A MODEL FOR THE DEVELOPMENT OF AN ELEMENTARY SCHOOL
GUIDANCE PROGRAM DERIVED THROUGH A CASE
STUDY APPROACH

by

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CHAPTER 1

INTRODUCTION

The elementary school guidance program in Norfolk Public Schools, Norfolk, Virginia, was developed with the leadership of Dr. Rita J. Holthouse, Director of Guidance for Norfolk Public Schools, one year prior to the initiation of the program in September 1973. The program was federally funded by the Elementary and Secondary Education Act (ESEA) under Title I and served "disadvantaged children" in Grades K-6. According to Hill (1965), "disadvantaged" refers to:

Children whose backgrounds and characteristics cause them to be deprived of some or many of the supportive and contributive factors which make for the school achievement and school adjustment needed for their fullest possible development (p. 309).

The program was placed in twelve "target" schools, and each school was staffed by one full-time counselor. The organization, implementation, and administration of the program were based on a needs assessment, objectives, activities to achieve the objectives, and an evaluation process to assess the status of the program.

Need and Justification

The need for elementary school guidance was presented by William Burnham more than fifty years ago (Faust, 1968). Many
subsequent authors have written books emphasizing this need (Faust, 1968; Meeks, 1968; Muro, 1970; Hill and Luckey, 1969; and Peters, Shertzer, and Van Hoose, 1969).

Implicit in this need was the plea for guidelines and models. Miller (1968) stated that the development of innovative programs would enable school systems to be aware of newer trends in elementary guidance and counseling and of the manner in which these programs were developed and implemented. Dinkmeyer (1968b) also stressed the need for planned programs of guidance services. Cottingham (1956) and Hatch and Stefflre (1965) recognized this need and presented case studies of guidance programs that were functioning in various parts of the country. These case studies, which described the evolution of programs, provided transferable learning skills that could be used in new situations.

For the past decade, there has been a need for innovative programs which demonstrate new and creative approaches to elementary school guidance (Miller, 1968). Further evidence of this need has been revealed in the request for consultants to visit school systems to help plan guidance programs (Stafford, 1972, p. 153).

Guidance programs for the elementary school must be predicated on the needs of children. Dinkmeyer (1968a) said:

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 (p. 11).

Heddesheimer (1975) noted that, to be effective, an elementary school guidance program should be based on an understanding of the needs and resources of the setting. Turner (1971) emphasized the importance of the total staff's participation in determining needs and innovations.

Hill and Luckey (1969) stated that an elementary school guidance program should be built around specific aims and objectives. Cottingham and Hopke (1961) emphasized that objectives should reflect a careful study of the pupils' needs. Objectives consist of long-range goals which guidance services are designed to meet. According to Thorndike and Hagen (1969), objectives serve as a blueprint to chart the course to follow.

Peters, Shertzer, and Van Hoose (1969) reported that laymen are increasingly raising the question "What does guidance accomplish?" Meeks observed, "A guidance program must provide evidence to support the outcomes claimed" (p. 188). Turner (1971) commented that only by knowing what is happening can a program change and grow.

With the advent of guidance came pleas for an evaluation design based on the objectives of the program. Turner (1971) stressed that the evaluation process should be related to the objectives of the program. Miller (1968) reported that the effectiveness of a program can be determined only when it has measurable objectives.
Consequently, the starting point of the evaluation process is a review of the objectives set for the program (Guidance in the Middle Schools, 1973). Miller (1968) stated that many school districts have found that at the end of a year's work, because of the lack of pre-planning, they have insufficient data to conduct a meaningful evaluation. Lee (1969) noted that in reviewing the evaluation and research sections of ten recently published guidance textbooks, a high occurrence was found among the authors regarding a need for an evaluation design based on the objectives of the program.

The primary purpose of the evaluation process is the improvement of the program (Lee, 1969). Hill and Luckey (1969) concurred that the evaluative process is aimed at the improvement of the program. Carefully conducted evaluative procedures can furnish data which will be valuable in the search for ways to make guidance services more effective (Guidance Handbook for Virginia Schools, 1965). Peters, Shertzer, and Van Hoose (1969) stated that the effort expended in the evaluation process will be greatly rewarded as this phase of the guidance services can be one of the most significant forces in shaping the guidance programs of the future. Meeks (1968) wrote:

Plans for a continuing evaluation of a guidance program should be made at the time the guidance service is initiated. Such plans should provide criteria based on the values and goals of the program. The evaluation, then, will provide evidence of the efficacy of the methods used to implement the values and goals (p. 189).
Therefore, this study was a reply to the need expressed by noted leaders in the field of guidance who are desirous of having programs developed for use by school systems. Miller (1968) stressed the need for programs to be developed for systems of varying size, for urban as opposed to rural, and for the "disadvantaged" and "advantaged."

Additionally, this study was undertaken because the Virginia Elementary School Counselors Association is seeking funding from the State Department of Education, through Senate-Joint Resolution Number 132, for 200 elementary school counselors. If this resolution is passed, school systems receiving aid—that do not presently have an elementary school guidance program—could find this study helpful.

Statement of the Problem

The purpose of this study was to analyze the development, implementation, and evaluation of the elementary school guidance program in Norfolk, Virginia. Specifically, the study sought to answer the following questions:

1. What was the conceptual framework for the development of the program?

2. What were the sequential steps in initiating the program?

3. How was the program implemented?
4. From the analysis of the data, what indices were derived as basic elements of a model?

Definitions of Terms Used

Academic achievement. Academic achievement refers to the attainment of higher or better teacher ratings of children brought about by intervention strategies instigated directly or indirectly by the counselor.

Attendance. Kowitz and Kowitz (1966) defined "attendance" as a study of patterns of absences. Children who are sporadic in their school attendance may be expected to develop learning problems because they do not acquire an adequate background for the more advanced work. Similarly, children who are constantly in trouble in school may find it more restful, peaceful, and practical to be absent. A child who is physically ill will probably be absent for several days at a time while the child who is "sick of school" will more likely be absent only a single day, perhaps in conjunction with a weekend (p. 939).

Case study. Case study, as used in this study, has two connotations:

1. Individual case study. Individual case study is defined as a continuous collection of student data used to study the same pupil over an extended period in areas of personal and social adjustment and the fulfillment of educational goals (Guidance in the Elementary School, 1975, p. 118).
2. Programmatic case study. Programmatic case study refers to an intensive, non-experimental investigation of a guidance program. It involves tracing the developmental processes of a program through historical research (Good and Scates, 1954).

"C" group sessions. Dinkmeyer and Carlson (1973) defined "C" group sessions as organized meetings for teachers for the purpose of developing an open channel of communication whereby they can share ideas and experiences about new methods and understandings to help children. This approach was labeled "C" group because all of the factors which make it effective begin with a "C"—collaborating, consulting, clarifying, communicating, being cohesive, confronting, being concerned, caring, being confidential, being committed, and being willing to change (p. 224).

Consultation. Consultation, as used in this study, is the cooperative interaction that occurs between the counselor and the principal, teacher, parent, and other pupil personnel workers as they explore new ways of helping a child or children for whom they have a mutual concern (Stamm and Nissman, 1971).

Eligible beneficiary. The United States Department of Health, Education, and Welfare (1973) defined eligible beneficiary as educationally deprived children in low income areas. "Most school districts consider a child educationally deprived if he is not doing school work expected of children his age because of economic, social, language, or cultural problems" (p. 13).
Evaluation. Evaluation, as employed in this investigation, refers to that phase of the program that deals with the operational measurement procedures and an interpretation of the findings.

Group counseling. Group counseling is an interpersonal process through which individuals within a normal range of adjustment work within a peer group with a professionally trained counselor, exploring problems and feelings in an attempt to modify their attitudes so they are better able to deal with developmental problems (Cohn, Combs, Gibian, and Sniffen, cited in Dinkmeyer, 1968b, p. 271).

Group guidance. Group guidance is defined, in this study, as the process of working with groups of pupils in such aspects of the guidance program as orientation to new situations, new experiences, and new people; acquisition of information and development of understandings in the broad areas of self-appraisal, the world of work, and educational opportunities; and development of desirable habits, attitudes, and values necessary to success in educational and vocational pursuits (Guidance Handbook for Virginia Schools, 1965, p. 77).

Guidance services. Guidance services are techniques and methods employed to implement the guidance program, e.g., individual and small group counseling sessions; group guidance; parent-study group sessions; and consultation sessions with the principal, parents, and other pupil personnel workers.
Individual counseling. Individual counseling is a personal relationship between a professionally trained counselor and a child which assists the child to communicate and to meet immediate and future needs. This process facilitates growth through changes in perception, convictions, attitudes, and behavior (Dinkmeyer, 1968b).

Maladaptive behavior. Kough and DeHaan (1968) defined maladaptive behavior as overt acts characterized by performances such as quarreling, fighting, stealing, lying, defiance, disruptiveness, sullenness, and resentfulness.

Model. Model, as used in this study, refers to a pictorial methodological diagram of the development, implementation, and evaluation of an elementary school guidance program (Borich, 1974).

Poor acceptance by peers. Poor acceptance by peers refers to the lack of respect, empathy, and friendship extended a student by classmates. This lack causes an individual to become alienated and to develop strong feelings of rejection (Dinkmeyer and Carlson, 1973).

Self-concept. Leonard, Pietrofesa, and Bank (1969) defined self-concept as the totality of attitude, beliefs, and values a person holds pertaining to himself in relation to his environment. One's self-concept colors his perceptions of the world and other people as well as his reactions to both. The child's self-concept reveals many factors to the perceptive parent, teacher, or counselor.
and gives clues as to how adequately or inadequately the child's needs have been met by himself and others. In addition, self-concept displays his fears, anxieties, and frustrations as well as his sense of self-worth and dignity (p. 376).

**Sociometric technique.** Thorndike and Hagen (1969) defined sociometric technique as the procedure for determining each individual's position within a social group such as a school class by analyzing the choices, and sometimes rejections, made by each group member with respect to the others in the group (p. 653).

**Target schools.** Target schools, as used in this study, are schools with a higher number or percentage of children from low-income families than other schools in the system (United States Department of Health, Education, and Welfare, 1973).

Methodology.

The methodology used in this study was descriptive and analytical in nature. Four specific questions guided the collection and presentation of the information—(1) What was the conceptual framework for the development of the program? (2) What were the sequential steps in initiating the program? (3) How was the program implemented? (4) From the analysis of the data, what indices were derived as basic elements of a model?

A variety of methods and procedures was used to collect and analyze data on each question. Questions Number 1, 2, and 3 were
Question number one. What was the conceptual framework for the development of the program? A study of the results of the Guidance Practices Inventory (Witmer, 1969), the needs assessment instrument, and the philosophy of Norfolk Public Schools formed the bases for the answer to this question.

Question number two. What were the sequential steps in initiating the program? The answer consisted of a descriptive account of the steps involved in planning for the program. This account was accomplished through interviews with the developer of the program and a study of the records kept by the developer.

Question number three. How was the program implemented? The data collection procedure relevant to this question was a study of the 1975-76 Basic Guidance Program for Grades K-4 for Norfolk Public Schools. The program consisted of the objectives, a monthly calendar of activities to achieve the objectives, materials used, and the process of evaluation. A narrative account of the implementation procedures, including the evaluation design, was presented.

Question number four. From the analysis of the data, what indices were derived as basic elements of a model? An analysis of data collected in five different areas provided the answer to
Question Number 4. These areas were (1) teachers' assessment of the program, (2) pupils' assessment of the program, (3) summary of the counselors' monthly reports, (4) evaluation of parent-study group sessions, and (5) case studies in five different areas: achievement, attendance, maladaptive behavior, low self-concept, and poor acceptance by peers.

Instruments used to gather data were the Guidance Practices Inventory, counselors' monthly reports, teachers' assessment forms, pupils' assessment forms, parent-study group evaluation forms, and case studies. Additional information, relative to case studies, was secured through the Children's Self-Concept Index (Holthouse and Holthouse, 1973), Piers-Harris Self-Concept Scale (Piers and Harris, 1969), sociometric tests, "Student Progress Reports," and attendance records.

Data were analyzed by (1) computation of frequency distributions and percentages, (2) tabulation and categorization of responses, (3) comparisons of before and after ratings to determine the degree of change, and (4) comparisons of pre- and post-test data to determine gain.

Limitations of the Study

Case studies are limited to the extent that they describe a specific program for a particular school or school system. This study shared this limitation. The study was further limited as follows: (1) the elementary school guidance program that was initiated in 1973, (2) tools and evaluation procedures employed in
the program, and (3) confines of the ESEA Title I guidelines. Specifically, the ESEA Title I guidelines were:

1. Only disadvantaged pupils were served.
2. Pupils in Grades K–4 only were served.
3. Only pupils who were enrolled in an ESEA Title I instructional program were served.
4. In working with pupils, counselors conducted individual and small group counseling sessions only. Classroom guidance activities by counselors were nonpermissible as they were not allowed to serve students other than those identified as participants in the ESEA Title I program.

Summary

The development of an adequate guidance program is a long-term process (Meeks, 1968, p. 61). Dinkmeyer (1968b) stressed the importance of organizing programs in relation to certain fundamental concepts of program development. Each program should reflect the specific needs of the community, pupils to be served, and philosophy of the school system. According to Hatch and Stefflre (1965), a program developed for one setting should provide information that can be used in different settings. Therefore, this case study presents a comprehensive, flexible, and developmental elementary school guidance program that can be used to obtain new ideas and/or to make comparisons.
Organization of the Study

The introductory chapter included need and justification of the study, statement of the problem, definitions of terms, methods and procedures, and limitations. Chapter 2 consists of a review of literature relevant to the study. Chapter 3 presents a step-by-step approach to the development, implementation, and evaluation of the program. In Chapter 4, an analysis of the evaluation process will be presented. Chapter 5 includes the summary, conclusions, and model.
CHAPTER 2
REVIEW OF THE LITERATURE

This chapter presents a review of the pertinent literature. The review was divided into four sections: institutional case study approach, rationale for elementary school guidance, program planning and development, and model construction. The topic of implementation was included in the study but was not considered separately in this chapter.

The section on the institutional case study approach dealt with the case study as a viable research method. The area dealing with the rationale for elementary school guidance presented a theoretical base for guidance programs in the elementary school. Program planning and development was examined from the viewpoint of several noted authors in the field of guidance. The section on model construction was explored to determine the basic concepts for designing a simulation of a guidance program. Finally, the review was summarized.

Institutional Case Study Approach

Utilization of the case study method to analyze a program is not new. Sjoberg and Nett (1968) noted that during the formative years of American sociology, the case study approach was very
popular. Isaac and Michael (1972) still find the case study method useful. It is a unique research tool (Wise, Nordberg, and Reitz, 1967). Isaac and Michael define a case study as an indepth investigation of a unit that results in a complete, well-organized picture of that unit (p. 20).

Case studies have been done in many fields, most notably in medicine, psychology, sociology, public administration, school supervision, and school administration. Cottingham (1956) and Hatch and Stefflre (1965) presented case studies of the development, implementation, and evaluation of guidance programs. Hatch and Stefflre stated that case studies of guidance programs would provide the opportunity for one to select those areas or points that would meet the needs of pupils in a particular school.

Doby, Suchman, McKinney, Francis, and Dean (1954) commented:

The case study is a way of ordering social data with the view of preserving the unitary character of whatever is being studied. It merely selects out and treats some socially defined object or act as a whole. This whole constitutes the case unit, and the case unit may involve any level or base of abstraction. The case may be a person, an episode in a person’s life, a group, a concrete set of relationships, a specific process, a culture; any aspect of empirical reality reacted to as a unit. The function of the case study is to describe the case in terms of the particularities that are observable. This means an intensive examination of the specific factors implicated in the case (p. 187).

According to Sjoberg and Nett (1968), case studies can be used for testing evolutionary and structural-functional theory (p. 263).

McCormick (1958) pointed out that the value of case studies lies in
the assumption that they will be converted into generalized types and later will be subjected to more rigorous research analyses (p. 25). Good and Scates (1954) emphasized that the case study, as an investigation procedure, depends on the judicious use of the sources and principles of historical research to trace successfully the developmental process of a program.

Anderson, Ball, and Murphy (1975) reported that the methodology of the investigation of a case study could include testing, observation, content analyses of records, interviews, and descriptions of physical facilities and resources. Doby et al. (1954) concurred that facts in a case study may be obtained from documents, histories, individuals, members of a group, from participant-observation, and other avenues open to the investigator.

In general, a competent case study involves a series of steps. Isaac and Michael (1972) presented the following five steps:

1. State the objectives. What is the unit of study and what characteristics, relationships, and processes will direct the investigation?

2. Design the approach. How will the units be selected? What sources of data are available? What data collection methods will be used?

3. Collect the data.

4. Organize the information to form a coherent, well-integrated reconstruction of the unit of study.

5. Report the results and discuss their significance (p. 20).
Wise et al. (1967) outlined four steps involved in a case study:

1. Systematic collection of data.
2. Adequate analysis of the data collected.
3. Application of procedures.
4. Follow-up study to determine the results (p. 115).

To guide the development of a case study of a guidance program, Hatch and Stefflre (1965) provided the following extensive list of twenty-five questions:

1. What budget implications must be considered?
2. What plans will need to be made for housing the services?
3. What should be the guidance responsibilities of the teachers and how should these be established?
4. What should be the counselor's responsibility for the several guidance services?
5. Who has the responsibility for leadership for each phase of the program?
6. How can sufficient account be taken of the strengths and weaknesses of the faculty?
7. What provision can be made for continuous inservice education in guidance?
8. How can the community be kept informed of status and changes in the guidance services?
9. What account needs to be taken of the necessity for increasing professionalization of the pupil personnel specialists?
10. Should plans include the continuing utilization of technical consultants?

11. How can community resources be used to strengthen the guidance services?

12. Should account be taken of the school's responsibility for a preventive mental health program through parent education?

13. Should goals be divided into those immediately achievable, those realizable in five years, and longer term goals?

14. What ratios of counselors to students are applicable?

15. How can the relationship of personnel functions to administrative and instructional functions be made clear with special reference to discipline, attendance, and group guidance?

16. In establishing priorities for changes, how should the desires of the faculty be taken into account?

17. In establishing priorities for changes, how should the expectations of the community be taken into account?

18. In establishing priorities for changes, how should the composition of the Board of Education be taken into account?

19. Should use be made of a citizens' advisory council in planning guidance service improvements?

20. Should plans be made for continuously evaluating the guidance services?

21. What possibilities are present for research and experiment?
22. How can the superintendent exercise proper educational leadership?

23. What needs to be done to assure that the Board of Education will properly exercise its policymaking function?

24. How "ready" for improvements is the school system?

25. What is the present educational philosophy of the system, and how will it influence improvement in guidance services? (pp. 348-349)

Anderson et al. (1975) stated that the case study method could be used for two purposes: first, to evaluate education and training programs, and second, to follow-up large evaluation studies.

Anderson et al. qualified this statement:

In the first instance, the case study may yield a sufficiently comprehensive picture to serve as the basis for relatively absolute judgments about the worth of a program. In the second instance, case studies can shed light on unexplained or unexpected findings. For example, if the results of the evaluation of a reading program in a city school system indicate that students in two schools are reading much better than might have been expected on the basis of student and program characteristics, case studies might be conducted in those two schools to try to detect the reasons for their outstanding performance (p. 47).

Deobold and Meyer (1966) compared the case study method with a survey. In a survey, the investigator makes an intensive study of a limited number of representative cases. In a case study, the field is narrower in scope but more exhaustive and more qualitative
in nature than a survey (p. 219). Deobold and Meyer stressed that a case study is often used to supplement the survey method (p. 219).

Prahl (1966), in her doctoral dissertation, conducted a case study of the development of a junior college into a community college. She traced the growth of the junior college and showed how it reflected a national pattern of development. Mortimore's (1971) *Case Study of the Emergence and Development of a Program for Middle School Children* consisted of a collection and analyses of descriptive evidence concerning the planning and initial implementation phases of a free curriculum for middle school children.

Butcher and Pont (1973) viewed the case study method as enabling the investigator to become well-acquainted with the day-to-day functioning of a program (p. 36). Deobold and Meyer (1966) reported:

> In a case study, an investigator probes in depth. He/she gathers pertinent data about the past, present, and environmental forces that contribute to the unit. After analyzing the sequences and interrelationships of these factors, he/she constructs a comprehensive, integrated picture of the social unit as it functions in society (p. 218).

The greatest advantage of a case study is the aspect of depth. A case study is concerned with everything that is significant in the history of the case. This statement is supported in Best's (1970) remark, "Case studies emphasize the longitudinal approach,
showing development over a period of time." Ary, Jacobs, and Razavieh (1972) agreed that the advantage of the case study method is its depth, but they also pointed out a weakness. They remarked, "A case study can have depth, but it will inevitably lack breadth" (p. 287).

Wise et al. (1967), with reference to data collected to construct a case study, warned:

Because information in a case study comes from many different sources, ranging from highly sophisticated testing devices to the most informally structured interview, great care must be exercised by the researcher in sifting through data he/she has acquired for an adequate interpretation (p. 117).

Deobold and Meyer (1966) cited additional contributions and limitations of case studies. Contributions stressed were:

1. The expansive, exploratory nature of a case study may provide insights that will help formulate a fruitful hypothesis, for knowledge that a particular condition exists in a unique instance suggests a factor to look for in other cases.

2. Case study data also prove useful when the researcher needs to illustrate statistical findings, for concrete examples drawn from individual cases may help readers understand statistical generalizations more readily (p. 220).

Limitations emphasized were:

1. Evidence derived from one case study cannot be generalized to a universe.

2. Elements of subjectivity may enter into a report (p. 220).
Case studies have been made of such institutions as churches, colleges, schools, hospitals, organizations, asylums, and business groups. Each case study is unique in that it may have little or no relationship to other case studies done on other programs. However, the major purpose of all case studies is to gain knowledge. Through the use of the case study method, the unitary character of whatever is being studied can be preserved (Doby et al., 1954).

Because intensive case studies of guidance programs have not been exploited in any way comparable to clinical studies, there is a need for further treatment by researchers in the field. Hatch and Stefflre (1965) used the case study approach because they believed that there was no final or best answer concerning the development and administration of guidance services (p. 341). Hatch and Stefflre stated that a carefully constructed case study of guidance programs would provide the maximum transferable learning (p. 342).

Rationale for Elementary School Guidance

The purposes of elementary school guidance are in direct alignment with the objectives of elementary education (Dinkmeyer, 1968b). The purpose of American education is the development of citizens who will participate in and contribute to the democratic way of life (Guidance Handbook for Elementary Schools, 1948, p. 3). Hill and Luckey (1969) qualified this statement:

The school is enjoined by its society to transmit the basic elements of its cultural heritage, to help the child learn those skills and learnings
which the good citizen is expected to have achieved. These are what society demands if one is to be a productive and responsible adult (p. 32).

Guidance helps the educational program meet this charge through increased understanding of individual children and through utilization of the dynamics of learning (Guidance Handbook for Elementary Schools, 1948, p. 5).

Guidance is a quality of education. Meeks (1968) commented, "Guidance is an educational strategy" (p. 9). Guidance is a strategy that aims to promote the dignity, worth, and integrity of each person. Elementary guidance builds upon the belief that human beings must have continuous experiences of challenge, achievement, and success (Lamb, 1974, p. 219). According to Dinkmeyer (1968b), learning that is not narrowly conceived but considers both the cognitive and affective domains enhances this concept. Nissman and Stamm (1970) noted:

Elementary guidance is the personalized part of the elementary program. It is in position to bring out the best in all involved in the education of children—the teacher, the administrator, and most importantly the child himself (p. 166).

The future of elementary children is shaped while they are young, immature, impressionable, and flexible. Knapp (1959), in his analogy between a growing tree and a developing child, wrote:

Those who have planted a tree know the importance of giving guidance and direction to growth in its initial stages. In some instances, the sapling may need to be supported and braced to ensure its
symmetry. Perhaps some out-of-proportion branches need to be cut away to ensure its balance and beauty. Perhaps the soil needs to be fortified or changed with chemicals and enrichment to ensure the most favorable growth. All of us realize the time to give shape to the tree is in its very early stages of growth; the larger the tree, the more difficult it is to modify its shape.

So it is with growing boys and girls, whose growth processes are even more complex, because they involve thinking, sensing, and making choices. They, too, need guidance and direction in their most formative years. Unguided growth may lead to the development of negative and maladjusted personalities (pp. 4-5).

Because children start to understand themselves in the preschool years, they need someone to understand their feelings and to assist them in learning about themselves (Hill and Luckey, 1969, p. 30).

This statement is confirmed in Stamm and Nissman's (1971) comment:

> It is important for children to find answers to their questions and relief from their fears and uncertainties before these feelings become an inhibitive part of their personality--limiting rather than amplifying their future growth and development (p. 18).

Willey (1960), with regard to Stamm and Nissman's comment, wrote:

> Studies of individual development have emphasized the importance of childhood experiences in their effect upon later behavior. The effect of emotion on thinking and motivation begins at an early age and continues throughout life. The emotional feeling about self is as important for learning as the physical environment of the classroom or the teaching techniques of the instructor (p. 2).

According to Patterson (1969), the elementary school is the one place that recognizes the importance of personal relationships in the development of the individual. Wrenn (1962) emphasized:
Children need security, affection, and meaningful activity. They need an understanding of the limitations within which they must operate and within which they find security. They need chances for exercising the imagination and opportunities for feelings of achievement (p. 4).

Patterson (1969) stated that the teacher cannot be all things to all pupils and meet all their needs (p. 980). Stamm and Nissman (1971) noted:

Overcrowded classrooms, overabundance of clerical duties, population mobility, ever increasing shifts in curriculum, and changes in methodology are but some of the reasons teachers find it almost impossible to help the child learn more about himself/herself. The teacher must reach out for assistance. She must seek aid in such matters and help eliminate obstacles to learning through greater insight into the needs of the child (p. 19).

The counselor helps to complement the work of the teacher. Meeks (1968) stated, "The counselor helps the teacher gain insight into how the child perceives his world, how he feels about the world, and how he views himself or herself" (pp. 169-170). This information contributes to an understanding of the individual learning and life styles of children.

As the teacher's job becomes more complicated, so does the parent's. Today, the bewildering and growing diversity and complexity of what must be learned by a human being if he or she is to function adequately have diminished the broadly educational competence of parents (Mathec, 1973, p. 8). Eckerson (1967) wrote:

The relatively sheltered home environment of the past is disappearing, with children being enticed or pushed into situations that may challenge and nourish the aggressive, but frighten and defeat the submissive. Thus, parents' responsibility
for their children's emotional-social development and character building is being dissipated, especially in low-income groups, and spread to the community where the school is the prime agent (p. 354).

According to Toffler (1970), millions of parents are harried, frenzied, and up against a wall. They see themselves as being inadequate to perform their parental responsibilities. Therefore, some abdicate altogether. This crack in the family system contributes to increased delinquency, dropouts, runaways, and suicide among young children.

Children need guidance to help them over the mental and emotional hump of growing up (Camp, cited Peters, Riccio, and Quaranta, 1963, p. 9). A well-planned program of guidance should provide this assistance. Lamb (1974) and Willey (1960) stated that the primary purpose of an elementary school guidance program is to promote positive child growth and development with emphases on prevention. To achieve such a guidance program demands an elementary school counselor who sees the child and the total learning climate as the client (Dinkmeyer, 1973, p. 171). The counselor, then, is responsible for a developmental guidance program that personalizes and humanizes the educational process for all children (p. 171).

Inherent in a developmental guidance program is the component of career education for Grades K-12. For the past two decades,
A significant volume of research has focused on the importance of beginning career education in the primary grades (Hill and Luckey, 1969). According to Dinkmeyer (1968b), career and educational planning are important aspects of elementary school guidance. Knapp (1959) concurred that career education in the elementary school must be an integral part of the total guidance program. Hill and Luckey (1969) wrote:

The goal of career education in elementary school is to lead the child toward a sense of self, an understanding of work, attitudes toward work and toward particular kinds of work, and the forming of decisions regarding his education and his place in the world of work (p. 351).

Hill and Luckey (1969) further stated that the major purpose of career education in the elementary school is a fundamental purpose of general education. According to Brown (1977), the value of reading, writing, and arithmetic becomes more apparent when children observe the use of these skills in the adult world.

Program Planning and Development

Several authors (Hansen and Stevic, 1969; Hummel and Bonham, 1968; Hill and Luckey, 1969; Kanpp, 1959; and Ryan and Zeran, 1972)
have outlined steps for starting a guidance program. Although these steps vary in length and time, it can be assumed that the more complete the initial stage of the guidance effort the more smooth and effective the ultimate activation of guidance services (Cottingham and Hopke, 1961, p. 300).

Hansen and Stevic (1969) segmented the organization of a guidance program into four principles: planning, determining the guidance function, staffing, and organizing the program (p. 27).

Hill and Luckey (1969) took a slightly different approach and wrote:

An effective guidance program in the elementary school must be characterized by operation PLEA. It must be:

Planned - it is not just incidental, hit-or-miss affair
Led - it demands constant, well organized management
Executed - it gets done, responsibilities are assigned and carried out
Assessed - it gets evaluated, its impact upon children is appraised (pp. 425-426).

Hummel and Bonham (1968), in regard to program planning, presented four procedures:

1. Study the guidance needs at the local elementary school level.

2. Develop goals which meet the identified needs and are within the general purposes of the total educational program.

3. Establish services to achieve the goals, taking care not to duplicate those activities which are appropriately assigned and
and effectively performed by other functioning services or staff.

4. Evaluate the effects of the program organization and services and report the findings to the school's administrators and to the total profession (pp. 133-134).

Knapp (1959) identified three steps:
1. Identify the needs of pupils.
2. Secure support of parents and community.
3. Begin the program (pp. 360-361).

Ryan and Zeran (1972) outlined ten major steps in planning a guidance program:
1. Conceptualize the program.
2. Establish a philosophy and needs assessment.
3. Define goals and objectives.
5. Develop plan.
7. Introduce the program.
8. Operate the program.
9. Evaluate.
10. Revise program (pp. 21-27).

In regard to these various steps, Peters and Shertzer (1963) gave this warning, "There is a great need for exquisite balance between solidifying first steps and moving with deliberate speed to other phases of the guidance program" (p. 80).
This section of the literature will be sub-divided into eight steps for organizing a guidance program and will conclude with two critical issues. The steps are: (1) needs of pupils, (2) examination of philosophies, (3) budget, (4) facilities, (5) selection of staff, (6) roles, (7) program, and (8) evaluation.

**Needs of pupils.** To start an elementary guidance program, a developer must first consider the basis upon which to build the program. Several authors (Cottingham, 1956; Hansen and Stevic, 1969; Hatch and Stefflre, 1965; Hummel and Bonham, 1968; and Knapp, 1959) emphasized that a sound guidance program should be built on the basis of the needs of pupils. Hatch and Stefflre (1965) refer to "needs" as "problems" or "developmental tasks." Dinkmeyer (1968b) and Knapp (1965) advised that the needs of children be determined by the principal and his staff. Dinkmeyer (1968b) supported this concept and stated:

> In those schools where guidance services do not exist, it is important to involve the whole staff in planning for a program. The staff should study its needs for guidance services and develop some tentative definitions of the functions they expect (p. 44).

Hummel and Bonham (1968) suggested that the initial planning include specific techniques for identifying the needs of all children. Peters and Shertzer (1963) noted that a simple guidance inventory would graphically reveal areas of need. Hatch and Stefflre (1965) pointed out that the needs may be revealed by the administration of a standardized checklist. Akinsulure (1972), in his study
A Proposal for the Organization and Development of Guidance Services in Sierra Leone Secondary Schools, used the "Mooney Problem Check List, Form H" to assess the needs of secondary students.

Knapp (1959) found that the needs of elementary pupils may be determined by the following methods:

1. A study of the cumulative records of all children to note progress and adjustment.

2. A study of test scores to note the number of children who are not making satisfactory progress or who are in need of guidance and counseling.

3. A study of children going into junior high school to note their progress and the appearance of special problems (p. 36).

Examination of philosophies. According to Ryan and Zeran (1972), assessing the needs and establishing a guidance philosophy should be given equal consideration. Ryan and Zeran advocate giving attention to the philosophy of the school system as well as the philosophy of guidance before any action is taken to inaugurate a guidance program. Dinkmeyer (1968b) also stressed that the philosophies be examined. He points out that the guidance philosophy should be in line with the philosophy of the school system.

In reference to the philosophy of a school system, Hummel and Bonham (1968) reported:

In most states, school systems are obligated to develop a statement of educational philosophy which represents the aims of its local school program. A review of these statements reveals
evidence of concern for individuals in the local communities as well as for the more general goals expressed by the American way of life.

Generally accepted in such statements of philosophy of education is the realization that effective teaching is the core of any school program. This task is largely dependent upon accurate knowledge of the learner's personal characteristics, which include his potential, his social status, his cultural background, his interests, and his emotions (pp. 3-4).

Inherent in the goals of education are the goals of guidance; therefore, the philosophy of the school system gives direction to the management of guidance services (Ryan and Zeran, 1972).

**Budget.** The budget is a vital factor in establishing and maintaining a new program. According to Knapp (1959), the budget should be the first step in planning a program. Froehlich (1958) said, "Among the first questions asked when school systems consider the introduction of an organized guidance program are those dealing with cost" (p. 58). Hansen and Stevic (1969), in reference to the budget, reported:

> When a program is being initiated, a special budget expenditure may be needed to finance additional salaries, office space, furniture, and materials. Once the program is established, the budget will include professional salaries, clerical salaries, and the materials needed to provide guidance services (pp. 41-42).

Hill (1955) recommended that guidance cost be divided into three major sections: personnel, materials, and optional cost (tests, books, and special materials). Hill supplied the following additional list of budget recommendations:
1. Staff personnel cost. These include salaries of counselors, guidance director, secretary-receptionist, clerks, and any other staff members who may perform part-time guidance functions.

2. Materials and supplies. These include anything used by the guidance staff in their relations with pupils, staff members, parents, and community agencies.

3. Equipment and maintenance: Tape recorders, typewriters, projection equipment, record players, desks, file cabinets, chairs, tables, and data processing devices are among the many equipment items found in guidance offices. Each year's budget should include replacement and new purchase of items and provision for repair and maintenance.

4. Travel and other out-of-school expenses: Travel allowance for the guidance staff should provide for attendance at professional meetings, travel to referral and consultative agencies, travel for home visitations. Provisions should be made for expense and honorarium funds for consultants brought to meet with the staff in guidance in-service projects (pp. 215-217).

Cottingham and Hopke (1961), Hansen and Stevic (1969), and Hatch and Stefflre (1965) indicated that an adequate program of guidance services could be conducted for approximately four to five percent of the total cost of a school's budget.

Facilities. Cottingham and Hopke (1961) included space facilities among the items that should be in a budget for guidance.
Hummel and Bonham (1968) recommended that the physical facilities be appropriate to work with pupils, teachers, and other pupil personnel workers. Peters and Shertzer (1963) remarked:

Some schools have converted unused classrooms into counseling offices; others have made use of closets, storerooms, hallways, corridors; and still others have partitioned a reception room or an office in the administrative quarters. Admittedly, these are less than ideal arrangements; never-the-less, these facilities may be made adequate for carrying on guidance services (pp. 442-443).

Hill (1969) contends that the facilities necessary for an adequate guidance program would emerge from the program itself (p. 233).

**Selection of staff.** The success of all guidance programs rests on the capabilities of the staff (Froehlich, 1958, p. 59). Therefore, counselors must be selected with great care (Hill and Luckey, 1969). Hummel and Bonham (1968) said, "Counseling services should be provided by properly trained and certificated school counselors with a minimum of a Master's degree, including supervised practicum on the level of employment" (p. 46). Froehlich (1958) noted that the qualifications of a counselor should fall in these areas: educational preparation, experience, and personal qualifications (p. 60).

Hill and Luckey (1969) and Tuma (1974) strongly recommended that new counselors be oriented to their new positions through extended pre-school sessions. According to Tuma, a summer workshop would provide the counselor with the knowledge and expertise to bridge the gap between knowing what to do and getting into the classrooms to do it (p. 377).
Hatch and Stefflre (1965) stressed the need for competent supervisory service. Hatch and Stefflre further commented:

Supervision has two purposes: dynamic supervision designed to change a situation by up-grading, restructuring, and innovating; tractive supervision designed to maintain by codifying, enforcing and resisting undesirable changes. Tractive supervision is important to keep a situation from deteriorating; dynamic supervision to improve it. Both are important (p. 330).

**Roles.** To obtain the optimum effectiveness in any activity, the members of the team must have clearly defined roles and responsibility (Ryan and Zeran, 1972, p. 275). The members of the guidance team were identified by several authors (Hansen and Stevic, 1964; Hill and Luckey, 1969; Peters and Shertzer, 1963; and Ryan and Zeran, 1972) as the board of education, superintendent, principal, counselor, classroom teacher, director of guidance, parents, psychologist, visiting teacher, nurse, librarian, and the guidance committee.

Tuma (1974) stated that the counselor's first responsibility is to develop among the staff an understanding of the program; the program's overall purposes; and the role of the counselor, teacher, principal, and pupil personnel workers (p. 376). Hummel and Bonham (1968) pointed out a need for a specific design for the work of the school counselor. Hill and Luckey noted that teachers will work more effectively with the guidance program when they have been involved in the establishment of roles, functions, and decisions.

Dinkmeyer (1968b) stressed that every teacher, principal, and pupil personnel worker should be a member of the guidance team.
As such, each must be knowledgeable about one's own role as well as the roles of other members of the team. The principal, as the key figure in the school, has a major role in a guidance program.

Dinkmeyer (1968b) with reference to the role of the principal, wrote:

The administrator provides the program with leadership and personal support. Administrators assist by providing adequate physical facilities and schedules which provide opportunities for regular appointments between the counselor and the teacher. The administrator also encourages staff members to participate in inservice education directed at improving guidance skills (p. 43).

Program. According to Knapp (1959) and Ryan and Zeran (1972), the end result of assessing needs, establishing a philosophy, securing funding, selecting the staff, and defining roles should be the development of the basic guidance program. Stam and Nissman (1971) commented that the basic guidance program should be built around five functions: counseling, consultation, communication, coordination, and curriculum. The program should consist of the prioritization of problems and proposals for the general directions to take to alleviate the problems (Ryan and Zeran, 1972).

Problems should be stated in terms of objectives. Dinkmeyer (1968b) defines objectives as long-range purposes which the guidance plan is designed to attain.

In regard to objectives, Cottingham (1956) wrote:

The establishment of objectives as a phase of organizing guidance activities is vital since no
implementation procedure should be set up with a goal. These objectives are also necessary to be sure of accomplishing a definite plan as a basis for periodic evaluation of program effectiveness (pp. 195-196).

Stafford (1972), while agreeing with Cottingham concerning the importance of setting up activities to achieve the purposes of the program, discusses goals as opposed to objectives. Stafford considered two levels of goals: global goals and operational goals. Global goals provide guidance personnel with attitudes and direction; operational goals are specific activities that lead to an approximation or possibly a realization of the global goals (p. 157).

Stafford further commented:

Through the operational goals the counselor makes a declaration of intent, stating the way in which he will work with children, teachers, parents, and others to achieve the global goals of the guidance program (p. 157).

No program would be complete without a specific written design of its procedures and practices. Cottingham (1956), in this regard, made the following comment:

One important part of the organizational process is the development of rather definite written outlines which set forth the guiding policies that have been agreed upon. These statements of policy must necessarily be in writing so that all concerned may refer to them and so that incoming personnel and others interested can obtain an overview of the program functions and characteristics (p. 200).

Evaluation. A final step in program development is provision for evaluation. Hansen and Stevic (1969) view evaluation as an
important part of an ongoing program that should be included from
the beginning of a program (p. 272). Cottingham (1956) concurs that
evaluation should be among the first phases to be given serious
attention when programs are conceived and planned. Hummel and
Bonham (1968) went a step further and recommended the development
of reporting procedures and materials that would periodically yield
an accurate, comprehensive picture of the status of the program and
plans for improvement (p. 31). Sillian (1973), in his doctoral
dissertation, reported that counselors in the Topeka system reviewed
the various guidance services and activities on a regular scheduled
basis.

According to Heddesheimer (1975), evaluation of guidance services
has traditionally been the most neglected aspect of the guidance
program. Peters, Shertzer, and Van Hoose (1969) emphasized
that the effort spent in ongoing evaluation procedures would be
greatly rewarded because evaluation of the guidance services can be
one of the most significant forces in shaping the guidance programs
of the future.

Lee (1969), in discussing the evaluation component of a guidance
program, stated:

Evaluation of guidance programs is a vital part
of any guidance activity, for it is only through
systematic and continuous program evaluation
that guidance services in a school system
improve and grow (p. 88).

recognized two critical issues in program planning: (1) appraisal
of existing guidance services and (2) parental involvement. In regard to the appraisal of existing programs, Hansen and Stevic (1969) called attention to the fact that in each elementary school some guidance services are being provided, with or without organization. Concerning parental involvement, Knapp (1959) said:

Guidance reaches into the home and asks for the cooperation of parents. Parents must understand the program and feel the need for it before cooperation is forthcoming. A guidance program without the support and cooperation of the parent has had its usefulness curtailed considerably (p. 360).

Model Construction

According to Travers (1964), a student cannot long pursue graduate studies without encountering the model, a term which is used freely and in many different meanings (p. 21). Broadly speaking, the term "model" has become quite fashionable (Deobold and Meyer, 1966). Travers (1964) sees a model as an analogy, a way of presenting a particular phenomenon.

The treatment of "model" in this study is a drawing or replica that represents the real thing. The real thing in this case is an elementary school guidance program. As such, a model can be manipulated, experimented upon, and used to predict (Cleland and King, 1972). According to Phillips (1966), it is possible to develop a model of a given phenomenon, for there is always some similarity between the system which constitutes the model and the system which constitutes reality (p. 59). Hosford and Ryan (1970), who developed a systems design for counseling and guidance programs, said:
Modeling is merely a way of converting narrative into another language. When information is translated into graphic form, the system is more easily conceptualized. A model is like a road map. It prescribes a systematic routing toward a goal (p. 223).

Plane and Kochenberger (1972) noted that all models evolve out of mental images, or conceptual models, which are formed about the system in question (p. 4). Cleland and King (1972) commented, "Any model, whatever its nature, must be constructed through a process of determining which elements of the system are sufficiently important to be incorporated into the model and which are not" (p. 45).

Ryan and Zeran (1972) wrote:

A model for the development and management of guidance services is a blueprint that provides a vehicle for use of systems techniques to organize parts, functions, and processes of guidance into a meaningful whole and insuring integration of guidance with other elements in the total educational system (p. 19).

There are three different types of models that can be constructed: iconic, analog, and symbolic. Cleland and King (1972) described these models:

1. Iconic models. An iconic model is a simple scale transformation of the real-world system. There are only two ways in which an iconic model differs from the real system. First, as all models, some aspects of the real system are omitted from the iconic model. Those aspects of the system which are incorporated into the model and which differ from the real system do so through a transformation of scale. Thus, the model airplane is an iconic
model, since it omits some aspects of the real airplane (e.g., the interior wiring and electronics), it incorporates some aspects identically (e.g., color), and it incorporates some which are scaled-down versions of the corresponding feature of the real-world airplane (e.g., exterior dimensions). Iconic models and the real systems which they represent are therefore "look-alikes" (p. 43).

2. Analog models. In an analog model, properties are transformed—i.e., one property is used to represent another. A graph is the simplest illustration of an analog model. Topographic maps in which various colors are substituted for "height above sea level" are also common analog models (p. 44).

3. Symbolic models. The most abstract variety of models is the symbolic model. In such a model, symbols are substituted for properties. For example, the equation
\[ x = \frac{1}{2} gt^2 \]
is a simple physical model if \( x \) is interpreted to be the distance traveled by a body falling from rest, \( g \) is a constant describing the acceleration caused by the force resulting from gravity, and \( t \) is the duration of time which the body is allowed to fall (p. 44).

According to Borich (1974), models for educational programs are neither strictly iconic, analog, or symbolic but rather are often a combination of all three and map-like in purpose (p. 144).

Kilbridge, O'Block, and Teplitz (1969) provided the following elements as a "model for models":
1. Subject: What is the model about?

2. Function: What does the model do?

3. Theory: On what theory is the model based?

4. Method: How does the model use its theory? (p. 247)

Kilbridge et al. (1969) further stated:

The subject of the model is the entity or activity projected, allocated or manipulated by the model; its function is to project or allocate the subject, or to derive new subjects. The theory of the model is the set of relationships, stated or implied, that is assumed to prevail between the subject and the larger environment. The method is the mathematical form used to carry out the projection, allocation, or derivation (p. 247).

Hosford and Ryan (1970) presented the following ten steps for the development of a model for guidance and counseling programs:

1. Study real-life environment.
2. Define problem situation.
3. Establish project.
4. Design counseling and guidance program prototype.
5. Simulate to test program prototype.
6. Pilot-test model.
7. Introduce system.
8. Operate system.
9. Evaluate system.
10. Eliminate system (p. 225).

Everything that one can imagine can be presented in the form of a model. According to Plan and Kochenberger (1972), the organizational
chart is a familiar model. An organizational chart enumerates the major components of the organization and places these components in hierarchical perspective (p. 5). Cleland and King (1972) wrote:

The primary value of a model lies in its simplicity to the real world. Because it omits some aspects of the real-world phenomenon or system it describes, a model is necessarily simpler than that which it represents. This means that it is easier for us to understand the model (p. 48).

The term "model" is often used in a more specialized sense than used in this study. It has frequent usage as a synonym for theory (Phillips, 1966). Deobold and Meyer (1966) stated that theories are judged by their truthfulness and models by their usefulness (p. 66). Cleland and King concurred on the usefulness of models when they stated that models can be manipulated, experimented upon, and used to predict in ways in which theories cannot (p. 52).

Summary

This chapter reviewed the literature on elementary guidance programs pertaining to the case study method, rationale, program planning and development, and model construction. The purpose of the review was to delineate a conceptual framework to guide the study, particularly in the areas of the case study approach and model development. In an attempt to review all available research on the topic, a computerized Educational Resource Information Center (ERIC) search was done using the aforementioned descriptors.

The literature revealed that sparse attention was devoted to the format of a case study of a program. There was also a paucity of
information available on model development pertaining to guidance programs. Few studies were devoted to case studies and models of elementary guidance programs. Most studies were concentrated in the areas of role definition, perceptions of teachers and principals, and evaluation of guidance programs. However, numerous books contained information about all sections of the review.

An examination of the literature revealed that no exact blueprint or model can be developed that would be effective in guiding a school system in organizing an elementary guidance program. Each school is unique, and the needs of students vary; therefore, each program should be developed for a particular situation. According to Hansen and Stevic (1969), it is not realistic to establish a model guidance program that would be universally effective.

Certain basic facts and concepts should be clearly understood by all personnel before attempting to initiate, organize, or administer a guidance program (Knapp, 1959). Knapp analogized this concept when he said:

To try to go forward without such an understanding is comparable to trying to drive an automobile without a motor; the shape may be visible but power, the motivating force, is lacking (p. 358).

The guidance rationale provides the direction, and the case study is the vehicle used to transfer the information about the developmental stages of the programs.
CHAPTER 3

A DESCRIPTION OF THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE PROGRAM

This chapter presents a step-by-step descriptive account of the development of the elementary school guidance program in Norfolk, Virginia, from 1973 to 1976.

This chapter responds to the first three questions listed in Chapter 1: (1) What was the conceptual framework for the development of the program? (2) What were the sequential steps in initiating the program? (3) How was the program implemented?

Specifically, Chapter 3 consists of the four phases of the development of the program: (1) identification of need, (2) planning, (3) implementation, and (4) evaluation. Question One was answered in Phase I, Question Two in Phase II, Question Three in Phase III, and the evaluation procedures were presented in Phase IV.

Phase I: Identification of Need

Phase I responds to Question Number One: What was the conceptual framework for the development of the program?

The elementary school guidance program in Norfolk, Virginia, was based on the principles of the philosophy of Norfolk Public Schools, the rationale for elementary guidance, and the needs as indicated by teachers.
Background. Norfolk is the center of the Tidewater region, with a population of 289,200. The total school population is 44,880, in Grades K-12, with 25,073 students in Grades K-6. Encompassed in this number are segments of all ethnic groups.

Norfolk Public School system has a high concentration of students from families on Aid to Families with Dependent Children (AFDC) and other minimum subsistence programs. The median family household income in 1975 was $8,934; however, there were 9,735 families whose income was less than $3,000 and 14,846 whose income was less than $6,000. Thus, Norfolk Public Schools has qualified for ESEA Title I funds since February 1966.

Philosophy. The written philosophy of Norfolk Public Schools provides beliefs, policies, and goals of the educational system. With regard to guidance, the philosophy states:

Good teaching involves sympathetic guidance. Most teachers realize that they must know the growth needs of children and youth at various stages of development. Effective guidance at both the elementary and secondary levels enhances instructional procedures. (Handbook for the Norfolk City Schools, 1967, pp. 1-2).

All elementary school guidance programs should be predicated upon certain basic concepts. These concepts should be compatible with the philosophy of the system within which the program will operate. The philosophical basis of the elementary guidance program in the Norfolk Public Schools was to promote positive child growth and development. The beneficiaries of the program were economically
deprived and culturally disadvantaged children. According to Witmer (1972):

Any compensatory education program for the culturally disadvantaged should include full provisions for the guidance services which assess their needs, plan for fulfillment, and encourage a flexible learning environment which is perceived as friendly and safe, rather than alien and hostile (p. 17).

Elements of the guidance philosophy in Norfolk Public Schools are:

1. Guidance is a structured, developmental, and preventive program of services.
2. Guidance is a team effort encompassing the principal, counselor, teacher, parent, and pupil personnel workers.
3. Guidance is an integral part of the total school program.
4. Guidance is directed toward helping a student gain a sense of identity to know, understand, and accept himself or herself.
5. Guidance services should be provided for all students.
6. Guidance seeks to foster a psychological climate which is conducive to learning.
7. Guidance focuses attention on the need for every child to become self-directed, to learn to judge the consequences of his/her own behavior, and to assume responsibility for his/her own actions.
8. Guidance provides the opportunity for students to develop progressively ego strengths and understandings which they may use in appropriate new situations (Elementary School Guidance Handbook, 1971).

Needs assessment. To establish a definite need for the program, program planners conducted a needs assessment in March 1973. The
instrument used was the Guidance Practices Inventory, a 75-item questionnaire for assessing the use, value, or improvement of guidance services, which was developed by Dr. J. Melvin Witmer, Professor of Guidance and Counseling at Ohio University. The instrument, which was designed to determine whether teachers needed assistance in meeting the needs of children in their classrooms, is divided into five categories: (1) securing information about pupils; (2) providing information to pupils; (3) assisting pupils and parents; (4) working with staff, parents, and community; and (5) using principles of learning. Each category contains 13-17 items pertaining to related guidance practices. (A copy of the Guidance Practices Inventory is found in Appendix B.)

In March 1973, the Guidance Practices Inventory was sent to all principals and to half, or 271, of the teachers in those elementary schools designated as target schools at the time of the survey. Each respondent to the questionnaire was asked to indicate "Yes" or "No" whether he/she needed additional help in performing the activity outlined in each item. Data were analyzed by category and items within each category. The items for which the educators indicated a need for assistance were ranked, and the results served as a guide in the development of program objectives. The categories and percent of "Yes" responses to each item are presented in Table 1.

The range of percentages in each category were as follows:

1. Securing information about pupils - 45 to 90 percent
Table 1

Percent of "Yes" Responses to the Guidance Practices Inventory

1. **Securing Information about Pupils**
   - **Item:**
     - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
   - **Percent:**
     - 82 68 65 59 55 63 58 51 82 56 85 90 84 64 73 65 45

2. **Providing Information to Pupils**
   - **Item:**
     - 18 19 20 21 22 23 24 25 26 27 28 29 30
   - **Percent:**
     - 56 60 62 44 49 66 69 59 71 62 64 69 76

3. **Assisting Pupils and Parents**
   - **Item:**
     - 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46
   - **Percent:**
     - 90 85 76 83 76 82 75 68 87 67 85 57 58 70 71 75

4. **Working with Staff, Parents, and Community**
   - **Item:**
     - 47 48 49 50 51 52 53 54 55 56 57 58 59 60
   - **Percent:**
     - 78 65 76 78 71 68 81 86 78 79 86 86 79 82

5. **Using Principles of Learning**
   - **Item:**
     - 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75
   - **Percent:**
     - 51 49 64 50 51 56 55 47 45 48 45 50 53 40 52

**Note:** Wording of individual items may be obtained from the copy of the Guidance Practices Inventory in Appendix B.
2. Providing information to pupils — 44 to 76 percent
3. Assisting pupils and parents — 57 to 90 percent
4. Working with staff, parents, and community — 65 to 86 percent
5. Using principles of learning — 40 to 64 percent

Generally speaking, there was recognition, on the part of teachers, of the need for a guidance program in the elementary schools.

Conceptual framework. The guidance philosophy and identified needs provided the foundation for the conceptual framework of the program. The program was built on the following concepts:

1. Elementary school students need guidance to help them with the mental and emotional problems of growing up.
2. Classroom teachers need assistance to understand more effectively and meet the needs of individual children.
3. School administrators need assistance on matters such as the identification of specific needs, achievements, interests, and abilities of students.
4. Parents need a long-term contact with the school that will assist them to understand better the educational process and their children.
5. The elementary school counselor contributes to the over-all educational program as he/she works with the principal, teachers, students, and parents.

Phase II: Planning

Phase II presents the answer to Question Number Two: What were the sequential steps in initiating the program?
Guidance programs that serve the needs of students become a reality because some individual or group of individuals takes the initiative in planning and creating the program (Knapp, 1959). According to Holthouse (1974), planning for the elementary guidance program in Norfolk Public Schools began in September 1972, one year in advance of the implementation date. This planning consisted of twelve basic steps: (1) search for funding; (2) employment of a consultant; (3) orientation session for principals; (4) organization of an advisory council; (5) selection of counselors; (6) inservice training for counselors; (7) selection of schools; (8) joint inservice training for principals, teachers, and counselors; (9) ordering of furniture, equipment, and materials; (10) employment of a program supervisor; (11) development of the basic guidance program; and (12) pre-school workshop for counselors.

Search for funding. In September 1972, the program developer began searching for funds for the program. Two requests were submitted to federal sources within the school system. One source, Emergency School Aid Act (ESAA), rejected the request; and the other, ESEA Title I, awarded a $10,000 grant to prepare for a possible program. The activation of the program was contingent upon the approval of ESEA and the School Board.

On May 3, 1973, the School Board unanimously voted to include the elementary guidance program in the ESEA proposal for the 1973-74 school year; thus, ESEA provided funds for the employment of twelve counselors, and operational costs were awarded.
Employment of a project consultant. In February 1973, Dr. J. Melvin Witmer, Professor of Guidance and Counseling, Ohio University, was employed as the project consultant. His functions were two-fold: first, to serve as an advisor to the program developer during the planning phase; and second, to conduct inservice training sessions for the counselors during the planning and initial implementation year. In this capacity, Dr. Witmer visited Norfolk two times during the planning phase, monthly (August-May) during the first year of the implementation phase, and twice during the second year of implementation.

Orientation session for principals. On March 21, 1973, the program developer and project consultant met with thirty-one principals of target schools. At this meeting, the consultant discussed the rationale for elementary guidance; and the program developer discussed the organization of an elementary guidance program and the facilities, furniture, equipment, and clerical help needed. Principals who were interested in having a counselor assigned to their schools were requested to write letters to the program developer. Additionally, the Guidance Practices Inventory, the needs assessment instrument, was distributed for completion by principals and their teachers.

Organization of an advisory council. In April 1973, an advisory council of ten persons was appointed to discuss and establish policy and to promote broad-base support for the program from groups, i.e., School Board members, central office administrators, principals, teachers, and parents. This council included five principals, two classroom teachers, and three prospective elementary counselors.
Before the program could be initiated, it was necessary for the advisory council to appear before the School Board to justify the inclusion of the program in the ESEA Title I proposal for 1973-74; during the presentation, the advisory council used the results of the needs assessment survey as well as their professional expressions of the need for the program.

Selection of counselors. From March to June 1973, counselors were selected. The program developer felt that the success of the program, to a great degree, would depend on the counselors chosen. Therefore, a series of five workshops for prospective elementary school counselors was designed. Announcements were sent to each school. Teachers who were certified in elementary school guidance and wanted to be elementary school counselors were instructed to apply for the workshops. (The requirements for an elementary school counselor in the state of Virginia are found in Appendix C.)

After personal interviews and further screening of the forty-three applicants, fourteen candidates were selected. Candidates were observed during this inservice training period, and the final selection of counselors was made at the termination of these sessions. The counselors selected were two males and ten females; ten had previous teaching experience at the elementary level, one at the high school level, and one had none. The thirteenth candidate was employed as a counselor at the junior high school level, and the fourteenth candidate was employed as a secondary school counselor in another school system.
Inservice training for counselors. From April to June 1973, workshops for the prospective elementary school counselors were held on Saturdays from 9:00 a.m.-4:00 p.m. The workshops focused on trends, practices, skills, and techniques of elementary school guidance. Each workshop participant received a stipend of $3.00 per hour and one increment credit. These sessions were conducted by a number of consultants who were selected based upon their previous work in the field, e.g., publications, workshop experience, and materials developed. The first workshop was conducted by Dr. Witmer, the project consultant. Other consultants selected were Dr. Don Dinkmeyer, DePaul University; Dr. George E. Hill, Ohio University; Dr. Orren L. Rayford, Ohio University; and Mr. Robert F. McCulloch, Norfolk Public Schools.

Selection of schools. By April 1973, twenty-three principals had responded to the request, made at the March 21, 1973, meeting of target school principals, to write letters to the program developer indicating interest in having the program in their schools.

Concerning the criteria for selecting schools, principals were informed that the program would be placed in those schools where the building principal: (1) recognized the need for the service and pledged his/her support, (2) had adequate space available, and (3) had a faculty that was willing to accept and work with a counselor on the basis of good guidance principles.
Twenty-one of the twenty-three letters were favorable, and two were unfavorable. (Copies of one of each of these categories of letters appear in Appendix D.)

Before the final selection of schools was made, the program developer visited each school to inspect the space and confer with the principal. As a result of these visits, twelve schools were selected; and three were placed on an alternate list. Enrollments in the selected schools ranged from 302 to 774.

Joint inservice training for principals, teachers, and counselors. In May and June 1973, principals of the selected schools, four teachers from each school who were selected by the principals, and counselors were invited to participate in an inservice training program. The purpose of the session was to define the role of the principal, teacher, and counselors. Two four-hour Saturday sessions were held. Participants had the option to select to attend the first or second session. Teachers and counselors were paid a stipend of $3.00 per hour. These sessions were conducted by Dr. William H. Van Hoose, Professor of Guidance and Counseling at the University of Virginia, who was assisted by a graduate assistant.

Ordering of furniture, equipment, and materials. In August 1973, the furniture, equipment, and basic program materials were ordered. The order, for each counselor, consisted of a desk, chair, locked file cabinet, bookcase, typewriter, tape recorder, Developing Understanding of Self and Others (DUSO) I (Dinkmeyer, 1970), Methods
Employment of a program supervisor. On May 22, 1973, a special notice, advertising the position of Supervisor of Elementary Guidance, was sent to all administrative and supervisory personnel. Instructions were to announce the vacancy and post the notice on the faculty bulletin board. Applications were sent to the program developer, who interviewed each candidate. The position was filled in June 1973; and the newly appointed supervisor (the writer) reported to work in September 1973. The duties of the supervisor, which were listed in Special Notice Number 1086 GAP (1973) entitled Elementary Guidance Supervisor, were:

1. Developing and implementing plans for regular guidance elementary services, for special projects programs, for research projects, and for staff development.

2. Organizing the program by selecting personnel, delineating duties and responsibilities of elementary counselors, assigning personnel to schools, and establishing efficient program procedures.

3. Coordinating the activities of the elementary counselors by establishing procedures to facilitate maximum benefits from the program and to integrate the guidance services into the school programs and by distributing annually to the elementary counselors and to the schools a Basic Elementary Guidance Program.
4. Supervising, in collaboration with school administrators, the elementary counselors.

5. Developing and implementing evaluation procedures, in collaboration with school administrators, for evaluating the elementary counselors and the elementary guidance program.

6. Maintaining accounting procedures and preparing an annual budget for the operation of the elementary guidance program.

7. Preparing reports necessary for departmental planning and at the request of the Director of Guidance.

Development of the Basic Guidance Program. In June 1973, a one-week six-hour per day intensive workshop to develop a Basic Guidance Program was held. This workshop was also conducted by Dr. William H. Van Hoose, Chairman of the Guidance and Counseling Department at the University of Virginia. The twelve counselors, who were paid stipends of $3.00 per hour; the Supervisor of Elementary School Guidance; and the Director of Guidance were the participants.

During this workshop, the needs assessment data and the role statements were studied; and numerous tasks evolved. First, the objectives, which were consistent with the overall school philosophy, were determined. Second, a survey of guidance services—counseling, consultation, coordination, career development, and child study—led to the finalization of the role and function statement of the counselor. Third, strategies were developed for achieving the objectives. These strategies became the basis of a flexible calendar of activities designed to guide the counselors in working with students, individually
and in groups; with parents; with other pupil personnel workers; and with principals. Fourth, evaluation procedures to determine the degree to which the objectives were achieved were designed.

The workshop culminated with a compilation of the written Basic Guidance Program, which was distributed to School Board members, the Superintendent, central office administrators, advisory council members, principals, teachers, counselors, and parents. (A copy of the 1973-74 Basic Guidance Program is found in Appendix E.)

Pre-school workshop. In August 1973, a one-day inservice workshop was held for the counselors, the final step in the planning phase. The purpose was to discuss the following three areas: (1) the Basic Guidance Program, which had been mailed to the counselors prior to the meeting, (2) program materials, and (3) techniques for inaugurating the program in the individual schools.

Time was provided for counselors to visit their schools, discuss the program with the principal, and check their guidance facilities. Additional time was also allotted for counselors to become familiar with the immediate school community and the neighborhoods from which the students were transported.

Phase III: Implementation

Phase III consists of the answer to Question Number Three: How was the program implemented?

First Year (1973-74)

Basic Guidance Program. The calendar of activities included in the Basic Guidance Program served as the time-line for accomplishing
the various tasks. The Program also suggested tools and materials to meet the developmental needs of the students. Examples of activities included in the calendar follow:

August: Confer with the principal to explain the proposed elementary school guidance program and solicit ideas for the program.

September: Hold an inservice meeting with other staff members to introduce the guidance program's objectives, counselor's role and function, calendar of guidance activities, referral process, guidance committee, professional relationships, etc.

Visit all classrooms to introduce the counselor and the guidance program.

Initiate group counseling and group guidance sessions.

October: Organize and begin working with a parent-study group.

Select five (5) students for intensive case studies. One (1) for each of the following reasons: underachievement, attendance, low self-concept, maladaptive behavior, and poor acceptance by peers.
Organize and begin working with a teachers' "C" group.

November: Host a Career Day during National Career Guidance Week.

December: Confer with parents and teachers as needed regarding individual children.

January: Meet with the principal to discuss the guidance program.

February: Counsel with children who are potential academic failures for the year and support intervention programs for them.

March: Attend the principal's conferences with other pupil personnel workers.

April: Conduct "orientation to junior high school" group sessions with sixth grade children and parents; conduct "orientation to intermediate school" group sessions with children and parents.

May: Meet with small groups of teachers to obtain feedback on the year's guidance activities and to obtain their suggestions for next year's program.

June: Prepare final reports.

Monitoring the program. In September 1973, the supervisor began collecting, sorting, and organizing information received from the
counselors' monthly reports and school visits to determine whether the guidance services were being delivered on schedule and whether there were problems or difficulties.

The supervisor held monthly meetings with the counselors. One of the important aspects of these meetings was the informal activity of sharing problems and solutions. Additionally, the supervisor met with the principals individually and collectively; three group meetings were held with the principals in November, January, and April.

Throughout the first year of the program, the project consultant conferred with the program developer and supervisor, observed the program in action, and held conferences with building principals.

Staff development. An important but frequently overlooked element in maintaining a guidance program is continuous staff development. Therefore, in September 1973, the Guidance Department sponsored an all-expenses paid graduate course in behavior modification for the elementary counselors. In November 1973, Dr. Don Dinkmeyer, consultant, returned to Norfolk to conduct a ten-hour workshop on "C" group sessions for teachers. Counselors were encouraged to attend local, state, and national guidance conferences; those counselors who did attend received partial payment of expenses.

Parent advisory committee. In October 1973, an Elementary Guidance Parent Advisory committee was organized. The committee was composed of two parents from each of the twelve schools—one parent of a disadvantaged student and one affluent and/or influential parent. The
purpose of this committee was to maintain support for the program and to assist the counselors in their individual schools. The committee was chaired by the supervisor and met three times--October 18, 1973; January 22, 1974; and April 30, 1974.

Approval of evaluation procedures. In October 1973, the program developer, project consultant, and supervisor met with the Director of Research and his staff to finalize the evaluation design for the program. Plans were formulated for the development of questionnaires that would be administered to teachers, students, and parents and for the development of pre- and post-assessment of the case studies. A detailed report of the evaluation procedures will be discussed later in this chapter.

Publicity. In June 1973, the first of several articles that referred to the program was published. The titles and dates of publications are as follows:

1. "Are You a Good Mother or Concerned with Image?"

2. "Early Counseling Seeks to Nip Budding Problems,"

3. "Guidance Program Extends to 12 Elementary Schools,"

In addition to these written articles concerning the program, an oral presentation was made on television by the supervisor of the program in November 1973 on WAVY TV, Channel 10.
In November 1973, the first issue of the *Elementary School Guidance Newsletter* was published. This newsletter and future issues were distributed throughout the school system and to the Virginia State Department of Education.

**Additional counselor.** In January 1974, one elementary school counselor was added to the staff, bringing the number to thirteen counselors. This counselor was assigned to one of the nine remaining schools where the principal had indicated an interest in having the program.

**Modification.** In May 1974, a revision committee composed of four counselors, the program developer, and the supervisor was formed. To provide the opportunity for all counselors to have input into the revision, the supervisor asked each of the four counselors serving on the committee to obtain suggestions and recommendations from three of the remaining nine counselors. The committee studied all suggestions and the results of the Teachers' Opinionnaire which had been administered in April. Strengths and weaknesses of the program were noted, and the program was modified accordingly. (A detailed report of the strengths and weaknesses of the program will be presented in Chapter 4.)

**Second Year (1974-75)**

Between the first and second implementation years, the local ESEA Title I guidelines shifted emphasis from Grades K-6 to Grades K-4. As of September 1974, the guidance services were, therefore,
confined to disadvantaged students in Grades K-4 and their teachers and parents. One counselor, who resigned at the end of the first year, was not replaced; the number of counselors in the program was thus reduced to twelve.

**Monitoring the program.** The monitoring aspect of the 1974-75 program continued to function as in the initial year of the program. However, the project consultant's visits were reduced to two--January 1975 and April 1975.

**Staff development.** Counselors were again provided the opportunity to take a free graduate course sponsored by the Guidance Department. Those counselors who were certified prior to September 1973 and who had not taken a practicum course were encouraged to enroll in the course entitled *Advanced Field Counseling (Practicum)*, which was taught by Dr. William H. Van Hoose, University of Virginia.

Several consultants were employed to conduct sessions related to the expressed needs of the counselors. The consultants and their topics were: Dr. James J. Muro, University of Maine, *New Trends and Techniques in Elementary School Guidance*; Dr. Edward A. Nalpant, University of Virginia, *Drug Education and Inservice for Teachers*; Dr. Joan C. Franks, University of Virginia, *Counseling Strategies for Children*; and Dr. Orren L. Rayford, Norfolk State College, *Nonverbal Communication*.

**Parent advisory committee.** At the beginning of the second year, a chairman and co-chairman of the Parent Advisory Committee were
selected; and the committee voted to hold monthly meetings. In November 1974, three members of this committee appeared before the School Board Budget Hearing to request local funding for the program so that services could be provided to all elementary students. However, their request was not granted.

Publicity. During 1974-75, a fifteen-minute slide presentation depicting the work of the elementary counselor was developed. This slide presentation was used by the guidance personnel to explain the program to faculty members and community groups. A brochure describing the program was printed. (A copy of the brochure is found in Appendix F.)

Oral presentations concerning the program were made to community groups and guidance classes at the local universities and colleges. In September 1974, the supervisor discussed the program on the "Mildred Alexander Show," which was aired on Station WTAR TV, Channel 3.

Modification. In May 1975, a second revision committee, composed of counselors, revised the Basic Guidance Program and made appropriate changes in relevant forms used in the program. (Forms are found in Appendixes G, H, and L.)

Third Year (1975-76)

The third year of the program heralded two significant changes which affected the number and assignment of counselors: (1) due to a reduction in the Norfolk Public School System's ESEA Title I budget, the number of counselors was reduced from twelve to ten; and
beginning in September 1975, each of the ten counselors was assigned to serve two schools rather than to work full-time in one school.

In serving two schools, the counselors were assigned to one school for three days and to the second school for two days. Counselors reported to the school with the larger number of eligible students on Mondays, Wednesdays, and Fridays and to the second school on Tuesdays and Thursdays. When necessary, counselors, with the approval of principals and the supervisor, exchanged days.

Additionally, a change in the ESEA Title I guidelines prohibited the counselors from conducting classroom guidance activities. Therefore, this activity was deleted from the program.

There were no significant changes in the monitoring of the program, staff development, parent advisory committee, and publicity.

Phase IV: Evaluation

A valuable component of the Basic Guidance Program was the detailed on-going evaluation procedures which were performed to determine what the program was accomplishing and what were its shortcomings. Both summative and formative evaluation procedures were employed. The summative procedures included monthly reports and periodic evaluations of the parent-study group sessions and "C" group sessions. Because of the limited number of "C" group sessions conducted, evaluation data in this area will not be presented. The formative evaluation procedures consisted of questionnaires given to teachers and students and of case studies.
Monthly Reports

Each month the counselors prepared three copies of a monthly report. One copy was submitted to the building principal; one was sent to the supervisor; and one was retained by the counselor. The reports submitted to the supervisor were compiled and summarized; and copies of the summary report were distributed to School Board members, the Superintendent, Assistant Superintendent of Pupil Personnel Services, Director of Special Projects, and counselors. (A copy of the monthly report form is found in Appendix G.)

Parent-study Group Evaluations

To determine the effectiveness of the parent-study group sessions, the parents were requested to complete an evaluation form at the end of each series of sessions. (A copy of the parent-study group evaluation form is found in Appendix H.)

Teachers' Assessment of the Program

In April of each program year, the teachers were administered an opinionnaire pertaining to the guidance program. Data collected from the results of the opinionnaires were used in revising the program. (A copy of the Teachers' Assessment of the Elementary Guidance Program is found in Appendix I.)

Students' Questionnaires

In April of each program year, students in designated grade levels (Grades 3-6 in 1973-74 and 1974-75, and Grades 3 and 4 in 1975-76) were administered a questionnaire pertaining to the services
rendered by the counselor. Data collected from the results of the questionnaires were used in revising the program. (A copy of the Elementary Guidance Children's Questionnaire is found in Appendix J.)

**Student Case Studies**

The case studies comprised the most important component of the evaluation design. Each counselor was required to do indepth case studies in each of the five areas: achievement, attendance, low self-concept, maladaptive behavior, and poor acceptance by peers. (A copy of the case study outline and case study evaluation design is found in Appendix K.)

**Achievement.** Teachers used the Elementary Student Progress Report and referred students who were rated as progressing slowly in the majority of the areas in mathematics and/or reading for the first reporting period. Counselors began intervention strategies in November. The objective was to raise the level of achievement from progressing slowly to progressing rapidly on the second and/or third reports. Reports were distributed to parents and children four times each year—November, January, March, and June.

**Attendance.** Teachers used the previous year's attendance records and referred students whose attendance they wanted improved. Counselors began intervention strategies in November. An attendance record was maintained during the treatment year. The number of days each month the student was absent during the previous year was compared to the number of days the student was absent each month of the treatment.
year. The percent of gain was computed. Progress was determined by an increase in attendance during the treatment year.

**Low self-concept.** In September, counselors administered the Children's Self-Concept Index and the Piers-Harris Self-Concept Scale to first and fourth graders, respectively. Counselors selected students whose scores indicated a low self-concept and who were also recommended by their teachers. Counselors began intervention strategies in November. Post-tests were administered in April. A comparison of scores was made; and the number and percent of the students whose scores improved, remained the same, or declined were computed.

**Maladaptive behavior.** Teachers used the form Identifying Children with Special Needs and selected one, two, or three specific behaviors that they wanted changed, e.g., fighting, disrupting the class, and using profanity. Monthly consultation sessions were held with the referring teacher to determine progress. A frequency count of target behavior(s) was recorded each month. Progress was determined by the number and percent of behavior(s) that decreased, remained the same, or increased.

**Poor acceptance by peers.** In September the counselors administered Kough and DeHaan's sociometric test, "Who Are They?," to students in Grades 2 and 3. Students who were not selected as a friend or who were selected by only one other student were referred. Counselors began intervention strategies in November. A post-sociometric test was administered in April. A tabulation of the
number of selections for each student on the pre- and post-tests was made, and the percent of difference was determined.

Summary

This chapter traced the development of the elementary school guidance program in Norfolk Public Schools, Norfolk, Virginia, over a three-year period, 1973 to 1976, through a chronology of steps which constituted the case study.

Three exploratory questions underlying this study were answered in this chapter. In Chapter 4 an analysis of the evaluation process will be presented.
This chapter presents an analysis of the data collected as a part of the ongoing evaluation procedure during the 1975-76 school year. Data were obtained from five sources: (1) counselors' monthly reports, (2) teachers' opinionnaires, (3) children's questionnaires, (4) parent-study group evaluation forms, and (5) student case studies. Because this investigation does not include hypotheses, the data were subjected to simple statistical procedures and are inferential in type. Data were analyzed as outlined in Chapter 1.

Counselors' Monthly Reports

The data were compiled from the summaries of the monthly reports submitted by the ten counselors to the Guidance Department on the tenth day of each month, from September to June. The data were tabulated to determine the number of individual counseling sessions conducted, grade levels of students, reasons for referrals, referral sources, consultation sessions held, number of group guidance activities conducted, and percentage of time counselors spent conducting different guidance activities.

Individual Counseling Sessions

Table 2 presents a summary of the number and distribution by grade and sex of the counselors' individual counseling sessions. The
Table 2
Individual Counseling Sessions with Different Students

<table>
<thead>
<tr>
<th>Sex of Students</th>
<th>K</th>
<th>Grade Levels 1</th>
<th>Grade Levels 2</th>
<th>Grade Levels 3</th>
<th>Grade Levels 4</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
<td>350</td>
<td>591</td>
<td>140</td>
<td>246</td>
<td>232</td>
<td>287</td>
<td>990</td>
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<tr>
<td>Girls</td>
<td>490</td>
<td>837</td>
<td>661</td>
<td>184</td>
<td>294</td>
<td>431</td>
<td>3308</td>
</tr>
</tbody>
</table>

Total           | 2212| 429            | 294            | 431            | 2             | 2     | 3308  |
summary revealed that counselors conducted a total of 3,308 individual counseling sessions with 1,064 different students. Two thousand two hundred and twelve, or 67 percent, of these sessions were held with boys, and 1,096, 33 percent, were with girls. Four hundred and ninety, or 15 percent, of these sessions were with kindergarten students; 837, or 25 percent, with first graders; 661, or 20 percent, with second graders; 887, or 27 percent, with third graders; 431, or 13 percent, with fourth graders; and 2, or .01 percent, with others.

Reasons for Referrals

Table 3 shows that the reasons for referrals were the following: (1) aggressive behavior, 516, or 49 percent; (2) interpersonal problems, 138, or 13 percent; (3) academic problems, 132, or 12 percent; (4) intrapersonal problems, 84, or 8 percent; (5) withdrawn behavior, 74, or 7 percent; (6) home problems, 56, or 5 percent; (7) school adjustment problems, 55, or 5 percent; (8) health problems, 5, or 1 percent; (9) attendance, 3, or .03 percent; and (10) potential dropout, 1, or .01 percent. Nearly half of the referrals pertained to aggressive behavior.

Referral Sources

Classroom teachers initiated 787, or 74 percent, of the referrals; counselors, 97, or 9 percent; principals, 74, or 7 percent; self, 40, or 4 percent; staff, 35, or 3 percent; parents, 27, or 3 percent; peers, 1, or .01 percent; Interdisciplinary Diagnostic Prescriptive (IDP) Center, 1, or .01 percent; psychologists, 1, or .01 percent;
Table 3

Reasons for Referrals

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<td>90</td>
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<td>157</td>
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<td>32</td>
<td>26</td>
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<td>18</td>
<td>18</td>
<td>14</td>
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<td>Potential Drop-outs</td>
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<td>Total</td>
<td>175</td>
<td>238</td>
<td>200</td>
<td>281</td>
<td>168</td>
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<td>1064</td>
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and visiting teachers, 1, or .01 percent. This data were summarized in Table 4.

Consultation Sessions

As a means of collaborating and providing feedback concerning each student's progress and adjustment, the counselors conducted 3,997 consultation sessions. Two thousand four hundred and sixty-seven, or 62 percent, of these sessions were held with teachers; 635, or 16 percent, with parents; 396, or 10 percent, with principals; 150, or 4 percent, with the staff; 135, or 3 percent, with visiting teachers; 113, or 3 percent, with psychologists; 73, or 2 percent, with nurses; 17, or .04 percent, with community agents; 7, or .02 percent, with psychiatrists; and 4, or .01 percent, with physicians. Data on consultation sessions are included in Table 5.

School Services: Guidance Activities

In implementing a comprehensive, developmental, and preventive program of guidance services, counselors conducted a total of 5,711 group activities focused on positive child growth and development. These services included initial classroom guidance demonstrations, formal demonstrations, inservice, small group counseling sessions, developmental group guidance sessions, open house, case staffings, and group guidance activities. Tabulations on these guidance services are included in Table 6.
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<td>Total</td>
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<td>238</td>
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Table 5

Consultation Sessions

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<td>399</td>
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<td>770</td>
<td>624</td>
<td>772</td>
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Table 6
School Services: Guidance Activities

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<td>1008</td>
<td>1206</td>
<td>149</td>
<td></td>
<td>5711a/</td>
</tr>
</tbody>
</table>

Note: Totals differ because grade levels were not reported for all activities.

a Vertical total.
b Horizontal total.
Percent of Time Spent Conducting Guidance Activities

Figure 1 shows the percentage of time counselors spent conducting various guidance activities. A total of 80 percent of the time was spent conducting five major guidance activities: (1) individual counseling, 33 percent; (2) group counseling, 14 percent; (3) group guidance, 13 percent; (4) consultation, 11 percent; and (5) coordination, 9 percent. The bulk of the time, 60 percent, was devoted to working with children. The least amount of time, 4 percent, was spent in record-keeping and writing reports.

Conclusions

An examination of the monthly reports revealed the following conclusions: (1) two-thirds of the individual counseling sessions were conducted with boys; (2) the largest number of individual sessions was held with third grade students; (3) the classroom teacher was the leading source of referrals; (4) forty students referred themselves; (5) the psychologist and visiting teacher referred only one student each; (6) one student was referred by a peer; and (7) the leading reason for referral was aggressive behavior.

Sixty percent of the counselors' time was spent in counseling, 11 percent in consultation, and 9 percent in coordination. The remaining 20 percent of the time was spent conducting activities indicated in Figure 1.

Teachers' Assessment

A 34-item opinionnaire was administered to teachers in 18 Title I schools by the building principals. Two Title I schools did not
Figure 1

Percent of Time Counselors Spent Conducting Guidance Activities in 1975-76
participate because the counselor was absent, due to illness, for two and one-half months. The results of Items 1-33, which required a "Yes," "No," or "DK" (Don't Know) response, were tabulated; and the number and the percent of respondents answering "Yes," the desired response, to each question in each school and for the total program were determined. Although "NA" (Not Applicable) was not listed as a possible response, several teachers recorded "NA."

A summary for the total program of the responses, by percentages, to the teachers' opinionnaire is contained in Table 7.

According to the percentages of the responses to the teachers' opinionnaire for the total program, the "Yes" responses to five, or 15 percent, of the statements (Items 2, 5, 3, 31, and 33) were 80 percent or higher. The highest "Yes" response was recorded for Item 2; 89 percent of the teachers felt that teachers and eligible students were aware that they could consult the counselor if they had problems with which they needed help. The second highest response was to Item 5; 86 percent of the teachers recognized the need for guidance and were aware of the services provided by the counseling program.

The "Yes" replies to 9, or 27 percent, of the statements--Items 9, 28, 7, 15, 19, 4, 23, 24, and 29--were below 50 percent. The lowest "Yes" response was to Item 9; only 29 percent of the teachers answered "Yes" to the statement "Counselors provided orientation and transitional programs for parents as well as pupils." The second lowest "Yes" reply was to Item 28; 34 percent of the teachers
Table 7
Responses, by Percentages, to the Teachers' Opinionnaire, for the Total Program

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<tr>
<th>ITEM</th>
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<td>YES</td>
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Note: Wording of individual items may be obtained from the copy of the Teachers' Opinionnaire in Appendix I.
responded "Yes" to the statement "As a result of counseling fewer pupils have become severe disciplinary problems."

Written Responses

There were 144 written replies, from 34 percent of the teachers, to Item 34, which was "I would like to see the following changes made in the basic guidance program." These responses were tabulated and categorized; percentages were computed, and the suggestions were ranked.

The teachers' responses contained nine basic suggestions: (1) assign the counselor to one school on a full-time basis, 45 percent; (2) allow the counselor to serve all students, 38.2 percent; (3) provide additional feedback and prompt follow-up services, 6.3 percent; (4) conduct classroom guidance activities, 2.1 percent; (5) provide additional inservice for teachers, 2.1 percent; (6) increase counseling services for individual students, 2.1 percent; (7) provide faster action on cases referred, 1.4 percent; (8) counsel students with discipline problems, 1.4 percent; and (9) eliminate treats given to students who report for individual counseling sessions, 1.4 percent.

Conclusions

In this evaluation procedure, the majority, 86 percent, of the 418 teachers acknowledged a need for a counseling program in the elementary school. Conversely, only 34 percent of the teachers indicated that the counseling services had reduced the number of severe disciplinary problems, the major reason for referrals.
Teachers' Opinionnaire and the Objectives of the Program

The teachers' opinionnaire was further designed to determine the extent to which each objective of the program was accomplished, and thus each statement was related to a specific objective or objectives. Data that pertain to the objectives are found in Table 8. Because Item 33 did not refer to a specific objective, it was not included in this analysis.

This analysis of the "Yes" responses to the teachers' opinionnaire produced the following results:

1. **Objective number one.** The content of this objective was "to aid children in their school adjustment and academic development." Nine items (7, 9, 10, 11, 12, 13, 24, 27, and 31) were used to evaluate this objective. The teachers' "Yes" responses ranged from 29 - 82 percent.

2. **Objective number two.** The content of this objective was "to assist children to alleviate personal, behavioral, and emotional problems through the development of problem-solving skills necessary to consider alternatives and make decisions." Fourteen items (1, 2, 3, 4, 8, 11, 14, 19, 21, 23, 25, 27, 28, and 32) were used to evaluate this objective. The teachers' "Yes" responses ranged from 34 - 89 percent.

3. **Objective number three.** The content of this objective was "to assist children in their personal growth through self-understanding and the development of healthy self-concepts." Fifteen items (1, 5, 6, 11, 12, 13, 15, 16, 17, 18, 19, 22, 23, 25, and 27) evaluated this
Table 8

Teachers' Opinionnaire: "Yes" Responses as Related to Program Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Test Items and Percentages of &quot;Yes&quot; Responses</th>
<th>Total Number of Items</th>
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<td>1. To aid children in their school adjustment and academic development</td>
<td>Item: 7 9 10 11 12 23 24 27 31</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Percent: 40 29 51 53 50 46 48 65 82</td>
<td></td>
</tr>
<tr>
<td>2. To assist children to alleviate personal, behavioral, and emotional</td>
<td>Item: 1 2 3 4 8 11 14 19 21 23 25 27 28 32</td>
<td>14</td>
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<tr>
<td>problems through the development of problem-solving skills necessary to</td>
<td>Percent: 77 89 86 46 59 53 56 41 53 46 65 65 34 58</td>
<td></td>
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<tr>
<td>consider alternatives and make decisions</td>
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<td>Objectives</td>
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<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3. To assist children in their personal growth through self-understanding and the development of healthy self-concepts</td>
<td>Item: 1 5 6 11 12 13 15 16 17 18 19 22 23 25 27</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Percent: 77 86 66 53 50 78 41 74 50 58 41 56 46 65 65</td>
<td></td>
</tr>
<tr>
<td>4. To assist children in their social development, particularly in their development of adequate human relations skills</td>
<td>Item: 4 8 20 25 27 28 30</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Percent: 46 59 52 65 65 34 72</td>
<td></td>
</tr>
<tr>
<td>5. To help children understand and appreciate the world of work</td>
<td>Item: 26</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Percent: 55</td>
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objective. The teachers' "Yes" responses ranged from 41 - 86 percent.

4. **Objective number four.** The objective was "to assist children in their social development particularly in their development of adequate human relations skills." Seven items (4, 8, 20, 25, 27, 28, and 30) pertained to this objective. The teachers' "Yes" responses ranged from 34 - 72 percent.

5. **Objective number five.** The objective was "to help children understand and appreciate the world of work." Item 26 was the only item used to evaluate this objective. The teachers' "Yes" responses were 55 percent.

The range of percentages for all five objectives was 29 - 89 percent. The overall range gives an indication of the degree to which the objectives were achieved.

**Elementary Guidance Children's Questionnaires**

A 30-item questionnaire was administered to 867 students in Grades 3 and 4 who were enrolled in the Title I instructional program. There were two choices of responses, "Yes" and "No." The responses were tabulated, and percentages were computed for each school and for the entire program. Percentages of responses to the Elementary Guidance Children's Questionnaire are shown in Table 9.

According to the results of the children's questionnaire, the "Yes" replies to 19, or 63 percent, of the items (6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25, 29, and 30) were 80
Table 9

Percentages of Responses to the Children's Questionnaire, for the Total Program

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Note: Wording of individual items may be obtained from the copy of the Elementary Guidance Children's Questionnaire in Appendix J.

aNA indicates No Answer.
percent or higher. The following seven items had percentages of ninety or above:

Item 13 - Is the counselor friendly to all boys and girls? 92.6 percent
Item 17 - Does the counselor really like you? 92.4 percent
Item 15 - Do you wish your counselor had more time to work with you? 91.9 percent
Item 18 - Does the counselor really listen to you, when you are talking? 91.5 percent
Item 22 - Do you really enjoy being with the counselor? 91.2 percent
Item 6 - If you had a problem, would you go to the counselor for help? 90.4 percent
Item 25 - Does the counselor help to make school fun? 90.3 percent

The percentage of two, or 7 percent, of the questions was below 50 percent. These two items are as follows:

Item 20 - Did the counselor send your parent/parents a note? 38.0 percent
Item 27 - Has the counselor talked with your parents? 38.7 percent
Conclusions

The fact that the "Yes" responses to 28, or 93 percent, of the items on the Elementary Guidance Children's Questionnaire were 50 percent or above is an indication that the students in the Title I instructional program were knowledgeable about the major role of the counselor. A need for increased involvement of parents was evidenced by the responses to Items 20 and 27.

Parent-Study Group Evaluations

An eight-item evaluation instrument was completed by forty, or 44 percent, of the ninety parents who attended parent-study group sessions conducted by eight counselors. The evaluation forms were distributed and collected by the counselors at the final session of each series. The responses to Items 1, 2, 3, and 6 were tabulated; and percentages were computed. Replies to Items 4, 5, 7, and 8 were tabulated, categorized, and ranked; and percentages were computed.

Item 1 was "Considering the sessions as a whole, how would you rate its value to you?" There were four choices of responses: (1) much, (2) some, (3) little, and (4) none. Thirty-four, or 85 percent, of the parents indicated "much;" and 6, or 15 percent, indicated "some."

Item 2 was "Did you hear new ideas?" Possible answers were (1) Yes and (2) No. All forty, or 100 percent, of the parents responded "Yes."

Item 3 was "Can you use these ideas at home?" There were three choices of responses: (1) Yes, (2) No, and (3) Not Sure. Thirty-eight,
or 95 percent, checked "Yes;" and two, or 5 percent, checked "Not Sure."

Item 4 was "The one thing I liked most about the session was . . . ." Thirty-two, or 80 percent, of the parents wrote responses. These replies were tabulated, categorized, and ranked as follows:

1. Relaxed atmosphere
2. Fellowship
3. Sharing ideas
4. Similarity of problems
5. Better understanding of children and family

Item 5 was "The one thing I liked least about the session was . . . ." Only sixteen, or 40 percent, of the parents answered this question. The responses were tabulated, categorized, and ranked as follows:

1. Too few parents attended
2. Too few sessions
3. Inadequate participation (during discussion) of the counselor

Item 6 was "I (would, would not) profit by attendance at another workshop." Thirty-nine, or 97.5 percent, of the parents chose "would;" and one, or 2.5 percent, chose "would not."

Item 7 was "What, if anything, do you think could be done to better the program?" Eighteen, or 45 percent, of the parents responded to this question. The results were tabulated, categorized, and ranked as follows:

1. More publicity to get more parents to attend
2. Allow more time for discussion
3. Increase the number and time of meetings
4. Change the time of meetings from afternoon to morning
5. Send reminders prior to each meeting
6. Distribute printed handouts and mail them to parents who were absent

Item 8 was "What areas or concerns would you like to have discussed at future sessions?" Fifteen, or 38 percent, of the parents answered this question. The answers were tabulated, categorized, and ranked as follows:

1. Techniques for working with the "hard to reach children"
2. Maladaptive behavior, e.g., quarreling
3. Techniques on "how to motivate children"
4. How to foster cooperation among siblings

Conclusions

The fact that 100 percent of the parents participating in the parent—study group sessions found them beneficial and that 98 percent indicated they would profit from additional sessions indicates a need for the continuation and broadening of the activity. The data indicated that a concerted effort should be made to involve more parents and to maintain good attendance.

Student Case Studies

Forty-seven case studies were submitted to the Guidance Department in June 1976 by nine counselors. The areas and number of case
studies in each of five areas were as follows: (1) achievement, twelve; (2) attendance, four; (3) low self-concept, ten; (4) maladaptive behavior, fourteen; and (5) poor acceptance by peers, seven. Because there were fewer than five case studies in the area of attendance, this area was not included in this analysis.

**Achievement**

Data with regard to achievement case studies are shown in Table 10. There were 12 students included in the area of achievement: six first graders, five boys and one girl; three third graders, one boy and two girls; and one fourth grade boy. Because of insufficient data, two students were not included in the analysis. There were five content areas in reading for all grade levels and from three to seven content areas in mathematics, varying according to the grade level and/or teacher.

**Reading.** The results revealed that at the end of the first reporting period, seven students were rated by their teachers as progressing slowly in all content areas; thus, each had a 100 percent deficiency. One student was rated as progressing slowly in four content areas and as progressing in one content area, which was an 80 percent deficiency. One of the ten students was only deficient in mathematics, and one student was not referred until the end of the second reporting period. Thus, only eight students were involved in reading at the beginning of the intervention period.

At the end of the second reporting period, four students (B, D, G, and H) had improved all of their deficiencies and were
Table 10
Case Studies/Achievement

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<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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<td>100</td>
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Note: This table should be read as follows: students who were rated progressing slowly in all five reading content areas had a 100 percent deficiency; four, 80 percent; three, 60 percent; two, 40 percent; and one, 20 percent.
Table 10 (Continued)

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<td>4</td>
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</table>

Note: This table should be read as follows: students who were rated progressing slowly in all areas had a 100 percent deficiency.

Note: Students and number of content areas in mathematics applicable to each were: Student C - four, Student D - five, Student E - three, Student G - four, Student H - seven, and Student I - four.
rated in the progressing category, a 100 percent gain. One student (J) improved from progressing slowly to progressing in four content areas, an 80 percent gain. One student (C) improved from progressing slowly to progressing in three areas, a 60 percent gain. Two students (E and F) remained in the progressing slowly category in all five areas, a 100 percent deficiency. One student (A), who was referred at the end of the second reporting period, was rated progressing slowly in four of the content areas and progressing in one area, an 80 percent deficiency. One student (I) was not deficient in reading.

At the end of the third reporting period, the end of the treatment period, seven students (A, B, D, E, G, H, and J) had made a 100 percent gain; one student (C), an 80 percent gain; and one student (F), a 40 percent gain. The mean gain in reading was 91 percent. Three students' ratings improved from progressing slowly in all content areas at the end of the first reporting period to progressing at the end of the second reporting period and to progressing rapidly at the end of the third reporting period.

Mathematics. Six students were involved in the area of mathematics. At the end of the first reporting period, all six students were rated in the progressing slowly category in each of the applicable mathematics areas, a 100 percent deficiency for each student. At the end of the second reporting period, three students (D, G, and H) had improved from progressing slowly to progressing in all content areas, a 100 percent gain; two students (C and I) had improved their
ratings in half of the mathematics content areas, a 50 percent gain; and one student (E) had remained the same.

At the end of the third reporting period, the end of the treatment period, four students (D, G, H, and I) had made a 100 percent gain; one student (E) made a 66.67 percent gain; and one student (c) made a 50 percent gain. The mean gain in mathematics was 86 percent.

Conclusions

In the area of achievement, the counselors accomplished the objective of raising the level of achievement in reading and/or mathematics from progressing slowly to progressing or progressing rapidly on the second and/or third reports. Evidence of this accomplishment was ratings recorded on the Student Progress Report.

Low Self-Concept

In the area of low self-concept, there were ten students who were studied. Five students in Grades 1-3 were administered the Children's Self-Concept Index, and five students in Grade Four were administered the Piers-Harris Self-Concept Scale. Because there was insufficient data on one of the five students who was given the Children's Self-Concept Index, the results were not analyzed for the students in Grades 1-3. Results of this evaluation procedure are shown in Table 11.

The results of the pre-test scores on the Piers-Harris Self-Concept Scale revealed that three, or 60 percent, of the students (A, C, and D) had stanine scores of zero to three, or below average; one,
Table 11

Case Studies/Low Self-Concept

<table>
<thead>
<tr>
<th>Student</th>
<th>Sex</th>
<th>Grade</th>
<th>Pre-test Raw Score</th>
<th>Pre-test Percentile</th>
<th>Pre-test Stanine</th>
<th>Post-test Raw Score</th>
<th>Post-test Percentile</th>
<th>Post-test Stanine</th>
<th>Improvement by Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>M</td>
<td>4</td>
<td>40</td>
<td>20</td>
<td>3</td>
<td>61</td>
<td>71</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>F</td>
<td>4</td>
<td>55</td>
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<td>5</td>
<td>66</td>
<td>85</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>M</td>
<td>4</td>
<td>26</td>
<td>5</td>
<td>2</td>
<td>65</td>
<td>82</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>4</td>
<td>15</td>
<td>--</td>
<td>--</td>
<td>60</td>
<td>69</td>
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</tr>
<tr>
<td>E</td>
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<td>4</td>
<td>67</td>
<td>87</td>
<td>7</td>
<td>74</td>
<td>97</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
or 20 percent (B), had a stanine score of five, or average; and one, or 20 percent (E), had a stanine score of seven, or above average.

The post-test scores revealed that two students, or 40 percent, of the students (A and D) made stanines of six, or average, and three, or 60 percent, of the students (B, C, and E) had stanines of 7, 7, and 9, respectively, or above average.

Conclusions

In the area of low self-concept, the counselors achieved the objective, which was to increase pupils' self-concept as evidenced by pre- and post-test scores on the Piers-Harris Self-Concept Scale. A comparison of stanines on the pre- and post-tests revealed that each student improved. The greatest gain was made by Student D, whose stanine ratings improved from 0-6, from below average to above average. The mean stanines were 3.4 on the pre-test and 7 on the post-test. The mean gain in stanine ratings was 3.6.

Maladaptive Behavior

Data in regard to maladaptive behavior case studies are found in Figure 2. Fourteen cases were submitted in this category: seven boys and seven girls; one kindergartener, two first graders, five second graders, three third graders, and three fourth graders. Because of insufficient data, four students were not included in the analysis. The counselors were striving to improve a total of thirteen behaviors: five, fighting; two, disruptive behavior; one, out-of-seat; one, temper outburst; one, crying; one, indifference toward work; one, social
Student A  Grade K  Sex M

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>PROGRAM FOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
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<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Specific behavior(s):
1. Fighting ( ) 2. _______ ( ...)

Student B  Grade 2  Sex M

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>PROGRAM FOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
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</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Specific behavior(s):
1. Fighting ( ) 2. _______ ( ...)

Figure 2
Case Studies/Maladaptive Behavior
Student C  Grade 2  Sex M

Baseline | Program for Change
---|---

|-------|------|------|------|------|------|------|------|------|

Intervention at this point

Specific behavior(s):
1. Out-of-seat ( )
2. Disobedience ( ... )

Student D  Grade 2  Sex F

Baseline | Program for Change
---|---

|-------|------|------|------|------|------|------|------|------|

Intervention at this point

Specific behavior(s):
1. Crying ( )
2. Towards Work ( ... )

Figure 2 (Continued)
Figure 2 (Continued)
Student G  Grade 3  Sex F

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>PROGRAM FOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERVENTION AT THIS POINT


Specific behavior(s):
1. Fighting (_)
2. (_)(...)  

Student H  Grade 3  Sex F

<table>
<thead>
<tr>
<th>BASELINE</th>
<th>PROGRAM FOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERVENTION AT THIS POINT


Specific behavior(s):
1. Disruptive Behavior (_)
2. action (_)(...)  

Figure 2 (Continued)
interaction; and one, disobedience. Three students exhibited two behaviors, and eight students exhibited only one behavior. The percentage of improvement ranged from 100 percent (Students A, D, and I) to 8 percent (Students J and C). The mean percent of gain was 47 percent.

**Conclusions**

The level of improvement in the area of maladaptive behavior, the leading cause of referrals, was less than 50 percent.

**Poor Acceptance by Peers**

Data in reference to poor acceptance by peers are found in Table 12. Seven students were studied in the area of poor acceptance by peers: three boys and four girls—five second graders and two third graders. Pre-sociometric data were obtained through a sociometric activity in which each student in the class was asked the question "Which children are your best friends?" Their responses were used to obtain a measure of acceptance or rejection of a student by classmates. A student's individual score was a composite of his/her classmates' ratings. The results of this pre-sociometric activity revealed that five students were not chosen by any of their classmates and that two students were chosen by only one classmate. The post-sociometric activity revealed that all seven students had gained friends. The largest gain was made by Student B, who was selected by seventeen classmates, a gain of sixteen. Two students, D and G, gained one selection. The mean gain in selections was 4.7.
Table 12
Case Studies/Poor Acceptance by Peers

Sociometric Activity
Question: Which children are your best friends?

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Sex</th>
<th>Pre-Sociometric Activity</th>
<th>Post-Sociometric Activity</th>
<th>Friends Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>F</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>F</td>
<td>1</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>F</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>M</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>F</td>
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<tr>
<td>F</td>
<td>2</td>
<td>M</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>M</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Conclusions

In the area of poor acceptance by peers, the counselors achieved the objective, which was to increase the friendship ratings for each student.

Summary

In Chapter 4, the data collected as a part of the ongoing evaluation procedures of the guidance program were analyzed. Graphic illustrations were included to augment the results of the case studies.

In the succeeding chapter, a summary, conclusions, and pictorial model of an elementary school guidance program will be presented.
SUMMARY AND CONCLUSIONS

This chapter presents a summary of the study, conclusions, and a model for the development of an elementary school guidance program.

Summary

The purpose of this study was to analyze the development, implementation, and evaluation of the elementary school guidance program in Norfolk, Virginia.

This study employed the case study approach, which was descriptive in design. Case study was defined as the tracing of the developmental processes of a program through historical research. The case study, which covered a three-year period, was presented in Chapter 3.

Data were collected through a search of records and in-depth interviews with the program developer. The writer became a member of the guidance staff at the beginning of the implementation phase of the program in September 1973.

Data were analyzed by answering four exploratory questions: (1) What was the conceptual framework for the development of the program? (2) What were the sequential steps in initiating the
program? (3) How was the program implemented? (4) From the analysis of the data, what indices were derived as basic elements of a model? The first three questions were used as a guide to describe the guidance program in operational terms. The fourth question was answered in terms of a model.

Conclusions

The conclusions are presented as they relate to the three components of the study: (1) program development, (2) program implementation, and (3) program evaluation.

Program development. As a result of this study, the following conclusions were drawn concerning program development:

1. The organization of a formal guidance program evolves through a series of steps with the initial step being a needs assessment. In general, the program studied was developed according to the steps recommended by leading authorities in the field of guidance; i.e., Hummel and Bonham, 1968; Hill and Luckey, 1969; and Ryan and Zeran, 1972. It should be pointed out, however, that the involvement of parents in the initial stage of the development of the program is vital to the success of a program. According to Knapp (1959), a guidance program without the support and cooperation of parents has had its usefulness curtailed considerably (p. 360).

2. The results of the needs assessment coupled with the support of the advisory council were important bases upon which to build a case for an elementary school guidance program.
3. The attitudes of principals who selected to have the program in their schools were a significant factor in the support given to the counselor and the program by the teachers. According to Peters and Shertzer (1974), principals who believe in and exemplify the guidance point of view will seek to activate such a philosophy among staff members (p. 158).

4. The involvement of teachers in the initial planning phase, e.g., the needs assessment and pre-planning inservice sessions, contributed to the teachers' favorable attitude, acceptance, and support of the counselor and the program.

5. The counselor selection process and inservice training sessions for counselors were important factors in the success of the program.

6. The program developers demonstrated a sensitivity to the need for careful preliminary planning. Goals and objectives were clearly stated; strategies were suggested for achieving the objectives; attention was given to evaluation procedures; and the program was outlined in writing.

To be effective, an elementary school guidance program should be based on an understanding of the needs and resources of the community. Therefore, it is important that the entire staff participate in determining the needs. After the need for the program has been identified, the program should be developed and presented to School Board members, parents, and the community.
When these groups understand and support the program, steps can be taken to put the program into action.

**Program implementation.** The results of this study provided support for the following conclusions pertaining to program implementation:

1. The attitude of the principal was a crucial factor in the implementation of "C" group sessions for teachers. For "C" group sessions to be conducted at a time when teachers would attend, the principal had to provide released-time. In the three-year period covered by this study, only two principals made provisions for the implementation of this activity.

2. Primary children benefited from individual counseling and participated actively in individual sessions. Primary children expressed their problems verbally and revealed how long the problems had troubled them, when the problem had been ameliorated, and who helped them with the problem.

3. Continued indepth staff development served to enhance the skills, techniques, and professionalism of the counselors as well as contributed to the cohesiveness of the elementary school counselors as a group.

4. Involvement of parents in parent-study group sessions and the advisory committee increased their understanding of the role of the counselor and the program and generated parental support for the program.
5. During the first year of implementation, classroom guidance activities conducted by counselors were a vital aspect of the program. After the termination of this activity during the second year of the program, teachers’ enthusiasm for the elementary guidance program declined.

6. Teachers desired assistance from counselors primarily in the areas of the prevention and cure of disciplinary problems.

The major purpose of the program studied was to promote positive child growth and development. Achievement of this purpose was attempted through the employment of strategies and skills that involved the teacher, parent, and student. Based on the findings, it was concluded that counselors spent most of their time (60 percent) working with students individually and in groups. There were a few teachers (2.1 percent), however, who indicated that counselors should increase the counseling services to individual students.

Program evaluation. On the basis of information gained during this investigation, the following conclusions were drawn regarding program evaluation:

1. The major aspect of the evaluation design during the entire three-year period was related to changes made in students’ attitudes and behavior. The results indicated that students with problems in the areas of achievement, attendance, low self-concept, maladaptive behavior, and poor acceptance by peers made significant
changes as a result of intensive intervention strategies employed by a counselor over an extended period of time.

2. The fact that more third grade students than any other grade level were referred to the counselor by others and self was an indication of a need for more intensive developmental guidance activities for this age group.

3. A majority of teachers (86 percent) in this study accepted the guidance program as an integral part of the total school program.

4. In fulfilling the program objectives, elementary counselors in Norfolk Public Schools were least successful in providing assistance in the prevention of disciplinary problems.

5. The counseling needs of primary grade boys were more pronounced than those of primary grade girls.

6. Parents benefitted from attending parent-study group sessions and indicated a need for additional sessions and the involvement of more parents.

The Basic Guidance Program in Norfolk Public Schools had a built-in network of ongoing evaluation procedures which were designed to determine the degree the objectives of the program were being accomplished. These procedures provided evidence of the areas of strength and the areas where improvement was needed. It was concluded that only through a systematic and continuous evaluation process can a program improve and grow.
Model for an Elementary School Guidance Program

The answer to the final question culminated into the focal point of this investigation and is presented as the major recommendation of the study. From the analysis of the data in Chapters 2, 3, and 4, the following fifteen steps are recommended as indices for a flow chart for the construction of a model of an elementary school guidance program:

Flow Chart Indices for the Model

1.0 Develop a Conceptual Framework
   1.1 Study the social, economic, cultural, and educational setting
   1.2 Identify existing supportive services
   1.3 Study the philosophy of the system
   1.4 Study administrative structure
      1.4.1 Organizational
      1.4.2 Line and staff
      1.4.3 Functional
   1.5 Study the instructional program
   1.6 Consider educational concerns of the community

2.0 Identify Needs
   2.1 Determine guidance activities conducted by teachers
2.2 Survey needs of pupils, teachers, and parents
   2.2.1 Analyze the data
   2.2.2 Rank the needs

3.0 Establish Philosophy and Goals of Guidance
   3.1 Define the philosophy
   3.2 Develop rationale for guidance
   3.3 Define goals

4.0 Seek Supportive Bases
   4.1 Consider superintendent
   4.2 Consider school board members
   4.3 Consider central office administrative staff
   4.4 Consider principals
   4.5 Consider teachers
   4.6 Consider parents
   4.7 Consider secondary school counselors
   4.8 Organize advisory council

5.0 Develop Program
   5.1 Form objectives
   5.2 Define roles
   5.3 Develop strategies to achieve objectives
   5.4 Establish ongoing evaluation procedures
      5.4.1 Monthly reports
      5.4.2 Questionnaires to assess perceptions of teachers, principals, pupils, and parents
      5.4.3 Develop case study procedures
5.5 Prepare written Basic Guidance Program
   5.5.1 Develop calendar of activities
   5.5.2 Prepare a guidance brochure

6.0 Prepare Budget
   6.1 Consider personnel
      6.1.1 Supervisory
      6.1.2 Counselors
      6.1.3 Clerical
   6.2 Consider equipment, materials, and supplies
   6.3 Consider inservice
   6.4 Consider consultants
   6.5 Consider conferences and workshops
   6.6 Obtain funding
      6.6.1 Consider local funding source
      6.6.2 Consider state funding source
      6.6.3 Consider federal funding sources

7.0 Select Staff
   7.1 Determine certification requirements
   7.2 Consider humanistic requirements
   7.3 Review recommendations
   7.4 Consider past experiences
   7.5 Interview applicants

8.0 Select Schools/Facilities
   8.1 Consider guidance-oriented administrator
8.2 Determine receptivity of faculty
8.3 Determine adequacy of space and location

9.0 Assign Counselors to Schools
9.1 Discuss assignment of counselors with building principals
9.2 Request counselors to visit schools
9.3 Request counselors to study the school community

10.0 Provide Inservice
10.1 Plan and implement pre-school workshop for counselors
10.2 Conduct inservice sessions for principals
10.3 Conduct inservice sessions for teachers
10.4 Inform parent and community groups

11.0 Order Equipment, Materials, and Supplies
11.1 Consider office furniture and equipment
11.2 Consider program materials

12.0 Initiate and Implement the Program
12.1 Conduct inservice for faculty
12.2 Introduce program to pupils, parents, and community
12.3 Establish a guidance committee
12.4 Implement calendar of activities

13.0 Monitor the Program
13.1 Visit schools to observe program
13.2 Study monthly reports
13.3 Meet with counselors (individually and group)
13.4 Meet with principals (individually and group)
14.0 Evaluate the Program

14.1 Administer questionnaires
14.2 Collect and analyze case studies
14.3 Analyze monthly report data
14.4 Determine strengths and weaknesses

15.0 Revise the Program

15.1 Establish a committee
15.2 Study evaluation results

15.2.1 Consider strengths and weaknesses
15.2.2 Revise program based on data and observations

15.3 Provide feedback to counselors and principals

Figure 3 graphically illustrates the sequential steps in the proposed model. Some steps may be carried out concurrently, but others may not be performed until previous steps have been completed. The model presented consists only of the first level detail of the fifteen major steps, indicated by the descriptive words in each box. Second and third level analysis was presented in the flow chart. The model is a compilation of information previously presented in this study; therefore, a descriptive analysis was not made.

The lines with the arrows indicate the flow of information from one step to the next. The sign F indicates "feedback" or the interrelationship of information in an earlier function.
Figure 3

Model for the Development of an Elementary School Guidance Program – First Level Detail
The model presented in this study provides a disciplined approach for developing and implementing a viable plan of action for the organization and administration of an elementary school guidance program. The rationale for this model lies more in practicality than in theory. The model is applicable for school systems of varying size and socio-economic levels.
REFERENCES


REFERENCES (Continued)


REFERENCES (Continued)


REFERENCES (Continued)


REFERENCES (Continued)


REFERENCES (Continued)


APPENDIX A

LETTER OF PERMISSION
Dear Anna:

You have my permission to use the GUIDANCE PRACTICES INVENTORY, Copyright 1969 in your dissertation research and include it in the Appendices of your dissertation if you find that necessary. I hope that your research is going well and would like a summary of your results.

Best regards,

J. Malvin Witmer
Professor
APPENDIX B

GUIDANCE PRACTICES INVENTORY
GUIDANCE PRACTICES INVENTORY

an instrument for
assessing the use, value, or improvement
of guidance practices

developed by
J. MELVIN WITMER

College of Education
Ohio University

Copyright, 1969, J. Melvin Witmer
I. SECURING INFORMATION ABOUT PUPILS

1. Visiting the homes of pupils presenting special learning or behavior problems to understand better the total environment.

2. Visiting each child's home during the year to understand better the total environment.

3. Obtaining information about family relationships, attitudes, and values through parent interviews at school.

4. Administering intelligence (mental ability) tests to the group to get an idea of the expected level of scholastic performance for each child.

5. Administering achievement tests to the group to measure the scholastic progress or achievement level of each child.

6. Using such tools as self-rating scales, unfinished sentences or stories, and pictures as aids in discovering pupil aspirations, frustrations, home and school problems.

7. Using the standardized group test results for diagnostic purposes in the basic skills.

8. Using sociometric methods (peer acceptance ratings) to find children who are leaders and followers and those who are rejected or unchosen by others.

9. Testing new pupils transferring to the school without adequate ability and achievement test results.

10. Identifying through observations, records, or formal and informal tests pupil interests and values.

11. Identifying the children with physical handicaps and defects (speech, hearing, visual, etc.).

12. Identifying children with social and emotional problems, including the emotionally disturbed (aggressive and withdrawn maladjustment).

13. Identifying the slow learners, including the mentally retarded.
14. Identifying the children who excel in the areas of leadership, scientific ability, fine arts (drama, arts, music, etc.), physical skills, and mechanical skills.

15. Identifying the potential dropouts.

16. Identifying the intellectually gifted children.

17. Using all available information in the cumulative record on each child in order to understand each child better.

II. PROVIDING INFORMATION TO PUPILS INDIVIDUALLY AND IN GROUPS

18. Providing an individual conference with each new child transferring into the school during the school year to acquaint him with the school rules and facilities.

19. Using orientation activities to acquaint all children with school purposes, rules, facilities, and services of staff members.

20. Orienting pupils to the next grade or school by group discussion or visits.

21. Discussing with the class the meaning of mental ability and achievement test results.

22. Interpreting to each individual pupil his achievement test results.

23. Relating the world of work to curriculum activities in a way that will help children develop the attitude that all honest occupations are worthy of respect.

24. Using such materials and activities as pictures, stories, songs, exhibits, speakers, and field trips to broaden children's perspective of the world of work.

25. Learning about the world of work by studying the work of persons in the home, community, state, nation, or world (depending upon grade level).

26. Helping children to relate their leisure-time activities to potential vocational interests and abilities.

27. Discussing with a class group their future educational interests and/or opportunities.
28. Discussing with a class group their future vocational interests and/or opportunities.

29. Providing personal and social information through books, discussions, films, etc., to encourage certain attitudes, feelings, and values concerning self growth and group living.

30. Using such means as hobby clubs, athletic programs, free reading periods, and art and music clubs to help children become interested in some leisure-time pursuit.

III. ASSISTING PUPILS AND PARENTS INDIVIDUALLY AND IN GROUPS

31. Helping children who need them obtain glasses, hearing aids, clothes, food or other essentials.

32. Providing individual conferences on a continuing basis for those children presenting learning or personal adjustment problems involving attitudes and feelings about themselves.

33. Providing individual conferences for those children who show a willingness to discuss poor social relationships with others (peer and adults).

34. Holding individual conferences with emotionally disturbed children in order to be supportive and understanding.

35. Providing individual conferences to assist pupils in solving personal problems, making choices, and discussing values and plans.

36. Providing individual conferences for children with severe discipline problems.

37. Giving or making provisions for individual or small group instruction for children with difficulties in basic skill subjects.

38. Giving or making provisions for help in subject matter areas where the pupil excels or shows special interest.

39. Giving or making provisions for individual or small group work in subject areas for children who are emotionally and socially maladjusted.

40. Helping pupils recognize and understand their attitudes and feelings toward values in everyday life or matters concerning them.
41. Working on a regular basis with small groups of children who present attendance, behavior, or learning problems.

42. Using play activities and/or art work for tension release values with children in group sessions.

43. Conducting individual parent conferences to discuss the academic progress of the child in school.

44. Interpreting to individual parents their child's personal, social, and emotional development and discussing the family and school influence on the child's adjustment.

45. Conducting individual conferences with parents of exceptional children (gifted, slow learners, handicapped, etc.) to discuss personal needs, curriculum experiences, or possible referral.

46. Meeting with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.

IV. WORKING WITH STAFF, PARENTS, AND THE COMMUNITY

47. Making referrals to or holding consultations with another member of the staff for further evaluation of a pupil's needs or problems and planning a preventive, developmental, or remedial course of action.

48. Discussing with staff members the basic concepts of child development and mental health as they relate to the teaching activities.

49. Recommending curriculum changes as a result of analysis of pupil achievements and needs.

50. Using follow-up techniques from grade to grade to find weaknesses and strengths in academic progress and to note progress in social and emotional adjustment of the pupils.

51. Meeting with parent groups to acquaint them with the school staff and various aspects of the school program.

52. Discussing with groups of parents the meaning of mental ability and/or achievement test results.

53. Providing parent group sessions to discuss child development, problems that students have in common, and common problems and concerns of parents.
54. Making referrals and providing pertinent information to various outside agencies and individuals for those children with problems or needs beyond the scope of services offered by the school system.

55. Writing up case studies for specialists or staff meetings as the need is recognized for children presenting special learning or adjustment problems.

56. Using the case conference for discussing and interpreting data with the school staff and the community personnel concerned with the case.

57. Assisting parents to use community agencies and community resources for remedial or developmental activities.

58. Working with local leaders, welfare, and community organizations interested in helping children and providing for their needs and problems.

59. Studying the social and economic characteristics of the community which is served by the school.

60. Studying the social and cultural values of the community served by the school in regard to discipline, attitudes, and parent relationships in child-care.

V. USING PRINCIPLES OF LEARNING WHICH HAVE PERSONAL VALUE AND MEANING TO THE PUPILS

61. Being able as a teacher to accept pupil diversity "in stride" and to retain perspective in spite of confusing variations in pupil behavior.

62. Recognizing that all children need help in a variety of adjustment problems in the normal course of growing up.

63. Helping the child learn what is involved in facing and solving a problem, sensitizing him to the resources available for its solution, and stimulating him to utilize these resources wisely.

64. Providing learning experiences in which the child feels reasonably confident that he can accomplish what is expected of him.
65. Adjusting teaching methods and approaches so that appropriate attitudes, feelings, values, and appreciations are learned in the process of gaining knowledge and skills.

66. Serving the role of a team worker and resource person in the classroom in addition to the conventional role of information-giver.

67. Helping the child to view failure constructively through seeing what his mistakes are, why he is making them, and how he can overcome similar difficulties in the future.

68. Trying to assure each child that he is accepted by his teacher and his classmates.

69. Recognizing that personally and socially satisfying experiences of pupils tend to reinforce the learning of academic knowledge and skills.

70. Encouraging each pupil at his own level of development to share with his teacher the task of appraising his own progress in classroom and out-of-class situations.

71. Providing an appropriate balance of relaxation and activity to meet the needs of each child.

72. Sharing with pupils the jobs of selecting, planning, and evaluating learning experiences.

73. Providing satisfying emotional content by gearing learning to the interests of children so that feelings arouse, sustain, and direct thinking.

74. Recognizing that children of the same chronological age are at different levels of readiness for a given learning experience.

75. Providing support for and faith in each child to encourage the development of a wholesome view of self.
GUIDANCE PRACTICES INVENTORY
Form B - Value, Assistance
Instructions, Answer Sheet B

1. This INVENTORY consists of 75 guidance practices that have differing degrees of importance for meeting the varying needs of pupils. Please indicate your opinion regarding each practice by responding after every item in Columns I and II on the separate Answer Sheet, even though some of the items may not necessarily apply to your grade level.

2. COLUMN I: Circle the number in COLUMN I which most nearly describes the VALUE of the guidance practice in meeting the varying needs of pupils in YOUR grade and school in which you are teaching, even if you have not used this practice. Use the following numerical scale in making your judgment.
   - If you feel it has LITTLE or NO VALUE, circle number 1: 1 2 3 4 5
   - If you feel it has LIMITED VALUE, circle number 2: 1 2 3 4 5
   - If you feel it has MODERATE VALUE, circle number 3: 1 2 3 4 5
   - If you feel it has SUBSTANTIAL VALUE, circle number 4: 1 2 3 4 5
   - If you feel it has EXTENSIVE VALUE, circle number 5: 1 2 3 4 5

3. COLUMN II: After indicating the VALUE of the guidance practice, circle YES or NO to indicate whether you need assistance in making better use of the practice in trying to meet the varying needs of the pupils in your grade.

4. Make sure you respond to COLUMNS I and II before going on to the next item. There is no time limit, but work as rapidly as you can. There are no right or wrong answers. Your own feeling about each practice is desired.

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GUIDANCE PRACTICES INVENTORY

Answer Sheet B

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APPENDIX C

GUIDANCE COUNSELOR (ELEMENTARY AND/OR SECONDARY)
ENDORSEMENT REQUIREMENT
GUIDANCE COUNSELOR (ELEMENTARY AND/OR SECONDARY)

Endorsement Requirements

1. The applicant shall hold a Master's degree.

2. The applicant shall have a minimum of one successful academic year of full-time experience in a professional school position.

3. Applicants shall have completed twenty-one semester hours of graduate credit, including a course in each of the following areas:
   a. Philosophy and principles underlying guidance and other pupil personnel services
   b. Counseling theory and practice
   c. Educational and psychological measurement--individual appraisal
   d. Personal, social, educational, and career development, including the use of vocational and educational information
   e. Understanding the individual--the nature and range of human characteristics
   f. Group processes
   g. Supervised experience discharging the duties of a counselor

   Note: Applicants for endorsement who hold a valid certificate and who submit evidence of one academic year of successful, full-time experience as a guidance counselor at the appropriate level may substitute another appropriate graduate course for the supervised experience.

4. The applicant for endorsement as an elementary guidance counselor shall have completed a graduate course in Elementary School Guidance and have satisfied Items 2 and 3-g with elementary school age children.
Dr. Rita Holthouse, Director of Guidance
Norfolk City Schools

Dear Dr. Holthouse:

It is my belief that the role of the elementary school is to assist boys and girls in building their foundation for the future. I know this is a mammoth job that can not be done by organizations, institutions or individuals alone. There must be a cooperative team of people working harmoniously toward the same goal. Therefore, it would be of tremendous value to have a guidance counselor to make our Diggs Park School Team complete.

We feel sure that our physical plant can be so organised and equipped so that we may all carry out our duties and responsibilities as individuals and as a team.

Your consideration for selecting Diggs Park School to have a counselor shall always be appreciated.

Yours truly,

(Mrs.) H. P. Shropshire
Principal

hpe

Enclosures
Dr. Holthouse:
The lady who is in charge of the Crisis Teacher program has been down here talking us about this program. If we have a choice we would prefer this instead of a Counselor. But who knows what is going to happen?

Yours truly,

J. H. East
APPENDIX E

ELEMENTARY SCHOOL GUIDANCE
BASIC GUIDANCE PROGRAM (1973-74)
ELEMENTARY SCHOOL
BASIC GUIDANCE PROGRAM
1973-74

Norfolk City Schools
Norfolk, Virginia
INTRODUCTION

This Elementary School Guidance Program was developed cooperatively by the twelve elementary school counselors, the Supervisor of Elementary School Guidance, and the Director of Guidance. Dr. William Van Hoose, Chairman of the Guidance Department at the University of Virginia, assisted the Norfolk Guidance Department in the development and writing of the program.

A needs assessment survey was conducted in March 1973, using the Guidance Practices Inventory developed by Dr. Melvin Witmer, Chairman of the Guidance Department at Ohio University. During a five-day workshop in June 1973, Dr. Van Hoose and the counselors used the results of that needs assessment survey in conjunction with other materials and knowledge to develop a program geared specifically to the needs of elementary schools in Norfolk.

Attached to the program is a complete listing of those persons who assisted in its development.
OBJECTIVES

The objectives of the elementary school guidance program are as follows:

1. to aid all children in their school adjustment and academic development

2. to assist children in their personal growth through self understanding and the development of healthy self-concepts

3. to assist children in their social development, particularly in developing adequate human relations skills

4. to help children understand and appreciate the world of work

5. to assist children to alleviate personal, behavioral, and emotional problems

6. to aid children in the development of problem-solving skills necessary to consider alternatives and make decisions
ROLE AND FUNCTION STATEMENT

The role and function of an elementary school counselor is:

1. to counsel individually and in groups with children who have learning, behavioral, personal, social, and emotional problems

2. to gather and organize data on children's learning, behavioral, social, and emotional development patterns

3. to coordinate the referral system within the school and the efforts of the pupil personnel workers

4. to collaborate with other staff members and parents with regard to general child development and with regard to the developmental patterns of individual children

5. to serve as a resource person for teachers in planning classroom guidance activities

6. to initiate and conduct group guidance activities with children

7. to orient new children to the school and to assist children in their articulation to the next level of schooling

8. to coordinate career development activities

9. to provide guidance-related inservice for other staff members

10. to communicate significant outcomes of counseling to teachers and parents

11. to initiate and conduct child study groups for parents

12. to interpret the needs of children to school administrators and other staff members
CALENDAR OF ELEMENTARY SCHOOL GUIDANCE ACTIVITIES

AUGUST

1. Confer with the principal to explain the proposed elementary school guidance program and to solicit ideas for the program

2. Hold an inservice meeting with other staff members to introduce the guidance program's objectives, counselor's role and function, calendar of guidance activities, referral process, guidance committee, professional relationships, etc.

3. Organize the Guidance Committee

4. Study the community area served by the school

5. Decorate the guidance office so that it is colorful, informal, and welcoming.

6. Become familiar with all tests that will be administered in the fall

7. Secure a guidance bulletin board in a prominent place in the building and prepare the first guidance display

8. Begin and maintain a Guidance Activities Record

9. Contact printing companies for greeting cards

10. Confer with other pupil personnel workers, such as the school psychologist, visiting teacher, crisis resource teacher, reading teachers, teachers for the blind and deaf, and special education teachers, to discuss professional relationships, referral procedures, and the guidance program
SEPTEMBER

1. Hold informal meetings with all teachers, either individually or in small groups, to discuss the new guidance program

2. Hold Fall Open House for staff members with displays of guidance materials and information sheets on the guidance program

3. Visit all classrooms to introduce the counselor and the guidance program

4. Conclude conferences with other pupil personnel workers, such as the school psychologist, visiting teacher, crisis resource teacher, reading teachers, teachers for the blind and deaf, and special education teachers, to discuss professional relationships, referral procedures, and the guidance program

5. Conduct an early identification program with all students, using *Identifying Children with Special Needs* by Kough and DeHaan as a resource

6. Become familiar with the services of community agencies

7. Distribute information sheets to all staff members detailing the referral system, guidance procedures, etc.

8. Contact key parents to elicit support for the guidance program

9. Administer a self-concept scale at the first and fourth grade levels

10. Conduct a sociometric activity in each class, analyze the data, and with the teacher plan intervention strategies for the identified isolates

11. Prepare and distribute a guidance newsletter for parents explaining the new guidance program

12. Arrange to attend the principal's conferences with the visiting teacher, school psychologist, nurse, and other pupil personnel workers

13. Begin individual counseling with children

14. Initiate group counseling and group guidance sessions
15. Prepare a schedule of guidance activities for October and distribute copies to the principal, other staff members, and the Supervisor of Elementary School Guidance

16. Organize and advertise a file of career development materials

17. Attend professional meetings of the elementary school counselors, the Guidance Department, and professional guidance organizations

18. Initiate classroom guidance activities by demonstrating materials to a group of teachers and in their classrooms (DUSO in first and fourth grades)

19. Orient each new child to the school by talking with him on his first day and again a few days later, by sending a letter about guidance to his parents, and by helping teachers organize a "buddy" system

20. Study the cumulative folders of new children and share the information with the children's teachers

21. Meet with the principal to discuss the status of the guidance program

22. Initiate referrals

23. Confer with parents and teachers as needed regarding individual children

24. Maintain a Guidance Activities Record

25. Send August-September's Guidance Activities Report to the Supervisor of Elementary School Guidance by October 10, accompanied by a copy of the parents' guidance newsletter

26. Send birthday cards to children

27. Assist with placement of Special Education and new students

28. Meet with Guidance Committee
OCTOBER

1. Select three (3) students for experimental counseling for each of the following reasons: poor attendance pattern, under-achievement, low self-concept, maladaptive behavior, and poor acceptance by peers (total of 15 students)

2. Select five (5) students (one (1) from each area specified in #1 above) for intensive case studies and begin the case studies

3. Plan for implementation of a career development program, such as administering an occupations check list, contacting parents and other community people to serve as speakers, gathering and organizing materials and films, and organizing a Career Day and other career development activities for National Career Guidance Week, November 11-18

4. Organize and begin working with parent study group

5. Organize and begin working with a teachers' C-group

6. Expand the classroom guidance program by demonstrating the guidance materials to additional teachers and classes (Magic Circle in grades 2 and 3 or Values Clarification in grades 5 and 6)

7. Meet with the Guidance Committee

8. Meet with the principal to discuss the guidance program

9. Distribute the first issue of the monthly guidance newsletter to other staff members and parents, explaining the guidance activities conducted in August and September

10. Continue working on the early identification program for all pupils

11. Counsel with children individually and in groups

12. Confer with parents and teachers as needed regarding individual children

13. Conduct small group guidance sessions with children

14. Conduct classroom guidance activities as arranged with the teachers

15. Maintain and advertise career development materials
OCTOBER (Cont.)

16. Attend professional meetings of elementary school counselors, guidance department, and professional organizations

17. Orient new children to the school and study their cumulative folders

18. Send birthday cards to children

19. Maintain Guidance Activities Record

20. Initiate referrals and follow-up previous referrals

21. Coordinate case work on referrals by the use of case conferences, more informal conferences with teachers and other pupil personnel workers, and reports to other staff members

22. Contact parent and community groups to explain the elementary school guidance program

23. Send October's Guidance Activities Record to the Supervisor of Elementary School Guidance by November 10

24. Prepare a schedule of guidance activities for November and distribute copies to the principal, other staff members, and Supervisor of Elementary School Guidance

25. Attend the principal's conferences with other pupil personnel workers

26. Prepare a guidance bulletin board in a prominent place in the building
NOVEMBER

1. Begin experimental counseling and intervention strategies for three (3) children for each of these reasons: poor attendance patterns, underachievement, low self-concept, poor peer acceptance, and maladaptive behavior

2. Host a Career Day during National Career Guidance Week

3. Meet with parent study group

4. Meet with teachers' C-group

5. Counsel with pupils individually and in groups

6. Send November's Guidance Activities Record to the Supervisor of Elementary School Guidance by December 10

7. Meet with the Guidance Committee

8. Initiate and follow-up referrals

9. Coordinate casework on referrals

10. Maintain and advertise career development materials

11. Confer with teachers and parents as needed regarding individual children

12. Continue referrals and collaboration activities connected with the early identification program

13. Meet with the principal to discuss the guidance program

14. Expand and support the classroom guidance activities (Magic Circle for grades 2 and 3 or Values Clarification for grades 5 and 6)

15. Conduct small group guidance activities

16. Distribute guidance newsletter to staff members and parents, informing them of guidance activities conducted in October

17. Attend professional meetings of elementary school counselors, guidance department, and professional organizations

18. Send birthday cards to children
NOVEMBER (Cont.)

19. Orient new students to the school and provide teachers with information from their folders

20. Prepare a schedule of guidance activities for December and distribute copies to the principal, other staff members, and Supervisor of Elementary School Guidance

21. Maintain Guidance Activities Record

22. Provide guidance inservice for staff members

23. Contact parent and community groups to explain the elementary school guidance program

24. Continue on-going case studies

25. Attend the principal's conferences with other pupil personnel workers

26. Maintain a guidance bulletin board in a prominent place in the building
DECEMBER

1. Hold Christmas Open House for teachers in the guidance area with displays of guidance materials and information sheets on guidance activities

2. Send birthday and Christmas cards to students

3. Conclude on-going parent study group and ask parents to evaluate the activity

4. Conclude C-group meetings with teachers and organize a new C-group, to begin in January; ask teachers to evaluate their C-group experience

5. Submit a list of materials and equipment needed for next year to the Supervisor of Elementary School Guidance

6. Continue career development program of activities

7. Organize a new parent study group, to begin in January

8. Maintain Guidance Activities Record

9. Continue follow-up on early identification program

10. Counsel with pupils individually and in groups

11. Conduct small group guidance activities

12. Maintain and advertise career development materials

13. Attend professional meetings

14. Orient new pupils to the school and provide summaries of their cumulative folders to their teachers

15. Initiate and follow-up referrals and coordinate casework

16. Meet with the Guidance Committee

17. Meet with the principal to discuss the guidance program

18. Confer with parents and teachers as needed regarding individual children

19. Continue on-going case studies
DECEMBER (Cont.)

20. Send December's Guidance Activities Record to the Supervisor of Elementary School Guidance by January 10

21. Distribute schedule of guidance activities for January to the principal, other staff members, and Supervisor of Elementary School Guidance

22. Attend the principal's conferences with other pupil personnel workers

23. Maintain a guidance bulletin board in a prominent place in the building

24. Distribute guidance newsletter to other staff members and parents, informing them of guidance activities conducted in November
JANUARY

1. Begin new parent study group

2. Begin a new C—group with teachers

3. Introduce classroom guidance activities to new teachers with demonstrations to teacher groups or to classrooms

4. Identify children who may fail the year academically and help staff members plan intervention programs

5. Conduct pre—evaluation of counseling with the pupils in the five special groups, e.g., sociometric activity in their class; self-concept scale for selected pupils; and analysis of their attendance pattern, achievement, and behavior

6. Initiate and follow-up referrals and coordinate casework

7. Counsel with children individually and in groups

8. Meet with the principal to discuss the guidance program

9. Distribute a newsletter to parents and staff, describing guidance activities for December

10. Continue follow-up on the early identification program

11. Orient new pupils to the school and provide teachers with summaries of their cumulative folders

12. Continue classroom guidance activities as arranged with the teachers

13. Provide guidance inservice for staff members

14. Visit classrooms to talk about guidance services

15. Meet with Guidance Committee

16. Conduct small group guidance activities

17. Maintain and advertise career development materials

18. Attend professional meetings

19. Send birthday cards to children

20. Continue career development activities
JANUARY (Cont.)

21. Maintain Guidance Activities Record

22. Maintain a guidance bulletin board in a prominent place in the building

23. Confer with parents and teachers as needed regarding individual children

24. Meet with parent and community groups to explain the elementary school guidance program

25. Continue on-going case studies

26. Distribute a schedule of guidance activities for February to the principal, other staff members, and Supervisor of Elementary School Guidance


28. Attend the principal's conferences with other pupil personnel workers
FEBRUARY

1. Counsel with children who are potential academic failures for the year and support intervention programs for them

2. Conclude the C-group with teachers and organize a new group, to begin in March; ask teachers to evaluate the activity

3. Conclude on-going parent study group; ask parents to evaluate the group activity; organize new parent study group, to begin in March

4. Become familiar with all tests which are to be administered in the spring

5. Introduce classroom guidance activities to new teachers with demonstrations

6. Attend the principal's conferences with other pupil personnel workers

7. Counsel with children individually and in groups

8. Meet with the principal to discuss the guidance program

9. Distribute a guidance newsletter to parents and staff, describing guidance activities for January

10. Continue follow-up on the early identification program

11. Orient new pupils to the school and provide teachers with summaries of their cumulative folders

12. Continue classroom guidance activities

13. Prepare a guidance bulletin board in a prominent place in the building

14. Distribute a schedule of guidance activities for March to the principal, other staff members, and Supervisor of Elementary School Guidance

15. Meet with Guidance Committee

16. Conduct small group guidance sessions

17. Maintain and advertise career development materials

18. Attend professional meetings
FEBRUARY (Cont.)

19. Send birthday cards to children

20. Initiate and follow-up referrals and coordinate casework

21. Continue career development activities

22. Maintain Guidance Activities Record

23. Confer with parents and teachers as needed regarding individual children

24. Meet with parent and community groups to explain the new elementary school guidance program

25. Continue on-going case studies

MARCH

1. Begin new parent study group
2. Plan "orientation to junior high school" programs for sixth grade children and parents; plan "orientation to intermediate school" programs for children and parents
3. Initiate a new C-group with teachers
4. Confer with parents and teachers as needed regarding individual children
5. Meet with the principal to discuss the guidance program
6. Provide guidance inservice for staff members
7. Continue follow-up on early identification program
8. Meet with Guidance Committee
9. Counsel with children individually and in groups
10. Conduct small group guidance activities
11. Distribute a guidance newsletter to parents and staff, describing guidance activities for February
12. Maintain and advertise career development materials
13. Attend professional meetings
14. Send birthday cards to pupils
15. Orient new children to the school and provide their teachers with summaries of their cumulative folders
16. Initiate and follow-up referrals and coordinate casework
17. Expand and support classroom guidance activities
18. Continue career development activities
19. Maintain Guidance Activities Record
20. Meet with parent and community groups to explain the new elementary school guidance program
MARCH (Cont.)

21. Attend the principal's conferences with other pupil personnel workers

22. Maintain a guidance bulletin board in a prominent place in the building

23. Distribute a schedule of guidance activities for April to the principal, other staff members, and Supervisor of Elementary School Guidance

24. Send March's Guidance Activities Report to the Supervisor of Elementary School Guidance by April 10
APRIL

1. Conduct "orientation to junior high school" group sessions with sixth grade children and parents; conduct "orientation to intermediate school" group sessions with children and parents

2. Orient children and parents to appropriate summer programs

3. Ask teachers, principal, and selected parents to evaluate the guidance program, using a locally-developed questionnaire

4. Administer a self-concept scale to first and fourth grade children

5. Conduct sociometric activity in selected classes

6. Meet with the principal to discuss the guidance program

7. Attend the principal's conference with other pupil personnel workers

8. Continue follow-up on early identification program

9. Meet with Guidance Committee

10. Counsel with children individually and in groups

11. Conduct small group guidance sessions

12. Distribute a guidance newsletter to parents and staff, describing guidance activities for March

13. Maintain and advertise career development materials

14. Attend professional meetings

15. Send birthday cards to pupils

16. Orient new pupils to the school and provide their teachers with summaries of their cumulative folders

17. Initiate and follow-up referrals and coordinate casework

18. Send April's Guidance Activities Report to the Supervisor of Elementary School Guidance by May 10

19. Continue parent study group
APRIL (Cont.)

20. Continue teachers' C-group

21. Continue career development activities

22. Maintain Guidance Activities Record

23. Confer with parents and teachers as needed, regarding individual children

24. Continue on-going case studies

25. Maintain a guidance bulletin board in a prominent place in the building

26. Distribute a schedule of guidance activities for May-June to the principal, other staff members, and Supervisor of Elementary School Guidance
MAY

1. Meet with small groups of teachers to obtain feedback on the year's guidance activities and to obtain their suggestions for next year's program

2. Meet with the principal to evaluate the year's guidance activities and to obtain input for the next year's program

3. Conclude early identification program

4. Meet with Guidance Committee to evaluate the year's guidance program and to obtain suggestions for next year's program

5. Conclude parent study group; ask parents for an evaluation of the activity

6. Conclude the teachers' C-group; ask teachers for an evaluation of the activity

7. Orient parents and children to appropriate summer programs

8. Write case studies

9. Write results of experimental counseling and intervention strategies with the five groups of three children each

10. Attend professional meetings

11. Send birthday cards to children

12. Orient new children to the school and provide summaries of their cumulative folders to their teachers

13. Follow-up referrals and coordinate casework

14. Continue classroom guidance activities

15. Counsel with children individually and in groups

16. Prepare a guidance bulletin board in a prominent place in the building

17. Continue career development activities

18. Maintain Guidance Activities Record

19. Confer with parents and teachers as needed, regarding individual children
JUNE

1. Identify program needs and make plans for next year's guidance program

2. Prepare final reports

3. Hold Spring Open House in the guidance office, to express appreciation for the other staff members' assistance

4. Distribute a guidance newsletter to parents and staff, describing the year's guidance activities

5. Send birthday cards to children

6. Maintain Guidance Activities Record

7. Confer with parents and teachers as needed, regarding individual children

8. Orient parents and children to appropriate summer programs

9. Conclude writing of the five case studies

10. Submit a list of materials and equipment needed for next year to the Supervisor of Elementary School Guidance

11. Send May and June's Guidance Activities Record to the Supervisor of Elementary School Guidance by June 15

12. Conclude writing the results of experimental counseling and intervention strategies with the five groups of selected children
EVALUATION

1. Questionnaire administered to teachers, principals, and selected parents in the spring to elicit their assessment of the guidance program's effectiveness

2. Monthly Guidance Activities Reports by the counselors

3. Five case studies by each counselor

4. Pre- and post-assessments by each counselor of the effectiveness of counseling and planned intervention strategies with students with the following problems: poor attendance patterns, maladaptive behavior, underachievement, low self-concept, and poor acceptance by peers

5. Consultant's report

6. Periodic evaluation of parent study groups and teachers' C-groups by participants

7. Fall and spring administration of a self-concept survey to assess the effectiveness of the DUSO materials
CLASSROOM GUIDANCE ACTIVITIES

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GROUP GUIDANCE MATERIALS

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Possible Materials

Unfinished Stories
Career Word Games (Chronicle)
SRA Career Development
DEVELOPERS OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM

Anna Dodson, Supervisor of Elementary School Guidance
Dorothy Fletcher, Counselor at West
Athylone Hardy, Counselor at Tucker
Evelyn Haskins, Counselor at Diggs Park
Daniel Haworth, Counselor at Carey
Rita Holthouse, Director of Guidance
Gertrude Krane, Practicum Counselor from College of William and Mary
Lillian Lacy, Counselor at Meadowbrook
Marsha McLemore, Counselor at Larchmont
Mildred Perkins, Counselor at Roberts Park
Delores Shields, Counselor at Coleman Place
Anne Smith, Counselor at Chesterfield Heights
Erma Smith, Counselor at Taylor
Phyllis Tatem, Counselor at Madison
William Van Hoose, Chairman of Guidance Department at University of Virginia
Richard Weise, Counselor at Monroe
NORFOLK COUNSELORS ALSO:

• develop career awareness activities
• plan activities such as birthday celebrations to give recognition to each child
• display guidance bulletin boards
• orient new students to school
• help students prepare for the next level of schooling
• sponsor a newspaper column entitled "Tot-Tops"

COUNSELORS WORK WITH TEACHERS:

• in planning classroom guidance lessons and career activities
• in consultation concerning children's problems
• in "C" groups where teachers and counselors share successful methods for dealing with classroom problems
• through guidance inservice training

ELEMENTARY SCHOOL GUIDANCE PROGRAM

CHILDREN MAY SEE THE COUNSELOR:

• during their initial introductory visit to their classroom
• from an invitation from the counselor
• from a suggestion from their parent, classroom teacher, reading or math lab teacher, or school administrator
• by asking to go to the counselor's office

Norfolk Public Schools
Norfolk, Virginia
Dr. Albert L. Ayers — Superintendent
ESEA, Title I

COUNSELORS WORK WITH PARENTS:

• in child study groups
• in consultation concerning their children

THE ELEMENTARY SCHOOL COUNSELORS IN NORFOLK SCHOOLS HELP ELIGIBLE CHILDREN WITH PERSONAL, SOCIAL, AND ACADEMIC PROBLEMS:

• individually
• in small groups

WE ARE:

Katherine Copan
Evelyn Haskar
Phyllis Harrs
Sandi Hove
Lillian Lacy
Florence Parker
Mary Roberson
Delores Shields
Anna Smith
Phyllis Tatem
Richard Wales

Rockland Park
Raymond
Lakewood
Reedy
Fairlawn
Lindswood
Calvert
Covebrook
Byrd
Lindswood
Oakland
Ocean View
Easton
Sherwood Forest
Chesterfield
Bay View
Young Park
Crosby Place
Morris
APPENDIX G

ELEMENTARY SCHOOL COUNSELOR’S MONTHLY REPORT FORM
ELEMENTARY SCHOOL COUNSELOR'S MONTHLY REPORT
1976-77

Name________________________ School________________________ Month________________________

Please submit this report of the previous month's activities to the Supervisor of Elementary School Guidance and to the Principal by the tenth of each month.

I. INDIVIDUAL COUNSELING SESSIONS WITH PUPILS

A. Number of individual counseling sessions this month ____________

B. Number of "first sessions" this month ____________

C. How many individual counseling sessions did you have with different children this month? (Example: If you had 4 sessions with John, a second grader, and 5 sessions with Mary, a third grader, count the pupils, not the sessions.)

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II. REASON FOR REFERRALS RECEIVED THIS MONTH (This should correspond to the number recorded in No. IB)

1. Aggressive Behavior
2. Withdrawn Behavior
3. Academic Problems
4. Home Centered
5. Interpersonal
6. Intrapersonal
7. Potential Drop-outs
8. Health
9. Other (Specify)

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### VI. INDICATE AREA(S) NEEDING ASSISTANCE

* Specify grade levels
VII. PERCENT OF TIME SPENT CONDUCTING GUIDANCE ACTIVITIES

Indicate the percent of time spent conducting the following activities:

Individual Counseling - Small Group Counseling - Consultation - Child Study - Coordination - Group Guidance Activities - Career Development - Reports - Parent Groups - Other (specify)

Due in January and June
APPENDIX H

PARENT-STUDY GROUP EVALUATION FORM
Your candid reactions to the Parent—Study Group will help plan future sessions. Please express your opinions by completing the statements below. Your signature is not necessary.

1. Considering the sessions as a whole, how would you rate its value to you?
   ____Much ____Some ____Little ____None

2. Did you hear new ideas?  ____Yes ____No

3. Can you use these new ideas at home?
   ____Yes ____No ____Not Sure

4. The one thing I liked most about the sessions was:
   __________________________________________________________
   __________________________________________________________

5. The one thing I liked least about the sessions was:
   __________________________________________________________
   __________________________________________________________

6. I (would, would not) profit by attendance at another workshop. (Please check the statement that best expresses your opinion.)

7. What, if anything, do you think could be done to better the program?
   __________________________________________________________
   __________________________________________________________

8. What areas or concerns would you like to have discussed at future sessions?
   __________________________________________________________
   __________________________________________________________

Please turn this in (use attached envelope) at the door after the final session. Thank you.
APPENDIX I

TEACHERS' ASSESSMENT OF THE
ELEMENTARY SCHOOL GUIDANCE PROGRAM
Since September, there has been a part-time guidance program operating in the school for pupils who are enrolled in an ESEA, Title I Instructional Program. It is desirable that we obtain an evaluation of the strengths and weaknesses of the program. Your answers to the following questions will be studied carefully and will be used to plan next year’s guidance program. Please circle "YES" or "NO" or "DK" for each question. A "DK" answer means that you don’t know. You do not need to sign the questionnaire. Thank you for your cooperation!!!

1. The counselor adequately interprets the guidance program to pupils, teachers, and parents.

2. Teachers and eligible pupils are aware that they may consult the counselor if they have problems with which they need special assistance.

3. The teachers recognize the need for and are aware of the services provided by the counseling program.

4. The counselor has been instrumental in establishing better home-school rapport through parent study-group sessions.

5. The counselor talks informally with teachers and pupils.

6. The counselor encourages teachers to confer with parents and pupils regarding pupil’s personal growth.

7. The counselor provides orientation and transitional programs for parents as well as pupils.

8. The counselor makes helpful contacts with parents, agencies, and other pupil personnel workers.

9. The counselor organized and maintained a teachers’ guidance committee.

10. The counselor reviews and interprets data from cumulative and other records as needed.

11. The counselor has assisted the teacher in early identification of pupils with special needs.

12. The counselor has been of assistance in diagnosing learning difficulties and channeling these specific problems to proper personnel.

13. The counselor has provided services and activities of benefit to pupils attending the school.

14. Referrals to counselor have been worked out so that pupils, parents, teachers, and principals may make referrals without undue delay or "red tape".

15. The counselor has been helpful in making referrals and working with referral agencies.

16. Procedures have been established so that pupils may be freed for counseling interviews during the school day.
17. Pupil information gathered by the counselor is integrated with other information and is readily available and accessible to classroom teachers.

18. The counselor organized and directed in-service programs through which teachers enriched their understanding and skills in human behavior.

19. The counseling program utilizes the case study approach so that all concerned may share information and ideas by having pupil personnel workers and teacher(s) meet regarding a given pupil.

20. As a result of counseling more pupils have become aware of human relations skills.

21. The counselor makes provisions for follow-up activities regarding the results of his counseling efforts on behalf of a pupil, and keeps the teacher informed of the findings resulting from these activities.

22. The counselor is frequently used by classroom teachers as a resource in working with parents and pupils.

23. Counselor-parent-teacher conferences have been helpful in providing assistance with pupil problems.

24. The counselor assisted parents by conducting parent-study group sessions.

25. Through individual and group contacts with pupils, the counselor has assisted in the development of more wholesome attitudes toward the teacher, school, and self.

26. The counselor has been effective in assisting teachers in planning to help children explore and understand the relationship of school and work.

27. The counselor has been effective in helping pupils to improve their social adjustments, i.e., withdrawn, getting along with others.

28. As a result of counseling fewer pupils have become severe disciplinary problems.

29. The counselor has been instrumental in promoting improved pupils' academic attitudes through individual counseling and group guidance.

30. The counselor has made available materials and literature to assist in teacher-pupil growth.

31. The counselor was responsive to teacher requests.

32. Guidance services have added to the smooth functioning of specific problems.

33. A full-time guidance counselor would be beneficial to the school.

34. I would like to see the following changes made in the basic guidance program: 

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
APPENDIX J

ELEMENTARY GUIDANCE CHILDREN'S QUESTIONNAIRE
NORFOLK PUBLIC SCHOOLS
Norfolk, Virginia

ELEMENTARY GUIDANCE CHILDREN'S QUESTIONNAIRE

Name ____________________ Grade _____ Age _____
School ____________________ Teacher ____________________
I.D. Number ____________________

Directions:
This is a game to find out your feelings about the counselor in your school. As you hear each question, put a mark on the face which shows how you feel about it. The "warm fuzzy" means the same as YES. The "cold prickly" means the same as NO.

COMMITTEE MEMBERS
Mrs. Anne F. Smith, Chairperson
Mrs. Phyllis P. Harris, Counselor
Mrs. Lillian H. Lacy, Counselor

CONSULTANTS
Mrs. Anna G. Dodson, Supervisor of Elementary School Guidance
Dr. Frederick P. Stofflet, Research Assistant
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DO YOU KNOW THE COUNSELOR’S NAME?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>IS A COUNSELOR DIFFERENT FROM A TEACHER?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>IS THE COUNSELOR’S ROOM BRIGHT AND CHEERFUL?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>HAVE YOU EVER SAT DOWN AND TALKED TO THE COUNSELOR ABOUT A PROBLEM?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DID THE COUNSELOR HELP YOU WHEN YOU TALKED TO HIM/HER ABOUT A PROBLEM?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>IF YOU HAD A PROBLEM, WOULD YOU GO TO THE COUNSELOR FOR HELP?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DID YOU LEARN A LOT ABOUT YOUR FEELINGS FROM THE COUNSELOR?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DOES THE COUNSELOR TELL YOU STORIES, SHOW PUPPET SHOWS, AND TALK WITH YOU ABOUT GETTING ALONG WITH OTHERS?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DOES THE COUNSELOR HELP YOU WHEN YOU ARE HAPPY OR SAD?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>IS THE COUNSELOR HELPFUL IN GETTING BOYS AND GIRLS TO WANT TO COME TO SCHOOL?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>DID YOU FEEL BETTER ABOUT YOURSELF AFTER YOU TALKED TO THE COUNSELOR?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>HAS THE COUNSELOR HELPED YOU TO IMPROVE YOUR BEHAVIOR?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>IS THE COUNSELOR FRIENDLY TO ALL BOYS AND GIRLS?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>HAS THE COUNSELOR HELPED YOU TO LEARN AND DO BETTER SCHOOL WORK?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>DO YOU WISH YOUR COUNSELOR HAD MORE TIME TO WORK WITH YOU?</td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>16</td>
<td>![Yes/No]</td>
<td><strong>WOULD YOU TELL SECRETS TO THE COUNSELOR?</strong></td>
</tr>
<tr>
<td>17</td>
<td>![Yes/No]</td>
<td><strong>DOES THE COUNSELOR REALLY LIKE YOU?</strong></td>
</tr>
<tr>
<td>18</td>
<td>![Yes/No]</td>
<td><strong>DOES THE COUNSELOR REALLY LISTEN TO YOU, WHEN YOU ARE TALKING?</strong></td>
</tr>
<tr>
<td>19</td>
<td>![Yes/No]</td>
<td><strong>IS THE COUNSELOR'S WORK MUCH LIKE THAT OF A PRINCIPAL?</strong></td>
</tr>
<tr>
<td>20</td>
<td>![Yes/No]</td>
<td><strong>DID THE COUNSELOR SEND YOUR PARENT/PARENTS A NOTE?</strong></td>
</tr>
<tr>
<td>21</td>
<td>![Yes/No]</td>
<td><strong>DID THE COUNSELOR HELP YOU TO LEARN ABOUT YOURSELF?</strong></td>
</tr>
<tr>
<td>22</td>
<td>![Yes/No]</td>
<td><strong>DO YOU ENJOY BEING WITH THE COUNSELOR?</strong></td>
</tr>
<tr>
<td>23</td>
<td>![Yes/No]</td>
<td><strong>DID THE COUNSELOR HELP YOU TO BETTER UNDERSTAND RIGHT FROM WRONG?</strong></td>
</tr>
<tr>
<td>24</td>
<td>![Yes/No]</td>
<td><strong>DOES THE COUNSELOR SPEAK TO YOU WHEN HE/SHE SEES YOU IN THE HALL?</strong></td>
</tr>
<tr>
<td>25</td>
<td>![Yes/No]</td>
<td><strong>DOES THE COUNSELOR HELP TO MAKE SCHOOL FUN?</strong></td>
</tr>
<tr>
<td>26</td>
<td>![Yes/No]</td>
<td><strong>DID THE COUNSELOR WORK WITH YOU IN A GROUP?</strong></td>
</tr>
<tr>
<td>27</td>
<td>![Yes/No]</td>
<td><strong>HAS THE COUNSELOR TALKED WITH YOUR PARENTS?</strong></td>
</tr>
<tr>
<td>28</td>
<td>![Yes/No]</td>
<td><strong>DOES THE COUNSELOR LISTEN TO YOU MORE THAN HE/SHE TALKS?</strong></td>
</tr>
<tr>
<td>29</td>
<td>![Yes/No]</td>
<td><strong>DID THE COUNSELOR GIVE YOU GOOD ANSWERS WHEN YOU DIDN'T KNOW WHAT TO DO?</strong></td>
</tr>
<tr>
<td>30</td>
<td>![Yes/No]</td>
<td><strong>CAN YOU ASK TO TALK TO THE COUNSELOR ON YOUR OWN?</strong></td>
</tr>
</tbody>
</table>
APPENDIX K

CASE STUDY EVALUATION DESIGN
AND
CASE STUDY REPORT
CASE STUDY
EVALUATION DESIGN FOR THE ELEMENTARY SCHOOL GUIDANCE PROGRAM
1975-76

The evaluation design for the Elementary School Guidance Program will consist of each counselor doing intensive case studies on one (1) student for each of the following reasons: poor attendance pattern, underachievement, low self-concept, maladaptive behavior, and poor acceptance by peers. (This will be a total of 5 cases per counselor.)

The following guidelines are to be implemented in each area:

1. Maladaptive Behavior

   Teachers will use the form "Identifying Children with Special Needs" and select 1, 2, or 3 specific behaviors to be changed, e.g., disrupts class, fights, and uses profanity. Counselors will begin intervention strategies by November. Monthly consultation sessions will be held with the referring teacher to determine progress. (A frequency count will be recorded each month.)

2. Attendance

   Record last year's (1974-75) monthly attendance of pupils referred. Get the attendance from the "Weekly Attendance Record Sheets." Begin intervention strategies by November. Keep accurate monthly attendance records for 1974-75. Progress will be determined by a change in this year's (1975-76) attendance.

3. Achievement

   Select referred pupils who were rated in the progressing slowly category for the first grading period. Begin intervention strategies in November. The objective is to raise the level of achievement from progressing slowly to progressing or progressing rapidly on the second and/or third reports.

4. Low Self-Concept

   Administer the Children's Self-Concept Index and the Piers-Harris Self-Concept Scale in September to identified first and fourth graders. Select pupils whose scores indicate a low self-concept and begin intervention strategies by November. Administer a post-test in April to determine progress.
5. Poor Acceptance by Peers

Administer a sociometric activity in September to identified pupils in grades 2 and 3 and select pupils who are revealed to be isolates. Begin intervention strategies by November. Administer a post-sociometric activity in April to determine progress.
CASE STUDY REPORT

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Age</th>
<th>Grade</th>
<th>Sex</th>
<th>School No.</th>
<th>Referral Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Check One: 
- Poor attendance
- Underachievement
- Low self-concept
- Maladaptive behavior
- Poor acceptance by peers

Date you started intervention: 
Date intervention terminated: 

**Referral.** State the primary reason for selecting the child. Specify the maladaptive or inappropriate behavior. Give a baseline description if possible; for example the frequency of the behavior—absent on the average of two days a week from beginning of year to intervention.

**Counseling Goal.** (What will the client be able to do as a result of counseling?)

1. What? (specific behavior)
2. Conditions? (when and where)
3. Criteria? (how well)

**Data Collection and Display.**
1. Behavior: (specific in terms of frequency or duration or intensity, etc.)
2. How measured: (i.e.: tests, ratings, self-reports, teacher reports, parent reports, behavior counts by observers, etc.)
3. How collected: (use the same methods as described in the research design for 1975-76, see the attached form)

**Historical Log.** (Record of environmental changes/counseling contacts associated with the counseling goal)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event &amp; Description</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

**Persons Involved.** Indicate persons who were part of the intervention, that is, those who had some responsibility that was part of the plan to bring about a change in behavior (counselor, teacher, parent, community agency, visiting teacher, etc.).

**Outcomes.** Specify the changes in behavior that seem to relate to the goals of the planned intervention and give the source of your data. For example: since January 2 the client missed three days of school (1 illness; 2 unexcused) - January 11, January 26, and February 2 (attendance records); usually completes math and spelling assignments which were seldom completed in the beginning (teacher observation); no longer has "butterfly feelings" in his stomach before coming to school in the morning (self-report); smiles more often in counseling and refers more often to self in positive ways during session (counselor observation); no longer a hassle at home to get him to school in the morning (parent report). Include also the behavior changes that occurred since the start of the intervention but were not directly a part of the target behaviors identified or the plan developed and implemented. Some of the examples above may be unplanned outcomes. If there was no change, please state so. This should not reflect on your competence.

**Case Summary.** (A summary of the case based on an examination of the data display and historical log.)
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The two page vita has been removed from the scanned document. Page 2 of 2
A MODEL FOR THE DEVELOPMENT OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM DERIVED THROUGH A CASE STUDY APPROACH

by

Anna Gill Dodson

(ABSTRACT)

The primary purpose of this study was to describe the administrative development of the Elementary School Guidance Program in Norfolk, Virginia, from 1973 to 1976. The secondary purpose was to present methods and procedures that could be used by school systems to implement and evaluate an elementary school guidance program.

The methodology used was descriptive and analytical in nature. Utilizing a four-pronged approach, the study specifically sought to answer the following questions: (1) What was the conceptual framework for the development of the program? (2) What were the sequential steps in initiating the program? (3) How was the program implemented? (4) From the analysis of data, what indices were derived as basic elements of a model?

Chapter 2 deals with the rationale, conceptual framework, program planning and development, and model construction. Chapter 3 traces the development, implementation, and evaluation of the program over
a three-year period. Chapter 4 provides a statistical analysis of the ongoing evaluation procedures. Data were collected from five sources: (1) counselors' monthly reports, (2) teachers' opinionnaires, (3) children's questionnaires, (4) parent-study group evaluation forms, and (5) student case studies. Data were analyzed by (1) computation of frequency distributions and percentages, (2) tabulation and categorization of responses, (3) comparisons of before and after ratings to determine the degree of change, and (4) comparisons of pre- and post-test data to determine gain. Chapter 5 presents the model.

Conclusions: (1) the organization of a formal guidance program evolves through a series of steps, with the major step being a needs assessment; (2) the attitudes of principals who selected to have the program in their schools were a significant factor in the support given to the counselor and the program by the teachers; (3) continuous in-depth staff development served to enhance the skills, techniques, and professionalism of the counselors; (4) involvement of parents in parent-study group sessions and the advisory committee increased their understanding of the role of the counselor and the program and generated parental support for the program; (5) the results of the case studies indicated that students with problems in the areas of achievement, low self-concept, maladaptive behavior, and poor acceptance by peers, made significant changes as a result of intensive intervention strategies employed by counselors over an extended period of time; (6) a majority of teachers (86 percent) accepted the guidance program as an integral
part of the total school program; (7) the counseling needs of primary
grade boys were more pronounced than those of primary grade girls.

Recommendation: the major recommendation was a fifteen-step
model for the development, implementation, and evaluation of an
elementary school guidance program which is applicable for school systems
of varying size and socio-economic levels.