as instruction and administration.

4. The quality of counselor employed to be of the most competent and sensitive to others.

5. The trained specialist in counseling concentrating in bringing about therapeutic behavioral change with an absolute minimum of potential harm and maximum of potential benefit.

6. An awareness of the counseling process-an awareness of administrative personnel-would yield a more "team like" and therefore more complete approach to the problems of the elementary school.

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