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By -Hechlik, John E., Comp.

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*Information Sources, *Research Reviews (Publications)

This publication is one of a series on current research and resources compiled by the Counseling and Personnel Services Information center. The literature dealing with elementary school guidance and counseling stresses developmental and preventative procedures for optimizing the learning opportunities and the personal development of elementary school children. Resumes of the selected literature indicate current concerns, programs, research, and resources specifically focused on guidance and counseling in the elementary school. The abstracted materials are indexed by subject and author. Procedures for obtaining complete documents are explained. (IM)

**SCOPE OF THE
ERIC
COUNSELING AND PERSONNEL
SERVICES INFORMATION CENTER**

The ERIC Counseling and Personnel Services Information Center (CAPS) is responsible for materials and research reports relating to the preparation, practice, and supervision of counselors and other personnel workers at all educational levels and in all settings. Included are materials describing theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation. Included also are materials which deal with the nature of pupil, student, and adult characteristics; descriptions of education, occupational, and community settings; and discussions of the types of assistance provided by personnel workers in such areas as career planning, family consultations, and student orientation activities.

CAPS CURRENT RESOURCES SERIES
ELEMENTARY SCHOOL COUNSELING AND GUIDANCE

Compiled
by

John E. Hechlik

July 1968

"This index was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy."

ERIC

Counseling and Personnel Services Information Center
University of Michigan
611 Church
Ann Arbor, Michigan

ED023146

GG 003 320

P R E F A C E

This publication has been developed in an attempt to indicate current concerns, programs, research, and resources specifically focused on guidance and counseling in the elementary school.

The literature dealing with elementary school guidance and counseling expresses developmental and preventative procedures for optimizing learning opportunities and the personal development of elementary school children. The literature further points out that this goal can be accomplished through the collaborative efforts of personnel specialists, teachers, administrators, parents, and counselors. Through these collaborative efforts, factors in the child's milieu, which hinder development can be reduced. Reducing such factors can be accomplished through the development and utilization of special techniques, such as play therapy, and programmatic designs, such as the inclusion of vocational literature in the elementary school curriculum.

The following are the concerns which emerge from a review of available literature: 1) a delineation of theory and the principles specific to the elementary school, 2) a definition of the unique role and function of elementary school counselors, 3) preparation programs designed to meet the specific needs of the elementary school setting, 4) the encouragement of children, and, 5) the development of techniques such as group counseling and play therapy for use with children and consultative skills for application with teachers, parents, and administrators.

A variety of informational sources were searched for this publication. Among these were Research in Education, Dissertation Abstracts, highly relevant journal publications such as the divisional journals of the American Personnel and Guidance Association, the American Journal of Orthopsychiatry, and the Journal of Educational Psychology, as well as journals from the health services, social work, and school psychology. The CAPS document bank, which represents a large number of useful documents submitted by state departments, researchers, and counselors engaged in elementary school guidance and counseling across the country, was also searched.

The current resources included here provide the user with a variety of readily available information from diverse sources, organized for easy accessibility, acquainting him with the current thoughts on problems, procedures, theories, and techniques. While our search was intensive, we are aware that some documents were not included. For a variety of reasons, it was not possible to obtain and process all the materials we desired to include. This index is, therefore, selective rather than comprehensive.

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INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of CRS deserve special emphasis. First, the coverage of each publication is tailored to the topic will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of Research in Education and core psychological and guidance journals. A second major characteristic of CRS is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A third characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important fourth characteristic is the relatively easy access to, and retrievability of, all documents indexed in CRS. A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of CRS are legion. It can be used as the first step in the search phase of a research project; a means of analyzing informational trends in a topical area; a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may be readily apparent to you as you use the index. The first three publications were entitled: The Use of Information in Personnel Services, Pupil Personnel Specialties, and Small Group Work and Group Dynamics. Two other titles, printed concurrently with this one, are Decision-Making and Professional Specialties in the Pupil Personnel Services.

Additional publications focused on other topics will be introduced as new information becomes available. Existing CRS publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work for current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS Collection and the total ERIC Collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users' inquiries, and consultants' suggestions, forms the guidelines for the final selection of Current Resources Series topics.

Comprehensiveness of Information Search

Once the topics for the Current Resource Index have been determined, a comprehensive search for information on this specific topic is initiated. For this publication, several major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but not submitted to the central ERIC collection. Finally, the CAPS journal collection was searched. CAPS subscribes to about forty journals which are either personnel work journals or behavioral science journals containing information relevant to personnel work.

Also, a comprehensive search of Dissertation Abstracts was made to identify dissertations relevant to the topic. We would like to express appreciation to University Microfilms, Inc. for permitting us to reproduce portions of the abstracts of these dissertations for this publication.

ORGANIZATION OF CURRENT RESOURCES INDEX

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into four sections. These sections are (1) ERIC Document Resumes and (2) CAPS Document Resumes, arranged in numerical order by accession number, and (3) Dissertation Abstracts, and (4) Journal Resumes, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

7

CG 000 176 ED 012 931

Shumake, Franklin
Pupil Personnel Services Seminar, A Summary.
Georgia State Department of Education, Atlanta
15 Nov 66
MF-\$0.50 HC-\$3.52 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists,
*Academic Education, Staff Role, Administrative Organization, Seminars,
Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Department of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following: (1) the pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

2. CAPS Documents - The second resumes in the Resume Section are materials which have been indexed and abstracted or annotated. These materials are available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have only a CG Accession Number.

Sample CAPS Resume

31

CG 000 428

New Models and Techniques in Career Guidance

Boynnton, Ralph E.

Pittsburgh University, Pennsylvania

12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Oriented Programs, Work Experience Programs, *Vocational Counseling

A model for a career guidance system that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide the students with opportunities to talk with representatives of careers in which they have an interest. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

3. Journal Article Resumes - Journal Articles have either been annotated or appear with author abstracts. They are available from the original source only. The resume for the journal article indicates the source of each article.

Sample Journal Article Resume

43. Bordin Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists," Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied.
(JR)

4. **Dissertation Abstracts** - These abstracts are arranged alphabetically by author. Complete copies of these dissertations are available in either microfilm or hard copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48103. When ordering these dissertations, author, title and L. C. Card Number should be used. The price of microfilm and hard copy is indicated on the abstract.

Sample Dissertation Abstract

23. "Administration of Pupil Personnel Services in Kentucky," (L. C. Card No. Mic 60-629), Charles Ambrose, Ed. D., University of Kentucky, 1957.

The purpose of the study was to evaluate the administration of pupil personnel services in Kentucky. The services were selected and then divided into seven critical task areas: attendance and census, pupil adjustment, guidance, health service, assessing pupil progress, pupil activity programs and the program for the exceptional child. The areas were evaluated by using the criteria set forth in this study as being administratively desirable. This criteria was established by a study of the literature in the field and the opinion of twelve field workers in the pupil personnel service from eight different states. Data on the administration of the pupil personnel service was obtained by interviews in thirty selected school districts, of the two hundred and twenty-four, in the state. The interviews were conducted according to a schedule incorporating the criteria advocated in the areas of administrative responsibility for the pupil personnel services, etc.

Microfilm \$3.20; Xerox \$11.05 245 pages

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his

search, the user may want to scan the subject index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

- (24) The Computer in Educational Research and Its Implications for the Counselor
- (54) Information and Counseling: A Dilemma
- (56) A Review of Literature as a Service to Teachers
- (59) Three Dimensions of Counselor Encapsulation
- (60) High School Counselors and College Information
- (61) A Professional Approach to the Information Function in Counselor Education
- (73) Ideology and Counselor Encapsulation
- (79) The Impact of Information Systems on Counselor Preparation and Practice
- (80) Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

- (30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
- (44) Research Frontier, Information Retrieval: A Definition and Conference Report

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The CAPS Document Reproduction Service is able to provide hard copy reproduction on CAPS documents only. This service excludes all documents listed in either the ERIC Document or Journal Article section.

The cost of this service is \$0.10 per page. The total cost of an order can be computed by multiplying the number of pages, as indicated on the resume, by \$0.10. There is no additional charge for handling or mailing. Foreign orders please add 25% to the cost of each order.

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RESUME SECTION

ERIC RESUMES

1

CG 000 008 ED 010 700

Grams, Armin

Facilitating Learning and Individual Development, Toward a Theory for Elementary Guidance. (Elementary Guidance Series, Minnesota Guidance Series).

State Department of Education, St. Paul, Minnesota

1966

MF-\$1.00 HC-\$9.08 225P.

*Elementary School Guidance, *Learning, *Human Development, *Developmental Guidance, Adjustment, Teacher Role, Administrator Role, Self Concept, Learning Theories, Parent Role, School Psychologists, School Social Workers, Elementary School Counselors, School Nurses, Child Development

A theory upon which elementary guidance programs can be soundly designed is presented. A major theme is that psychological well-being or good adjustment is related to learned, individual competencies such as communication and interaction in depth with others. The appropriate concern of guidance then becomes to foster these competencies, thus emotionally freeing the individual to learn in the classroom. The roles of parents, elementary teachers, specialists, and administrators are examined from an individual and team vantage point. A suggested demonstration model for an elementary guidance program is included. Major emphasis is that the objective of vastly improved learning in young children can be achieved only as all concerned, informed, and responsible parties accept their share of the responsibility and bend every effort to provide improved guidance for the elementary school child. This document presents a comprehensive philosophy and rationale for the development of guidance programs on the elementary school level. (RM)

2

CG 000 012 ED 010 885

Houghton, Hubert

The Future of Elementary School Guidance. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.60 13P.

*Elementary School Counselors, *Elementary School Guidance, *Program Development, Developmental Guidance, Guidance Programs, Counselor Preparation, Counselor Functions, Counselor Client Ratio

The research reviewed indicates the need for a well-defined conception of the elementary school guidance program as a uniquely functioning entity. Emerging agreements which may become part of the basic theory and functional aspects of

elementary school guidance include (1) modification of pupil, teacher and parent behavior with objectives based on the regular study of children's needs, (2) services which are available for all boys and girls, (3) special knowledges, approaches and training developed particularly for the elementary school counselor, (4) future action with respect to theory, practices, counselor role and function which is cooperatively developed by all members of the school staff at all levels (local, state), (5) the need for more prevention centered and less problem centered counseling. Disagreement is generated by the use of a variety of already existing approaches in elementary guidance (such as therapeutic counseling, secondary school guidance, child study) and by use of only professional judgment in counselor training because of a lack of job analysis. Other issues needing resolution include the differential nature of elementary school counseling, the relationship of educational guidance with other pupil personnel services, the need for a structural pattern to serve as a model for development, and the counselor-client ratio. (PS)

3

CG 000 014 ED 010 887

Ohlsen, Merle M.

Responsibilities of the Elementary School Counselor. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.60 13P.

*Elementary School Counseling, *Teacher Role, Elementary Schools, *Administrator Attitudes, *Counselor Functions, Counselor Qualifications, *Counselor Preparation

Elementary school principals' attitudes toward counseling, as indicated by recent research, varied from opposition to elementary school counselors, based mainly on counselor failure to adapt to the elementary school setting, to support and acceptance based on a well-defined view of the function of the elementary school counselor and the structure of the elementary school program. The role of the elementary school teacher is defined in terms of cognitive and conative aspects of learning. Elementary school counselor functions include consulting with teachers to discover problems early and improve the atmosphere within the classroom and counseling with parents, with such counseling being limited to children's school adjustment problems. Another function is to establish an empathetic relationship with children. Special characteristics of the latter function include communicating on a simple verbal level and helping children relate to adults other than their parents. Elementary school counselor training programs should include, in addition to a core curriculum, group guidance methods for both children and parents, special training in serving as a teacher consultant, and the practicum experience. The majority of master's degree elementary school counselors come from the ranks of elementary school teachers. (PS)

4

CG 000 015

ED 010 888

Waterloo, Glenn

Counseling Practices. (Report from Elementary School Guidance in Illinois).
Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.48 10P.

*Counseling Techniques, *Counseling Goals, Elementary School Counseling,
*Counselors, Problem Children, Communication Skills, Referral, Evaluation
Criteria, Counselor Acceptance

The need for counseling is emphasized by the fact that 875,000 children have mental and physical impediments to learning. Typical counseling practices are problem-centered counseling, exclusively "vocational" or "educational" counseling with little concern for the whole individual, extreme directive or non-directive counseling, the "clinical" approach which assumes that everyone has a deviant problem, eclectic counseling, information giving, and "the pal" who tries to be everything to the child. An immediate counseling goal is to enable the child to express himself. A long range goal is to promote development. Background information is important. A basic communication technique involves listening for non-verbal as well as verbal clues. The counselor occasionally must intervene in the life process of the child to interrupt self-deceiving behavior patterns. The counselor should show acceptance of the child, and move from within the child's frame of reference. He should also recognize the limits of the counseling process and make referrals when necessary. The ultimate test of counseling upon which evaluation criteria should be based is whether the person is moving toward self-reliance and acceptance of himself. Counselors resist change, and should develop a counseling theory, counseling goals, and evaluation procedures. (PS)

5

CG 000 016

ED 010 889

Kaczowski, Henry R.

Dimensions of the Counselor's Relationships. (Report from Elementary School
Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.72 16P.

*Pupil Personnel Services, Self Concept, Rational Therapy, *Counselors,
*Elementary School Counseling, Counselor Preparation, Consultants, Consultation
Programs, Behavior Change, Teachers

The pupil personnel services concept emphasizes a team approach. An inherent weakness in this concept is the tendency toward compartmentalization of the individual. A natural relationship exists between guidance and instruction because both deal with the pupil, guidance with conative aspects, and instruction with cognitive aspects. The strategies which are commonly employed in guidance, remedial,

preventative and promotional, promote structuring which causes the individual to lose flexibility. Self-concept is related to successful functioning in learning and in later adjustment to life. Counselors help children form self-concepts by aiding them to develop values. Poor task definition causes elementary school counselors to adopt procedures used with older children. Cognition plus emotion (rational therapy) seems effective in changing behavior. Counselors should develop a particular philosophy of life and develop their perceptual organization rather than master counseling techniques and theory. The essential procedure used in teacher consultation is exploration of self-concept. This procedure creates conflict within the teacher between a desire to help a child and time and knowledge limitations. As organization of the elementary school does not provide opportunities for regular consultation between counselors and teachers. Plans freeing teachers for professional tasks other than teaching are beneficial. (PS)

6

CG 000 017

ED 010 890

Ohlsen, Merle M.

Counseling Children in Groups. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.68 15P.

Counseling, *Group Counseling, *Elementary School Students, Learning Experience, Parent Participation, Elementary School Counselors, *Role Playing, Group Structure, *Group Membership, Grade 4, Grade 5, Grade 6, Grade 7, Classroom Techniques

Counseling is an accepting, trusting relationship dealing with normal children and emphasizing the counselor's special ability to listen, empathize and understand. The setting of group counseling provides excellent conditions for learning. Effective group counseling involves treatment by the group as well as individual treatment within the group. Counselors must be aware of how group members' comments and actions influence other members. The selection of youngsters for group counseling should be based upon the type of problem (students with similar problems should not be placed in the same group), readiness for counseling, the child's impact on other group members, and his parents' support. Group counseling methods must be modified for use with elementary school children (4th, 5th and 6th graders). Such groups require more structure and should be more limited in time and number of participants. The counselor plays a more active role, and support and assistance from teachers and parents is needed outside the group. Role-playing is an effective method for this age level. As verbalization is difficult for primary school-age children, more play material is necessary. Teachers may use group techniques to motivate learning and to provide individuals with an opportunity to relive a special problem through role playing. (PS)

CG 000 018 ED 010 891

7

Schmidt, Wesley I.

Group Guidance in the Elementary School. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.80 18P.

Group Structure, Peer Groups, *Elementary School Guidance, Group Counseling, Self Concept, *Group Guidance, Guidance Functions, Developmental Programs, Maladjustment, Classroom Guidance Programs

Group work in the elementary school is an effective method for dealing with the instructional aspects of guidance and of assisting children who show a defeating self-concept or an inability to relate to others. Group work is an efficient way of dealing with growing numbers of maladjusted children in schools. The force of the psychological group is very powerful at the elementary level. Group failure is caused by ignorance of the dynamics of human interaction. Such dynamics are described, as are the elements of a successful group. Group work can further the student's knowledge of the self-concept, the world of work and education, and the relationship between self and world. These objectives are achieved at the instructional level through such activities as writing and telling stories, making biographical studies. Group guidance emphasizes the needs of students and adjustment to the school setting through get-acquainted methods, leadership development, role playing. Small group counseling deals more with problems of attitudes toward self and self definition. The instructional program and group guidance provide developmental activities for all students and also serve to teach students about the range of guidance services available. All group activities have guidance potential. The group is a major determinant of school adjustment. (PS)

8

CG 000 019 ED 010 892

Roggenkamp, Janice

Illustrative Action Programs. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1966

MF-\$0.25 HC-\$0.76 17P.

*Counseling Programs, Test Interpretation, *Guidance Programs, Student Evaluation, *Inservice Teacher Education, *Parent Teacher Conferences, Parent Teacher Cooperation, Group Counseling, Reading Programs, Classroom Guidance Programs, Parent Attitudes, Occupational Information, Consultants

This report summarizes some of the counseling practices employed in various demonstration centers. Students were assisted through individual and group counseling. In one center, successful test interpretation interviews resulted

from a comparison of students' estimated test results and actual test results. Students learned of occupations through resource speakers and studies of job fields. In one library, information was used to establish "world of work" and "about myself" sections. Counselors also helped to organize extracurricular activities and to solve student problems. Through consultation with counselors, teachers were assisted in becoming more accepting and in solving grouping, placement and discipline problems. A guidance program in one center developed forms to facilitate teachers' understanding and evaluation of pupils. Interstaff communication was improved in one school when teachers exchanged classes for a day. A successful inservice program was based on a poll of what teachers desired to learn. Other inservice programs helped teachers gather information about pupils and organize parent-teacher conferences. One counselor group helped teachers organize a three session, parent-teacher conference program, which served to help both teacher and parent understand the child better, acquaint parents with the school's program, bring the parents and teacher together, and improve public relations. (PS)

9

CG 000 020 ED 010 893

A Guide to Pupil Personnel Services for Schools in the State of Illinois. (Report from Elementary School Guidance in Illinois).

Superintendent of Public Instruction, Springfield, Ill.

1965

MF-\$0.25 HC-\$0.96 22P.

*Pupil Personnel Services, *Interprofessional Relationships, Superintendent Role, Guidance Objectives, Attendance Services, Guidance Services, School Health Services, School Psychologists, School Social Workers

Pupil personnel services are essential for a broadly based, comprehensive program of instruction for all children. The basic considerations related to the coordination and effectiveness of pupil personnel services, as defined in the policy statement of the council of chief state school officers, are outlined. Both the superintendent and the principal play a vital role in the development of pupil personnel services. Administrators must evaluate the facilities of the community and the needs of the students and then develop guidelines or organization for pupil personnel services. Pupil personnel services must be carefully interpreted, integrated into, and accepted in the interdisciplinary pattern of the school. Some devices which help establish and strengthen interprofessional relationships are meetings (case conferences, orientation meetings), written materials (manuals of rules, written job analyses) and research. Close coordination of pupil personnel services with community agencies and professional individuals is imperative. The functions and objectives of attendance, guidance, school health, school psychological and school social work services are described. The main aims of the recently created interprofessional research commission on pupil personnel services are discussed. (PS)

10

CG 000 024 ED 010 897

McCreary, William H. * Miller, Gerald
 Elementary School Counselors in California. (Research Brief No. 13, April, 1965).
 State Dept. of Education, Sacramento, California
 Apr 1965
 MF-\$0.25 HC-\$0.52 11P.

*Elementary School Counselors, Principals, Teachers, School Location,
 Questionnaires, *Counselor Role, *School Personnel, Counselor Functions,
 Counselor Preparation

To ascertain the number, location, experience, and function of elementary school counselors, various administrators, teachers, and elementary counselors were surveyed using questionnaires. The major finding is that school administrators and counselors agree on what the counselor should be doing. Teachers view the services provided by elementary school counselors as very effective and requested an increase in the services already provided. Few counselors indicated a need for specialized courses for elementary school guidance personnel. A unique role of the counselor has not been clearly established since functions and duties overlap those performed by other pupil personnel workers such as school psychometrists. The data did not support the hypothesis that counselors as members of a school staff rather than of a district or county office staff contact more pupils and spend more time in a counseling relationship than other pupil personnel workers. (JH)

11

CG 000 026 ED 010 899

Ford, Marguerite R.
 A Handbook for Administrators, Teachers, Counselors and Parents Who Are
 Interested in Planning and Organizing an Elementary Guidance Program.
 State Department of Education, Atlanta, Georgia
 MF-\$0.50 HC-\$3.20 78P.

*Elementary School Counseling, Guidance Services, Guidance Facilities, Guidance
 Personnel, *Guidance Programs, Program Administration, *Program Planning

This handbook describes the basic principles and methods of organization and planning which may be used by a staff when initiating a guidance program in the elementary schools. The need for guidance at the elementary school level is considered from the standpoint of the child, the parents, the principal, and the teachers. Basic objectives which meet these needs are presented, and the establishment of services to achieve stated goals are discussed. The role and function of involved personnel are presented along with suggestions for facilities and budgetary recommendations. A comprehensive bibliography related to the rationale for and organization of an elementary guidance program is included. (RM)

12

CG 000 045 ED 011 123

Johnson, Adna * and others
 Pilot Project in Elementary School Guidance, 1965-66

1966

MF-\$0.27 HC-\$4.60

138P.

Reading Tests, *Program Evaluation, Student Characteristics, Community Education, Group Counseling, *Pilot Projects, *Elementary School Guidance, Parent Conferences, Testing Programs, *Inservice Teacher Education, *Program Development, Romania Riley Elementary School, Savannah

A complete review of an elementary school guidance pilot project in Savannah, Georgia, was presented. Two city elementary schools in integrated, disadvantaged areas were selected. Preplanning of the duties of the guidance counselor, goals of the pilot programs, and education of teachers and community were completed. Guidelines on anecdotal record keeping, the growth and development levels of pupils, and teacher-counselor roles were given. Inservice meetings for teachers which were held twice a month were described and evaluated. One section of the report presents a tape of individual counseling with a sixth grade boy, an account of another interview, and a description of the group counseling held with students at various grade levels. Samples of the means by which the elementary counselor's role and guidance viewpoint were conveyed to local community groups and other school personnel were given. One study which was undertaken during the year was on reading tests with first graders. Preliminary results showed the metropolitan reading tests to be an unreliable instrument for use with disadvantaged children. Plans were made for further study. The review contained a thorough evaluation of each aspect of the pilot program and the plans for future modifications. (NS)

13

CG 000 108

ED 011 677

Blocks to Learning, Plans for the Future of the Division of Pupil Personnel Services. Rochester City School District, New York

Mar 1966

MF-\$0.25 HC-\$1.28

30P.

*Pupil Personnel Services, *Elementary School Guidance, *Counseling Programs, School Organization, *Administrative Change

The Rochester School District, New York, offers a proposed plan for the reorganization of their pupil personnel services. An appraisal of the present services showed that overlap and lack of coordination were among the major problems along with a shortage of necessary personnel. On an experimental basis, counselors of various training backgrounds were placed in five elementary schools on a full-time basis. Evaluation of this program showed the principals in the schools favored a full-time counselor over part-time pupil personnel workers like a psychologist or a social worker. Supervision of the counselors was planned to take place in group meetings and through co-worker interaction. The proposed plan reorganizes the services into four departments with specialists in child development, guidance, attendance and record keeping, and psychological and social work services. The duties and responsibilities of each department are detailed. (NS)

14

CG 000 110 ED 011 678

Baker, Roy * Haley, Margaret
 Elementary Guidance--The Developmentally Centered and the Crisis Centered
 Approaches, A Report of the Annual All Ohio Elementary School Guidance
 Conference (6th, Tipp City, Nov 11, 1966).
 Tipp City Schools, Ohio
 11 Nov 66
 MF-\$0.18 HC-\$2.60 65P.

*Elementary School Guidance, Student Testing, Play Therapy, *Child Development,
 Mental Health, Parent Teacher Conferences, Perceptually Handicapped, Percep-
 tual Development, *Conferences, *Crisis Counseling, Elementary School Counselors,
 Adlerian Psychology, Tipp City

The publication includes the speeches of the two keynote speakers, a progress
 report of the Ohio Elementary School pilot projects, and the summaries of nine
 work-group sessions. The topics presented are--implementing democracy in
 the classroom, working with groups in the classroom, testing in the elementary
 school, play therapy in the elementary school, child development and the child
 study program, child study in action, Adlerian psychology in the classroom, and
 coordination and perceptual problems in learning. (AO)

15

CG 000 121 ED 011 681

Zwetschke, Earl T.
 Research/ Family Group Consultation and the School Counselor.
 NDEA Counseling and Guidance Institute, Portland, Oregon
 MF-\$0.25 HC-\$0.52 11P.

*Family Counseling, *Group Counseling, *Self Concept, *Program Evaluation,
 Counseling Goals, *Counseling Programs, Q Sort, Research Projects

A Q-Sort was used to measure attitudinal change brought about by family group
 consultation. Nine family members of three families were given the Q-Sort at
 the beginning of counseling and again eight weeks later. These two sorts asked
 the family group members to rate their ideal selves and their perceived selves. These
 ratings were correlated with the index of personal adjustment, a sort which showed
 that the Q-Sort is a fairly reliable measure of individual progress in counseling
 and serves as an evaluation of the counseling program. Through examples of the
 members of one family, it is shown how the sorts can be correlated. Evaluation
 of individual counseling goals is one area of family group consultation to be explored.
 The effect of the method upon the "acting-out" teen and younger children, upon
 families of different socio-cultural levels, and upon the members who are primarily
 observers in the group needs to be evaluated. (NS)

16

CG 000 123

ED 011 682

Mayer, G. Roy * and others

The Elementary School Counselor and Teacher-Pupil Relations.

MF-\$0.09 HC-\$0.60 15P.

*Student Teacher Relationship, Sociometric Techniques, *Classroom Environment, *Elementary School Guidance, *Student Attitudes, Self Concept, Michigan Student Questionnaire, Teacher Pupil Relationship Scale, Speeches, Analysis of Variance

An attempt was made to assess the effects of elementary school counselors on fifth- and sixth-grade teacher-pupil relations. A modified sociometric device, the teacher-pupil relationship scale, was selected as the criterion. From each of seven classrooms, an equal number of subjects was randomly assigned to each of three treatment conditions--counseling, teacher-guidance, and control. On the basis of Michigan Student Questionnaire Scores, four of the seven classrooms were classified as "directive," and three as "indirective." The results indicated that the effect counselors have on teacher-pupil relations might depend on the type of classroom environment from which their counselees come. Counselors were found to enhance teacher-pupil relations in "indirective" types of classrooms, but to have little effect on teacher-pupil relations in "directive" classrooms. (Author)

17

CG 000 209

ED 012 065

Wright, Logan

Reliability, Validity and Favorability of Selected Indicators of Behavioral Change in Children.

1967

MF-\$0.50 HC-\$2.48 60P.

*Test Construction, *Item Analysis, Test Validity, *Behavior Rating Scales, *Counseling Effectiveness, Psychotherapy

This study was designed to determine the reliability, validity, and social favorability ratings of 941 items that were thought to be descriptive of change in children's behavior. This pool of items could then be used for scales measuring the outcome of counseling and psychotherapy with children. The validation and cross-validation samples included 50 parents, each of whom rated the items according to his child's behavior at the beginning and end of treatment at the Riley Child Guidance Clinic. Independent therapists also rated the child's progress in treatment through the results recorded by the clinic staff. A separate parent sample was used for rating social favorability of the items. Correlations of ratings showed that the majority of the items investigated were reliable in favorability and validity on a test-retest reliability check. The validity of the items could not be demonstrated because a given item appeared closely tied to the presenting problem of the child. The project implications are that four scales for measuring outcomes of treatment for children with specific problems should be developed from the items investigated. (NS)

18

CG 000 225

ED 012 069

Sells, S. B. * Roff, Merrill

Peer Acceptance-Rejection and Personality Development, Final Report.

Texas Christian Univ., Fort Worth, Inst. of Behavior Res.

Jan 1967

MF-\$1.75 HC-\$19.00 473P.

*Peer Acceptance, *Peer Relationship, Group Status, Parental Background,
*Family Influence, Minority Group Children, Siblings, Statistical Data, Potential
Dropouts, Delinquency Causes, *Cultural Disadvantage

This report presents the results of a five-year research program which analyzed many of the correlates of peer acceptance-rejection in a series of studies involving 37,913 school children, ages nine to twelve. Peer acceptance-rejection was investigated through the use of a peer rating scale and a teacher rating scale. A number of methodological studies on reliability and stability of the peer status and teacher rating scores and intercorrelations among these scores are reported. The influence of family background on peer acceptance-rejection is significantly demonstrated in different studies included in the report. Peer rejection is also significantly related to criteria of early delinquency and early school dropout in two followup studies. As the report demonstrates the importance of peer status upon socialization and personality development, it suggests further study on measures designed to attack causes of the problems. Generally, parent education and the eradication of poverty with its associated social ills appear to be the major modes of intervention. (NS)

19

CG 000 231

ED 012 072

Pruett, Rolla F.

Report of the 1965-66 Elementary Pilot Guidance Program. (Fifteen Pilot Programs in Elementary Guidance in the State of Indiana 1965-66, Indiana State Department of Public Instruction Bulletin No. 253, January, 1967).

Indiana State Dept. of Public Instruction, Indianapolis

Jan 1967

MF-\$0.75 HC-\$5.72 141P.

*Elementary School Guidance, *Counselor Role, *Counselor Functions, Testing, Case Studies (Education), Elementary School Students, *Elementary Schools, *Pilot Projects, Elementary School Teachers, Parent Participation, Guidelines, Educational Environment, Group Counseling, Home Visits, Parent Teacher Conferences, Play Therapy, Consultation Programs

This is a condensed edition of the full narrative reports submitted by the counselors of Indiana's fifteen elementary school guidance pilot programs. The reports describe in detail the philosophy, goals, objectives, procedures, and outcomes of their unique programs. Most of the counselors included plans for the future. Clarification of the basic issues concerning the role and the functions of the elementary school

counselor was the first task of the participating counselors. Specific guidelines for the pilot programs were delineated so that the schools participating could serve as models. (AO)

20

CG 000 236

ED 012 076

Shaw, Merville C. * Tuel, John K.

A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools. (Guidance Research Project Monograph 1).

Chico State College, California

Jul 1965

MF-\$0.50 HC-\$4.56 112P.

*Guidance Services, *Group Guidance, Research Projects, *Schematic Studies, Parents, Counselors, Educational Attitudes, Teachers, *Counselor Role, Group Counseling, Models

The need to define the role of the guidance services is the basis for the three-year study. The major hypothesis is that guidance specialists can enhance learning more effectively through intervention in the learning environment of children than through direct remedial approaches to children themselves. The model uses an approach to guidance activities involving an emphasis on providing services primarily to teachers and parents. The basic research aspect will involve the collection of comprehensive data on the school environment from a wide sample of the national school population. The action research will involve the operation of demonstration centers in public schools at each level. Only 21 selected schools will be involved so that implementation of the overall conceptual model will be executed as fully as possible under local circumstances. Selected guidance specialists serving these schools will be given intensive training at summer workshops held at the University of California, Los Angeles. Beginning in 1964 they will devote about four hours a week to conducting group sessions with parents. The next year, group work with teachers will be added. Assessments of a wide spectrum of variables will be conducted at specified points throughout the study. (AO)

21

CG 000 237

ED 012 077

Shaw, Merville, C. * Tuel, John K.

Guidance Research in Action, Group Counseling with Parents. (Guidance Research Project, Monograph 2).

Chico State College, California

Apr 1965

MF-\$1.25 HC-\$13.32 331P.

Research Projects, *Group Counseling, Bibliographies, *Parents, Counselors, Educational Attitudes, Research Methodology, Students, Teachers, *Perception,

*Family Environment, Community Attitudes, High Schools, Elementary Schools, Junior High Schools, *Counseling, Systems Approach, *Data Collection, Counselor Role, Models

The second phase of a three-year study to define an objective for guidance services is primarily concerned with the inclusion of teachers in group counseling and the continued development of group counseling with parents. The 22 participating schools from six school districts in California and New Mexico included K-12 from all socio-economic levels. To facilitate both the research procedure and the data processing, ten data-collection instruments were developed, refined, and used with individuals, groups and schools. A wide variety of data ranging from expression of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the specific major hypotheses regarding correlations of the perceptions of students, teachers, and parents concerning aptitudes, vocational interests, and student scholastic performance as well as the relationship of educational attitudes, community attitudes, and parental participation in the study. Eleven variables were considered in the hypotheses. One major hypothesis was concerned with the effects counseling with parents and teachers has on students. The preliminary findings, although primarily actuarial in nature and not complete, provide some indication that the group approach is feasible from both the point of view of the pupil personnel specialist and the degree of parent participation. (AO)

22

CG 000 240 ED 012 079

Nelson, Richard C.

The Millenium, Preparation Programs for Elementary School Counselors of the Future, Preliminary Copy. (Speech at the American Personnel and Guidance Association Convention, Dallas, Texas, March 21, 1967).
American Personnel and Guidance Assn., Washington, D. C.

21 Mar 1967

MF-\$0.25 HC-\$0.56 12P.

*Counselor Training, Program Improvement, Elementary Schools, Elementary School Counseling, Program Development

Elementary school guidance programs will exist in the future. The changing world of work will cause curriculum revisions to include occupational understanding which will permit more counseling. The counselor will aid children in developing worthwhile leisure pursuits and an awareness of a multiple career future. As counseling programs grow in number, research dimensions will improve along with the consulting that goes on in the school setting, and functionaries will be available to release the counselor from secretarial chores. The counselor will be a professional and will require a two-year training program. Electronically monitored off-campus practicum experiences and a paid internship of a half-year will occur along with extensive sensitivity training. A liaison with the university and community will be maintained for service and research purposes. Group counseling will become valued

concomitant with group counseling practicum experiences. As experience in elementary school guidance increases, counselor education programs will include a counseling techniques course related to the elementary school child. Improvements in technology will aid both counselor education and the counseling experience. (VL)

23

CG 000 242 ED 012 081

Rector, William * Shaw, Merville C.
 Parent and Counselor Perceptions of Their Participation in Group Counseling.
 (Guidance Research Project, Monograph No. 3).
 Chico State College, California
 Oct 1966
 MF-\$0.25 HC-\$2.08 50P.

*Perception, *Parent Reaction, *Group Counseling, *Counselors, Rapport,
 Interaction Process Analysis, Hostility, Tables (Data)

This study investigated the subjective perceptions of both counselors and counselees to a group counseling experience provided by the public schools for parents of children in the first, seventh, and ninth grades. These data were collected in five school districts from 41 counselors who had conducted a total of 120 parent counseling groups. An analysis of the data from the post-series reaction sheet for parents, the qualitative impressions of consultants, and the counselor reactions to specific groups led to the conclusion that both counselors and parents perceived their group counseling experiences positively. Length of participation in counseling groups was directly related to many of the responses. Although relatively few parents perceived changes in their children's behavior during counseling, those who did perceive behavior change participated in more group sessions. Rapport (best among elementary school groups), and general outcomes were perceived by counselors as increased by more group sessions. Counselors found their greatest problem to be structuring groups and facilitating the group process. Nearly one-third of the counselors indicated that experience in individual counseling had a negative effect on their performance as group counselors. (AO)

24

CG 000 146 ED 012 469

Pruett, Rolla F. * Whiteman, Karen
 Guidance in the Elementary School. (Indiana State Department of Public
 Instruction, Bulletin No. 251, January, 1967).
 Indiana State Dept. of Public Instr., Indianapolis
 Jan 1967
 MF-\$0.50 HC-\$2.84 69P.

*Elementary School Guidance, *Elementary School Students, *Elementary
 School Counselors, *Program Development, Counselor Functions

The role of the elementary school counselor and the importance of providing guidance services at the elementary level is discussed. The function of guidance services at the elementary level is explored, with emphasis on definition, philosophy, objectives, providing the necessary services for optimum development of all children. Following the bibliography, a partial list of Indiana referral agencies for elementary school personnel is provided. (SK)

25

CG 000 168 ED 012 472

Perceptions of the Elementary School Counselor. (Speech at the Southern Association for Counselor Education and Supervision Conference, New Orleans, Louisiana, October 11, 1966).

Kentucky Committee, Frankfort

1967

MF-\$0.25 HC-\$0.84 19P.

*Elementary School Counseling, *Elementary School Counselors, *Counselor Role, *Counselor Functions, *Role Perception, Guidance Personnel, Principals, State Supervisors, Counselor Educators

Factors associated with the role and function of the elementary school counselor as they were perceived by selected elementary school counselors, elementary school principals, counselor educators, and state supervisors in the Southern Association for Counselor Education and Supervision (SACES) Region were identified. Three instruments were developed. The first, a questionnaire of 143 items denoting counselor functions, sought to classify possible roles performed by elementary school counselors. The second instrument consisted of 120 acceptable items, retained from the administration of the first instrument, which were rated on a Nine-Point Thurstone Type Scale according to their importance. The final instrument, the elementary school counselor questionnaire, determined the opinions of the participating groups concerning the elementary school counselor's functions in grades one to six inclusively by means of 84 paired comparisons. Counselor functions were rated as follows-- (1) counseling activities, (2) consultant, (3) guidance, (4) teacher, (5) social worker, (6) psychologist-psychometrist, and (7) administrator. Principals thought counseling functions less important than did other groups. Educators and supervisors rated consultant activities as second in importance, while counselors and educators viewed teaching as second. Only educators rated social workers with low priority. (PR)

26

CG 000 412 ED 012 476

Kornick, Joseph

The Elementary School Guidance Project in the Berea City School District, 1966-67, Final Report.

Ohio State Dept. of Education, Columbus

1967

MF-\$0.25 HC-\$2.24 54P.

Consultation Programs, Counselor Role, *Elementary School Guidance, *Elementary School Counselors, *Program Evaluation, *Counseling Programs, Inservice Programs, *Pilot Projects, Group Counseling

Working to provide every child with effective guidance through a team (whose focal point was the teacher), the guidance assistant in this project offered the following services-- (1) provided teachers with methods for continuous guidance within the classroom through in-service techniques and conferences, (2) served as a consultant to the faculty, parents, and administrators, (3) provided individual and group counseling for students needing special help, (4) served as a source of information on pupils receiving individual and group counseling, and (5) served as a coordinator between faculty, parents, and other pupil personnel specialists. Various evaluative techniques and methods were used to answer specific questions about perceptions of the counselor's role by teachers and the guidance advisory committee, the effectiveness of individual and group counseling, counselor involvement in parent-teacher conferences, and the value of in-service work in guidance practices for teachers. Overall evaluation of the project was positive. Conclusions and recommendations for future programs as well as copies of instruments and forms used are included. (SK)

27

CG 000 414 ED 012 477

Heisey, Marion J. * Getson, Russell

The Experimental Elementary Guidance Project in the Kent State University School, 1966-67, Final Report.

Kent State University School, Ohio

30 Jun 1967

MF-\$0.50 HC-\$3.36 82P.

*Counseling Programs, *Elementary School Guidance, *Elementary School Counselors, *Program Evaluation, Experimental Programs, *Pilot Projects, Consultation Programs, Parent School Relationship

The Kent State University School elementary guidance project provided many services including (1) a pre-kindergarten testing program involving the establishment of class norms and parent meetings and conferences, (2) individual studies of particular children, (3) coordination of the testing program, (4) individual and group counseling, (5) parent consultation, (6) coordination of child study groups formed by parents, (7) teacher consultation, and (8) a weekly bulletin which reviewed articles or research reports on child growth and development. Various aspects of the program were evaluated chiefly by the use of questionnaires. From the responses obtained, the following statements can be made. Parents felt that elementary guidance was most valuable as a means of helping individual children with adjustment. Teachers accepted elementary guidance as an integral part of the school program and felt that they, as well as parents and students, had profited from it. As a result of the evaluation, the following recommendations were made-- (1) a male and a female counselor

should be available at all grade levels, (2) the services of a school psychologist and social worker should be available, and (3) contact between groups of parents and the counselors should be increased, particularly in the lower grades. (SK)

28

CG 000 523 ED 012 479

Safford, Philip L.

Differences in the Cognitive Functioning of Normal, Mentally Retarded, and Emotionally Disturbed Subjects: Implications for School Relevant Differential Diagnosis. (Interprofessional Research Commission on Pupil Personnel Services, Research Report 5).

Michigan Univ., Ann Arbor, Sch. of Education
1967

MF-\$1.00 HC-\$9.12 226P.

*Cognitive Measurement, *Mental Retardation, *Emotionally Disturbed, Grade 4, Grade 5, Grade 6, Cognitive Ability, Cognitive Tests, Task Performance, Tables (Data), *Research Projects, Cluster Grouping, Student Characteristics, Student Behavior, Analysis of Variance, Comparative Analysis

Dunn's Physical Analog Theory of cognitive structure and function is extended to the analysis of conceptual functioning associated with emotional disturbance and mental retardation in children. The theory, which describes the internal representation of information in the form of a cognitive matrix of associated dimensional concepts, has been operationalized by Dunn in the form of an object sorting task (OST). The OST was individually administered to samples of forty male pupils enrolled in public school classes for the emotionally handicapped, the mentally handicapped, and normal fourth, fifth, and sixth grade classes. The three groups were equated for age, and the emotionally disturbed and normal groups were also equated for IQ. On all quantitative dimensions of task performance, retardates were inferior to normals, as predicted by theory. However, retardates also differed in many qualitative respects, often to a greater degree than did disturbed subjects, who generally occupied a position intermediate between the other groups in terms of quantitative indices. The special groups were highly variable, however, on most scoring dimensions. A cluster analysis yielded five mixed-membership groups with high "similarity coefficients." This approach offers a potential means of designating meaningful classifications along cognitive dimensions. (PS)

29

CG 000 526 ED 012 482

Munson, Harold L.

A Rationale for Elementary School Guidance.
Rochester Univ., N. Y., College of Education
1966

MF-\$0.25 HC-\$1.56 37P.

*Elementary School Guidance, *Learning Processes, *Specialists, Guidance Programs, *Counselor Training, *Teaching, Educational Theories, Counselor Role

This position paper examines the nature and problems of guidance in the elementary school and ends with the statement of a rationale. Learning is viewed as the core of education. Accordingly, the learning process involves the behavior to be learned, the learner himself, and the conditions of learning. Elementary school guidance can enhance the learning environment so that each pupil learns to the best of his ability. Human learning, educational objectives, instruction, and the psychology of the child are discussed in theoretical terms and the implications for the elementary guidance specialist are examined. The school's major concern is with normal variants of learning and their behavioral manifestations. Therefore, the guidance specialist functions in a preventative rather than a remedial manner. The three major functions of elementary school guidance are consultation, coordination, and counseling. (SK)

30

CG 000 537 ED 012 484

Gum, Moy F.

A Position Paper on the Training of the Elementary Guidance Worker.

Minnesota State Dept. of Education, St. Paul

Feb 1967

MF-\$0.25 HC-\$1.52 38P.

*Counseling Instructional Programs, *Counselor Functions, *Counselor Role, *Developmental Guidance, *Elementary School Counseling, *Elementary School Counselors, Bibliographies, Counselor Training, Curriculum Development, Minnesota, Position Papers, St. Paul

General guidelines for the training and the certification of elementary guidance workers are developed after a discussion of the philosophy and goals of elementary counseling. The developmental approach, which requires emphasis on the affective, cognitive, social, and physiological domains, is stressed. The inter-relationship of these domains, the scope of each, their problems, their impact upon the degree of learning that takes place in the elementary school setting, and a survey of the literature about them are presented. The professional responsibilities and professional competencies of the elementary counselor are discussed before a general program and curriculum are outlined. (PS)

31

CG 000 660 ED 012 495

The Psychiatrist as a Consultant to the School.

American Psychiatric Association, Washington, D. C.

Mar 1964

MF- \$0.25 HC-\$0.44 9P.

*Psychiatrists, *School Attitudes, *Consultants, *School Role, Health Programs, Special Education, Student Personnel Services

Although a major role in the school setting exists for the psychiatrist, he has not fully exploited that role. The psychiatrist could contribute his skills in several settings. In the school health program, his clinical knowledge could aid in the assessment of tension and stress problems. In the pupil personnel department, the psychiatrist could offer problem-centered consultation. In the special education program, he could offer direct psychiatric consultation. In child study, he could function as a member of an interdisciplinary team to conduct psychological studies in depth. He could aid in the development of research programs, provide clinical services, and serve as a consultant to the teacher. Two important considerations shaping the role of the psychiatric consultant are his role as imagined by himself, and his role as seen by the school personnel. The psychiatrist tends to visualize his role in terms of a number of services, while the school system tends to see him as an outsider, one who is not a part of the total school situation. The psychiatrist can modify this by the process of "role evolution." (PS)

32

CG 000 343 ED 012 932

Kennedy, Daniel A. * Thompson, Ina

Modification of a First Grader's Attending Behavior in Counseling and In The Classroom. (Speech at The American Personnel and Guidance Association Convention, Dallas, Texas, March, 1967).

American Personnel and Guidance Assn., Washington, D. C.

Mar 1967

MF-\$0.25 HC-\$0.68 15P.

*Elementary School Counseling, Positive Reinforcement, *Attention Span, Bibliographies, Research Projects, Behavioral Science Research, *Associative Learning, Transfer of Training, Grade 1

A reinforcement technique in counseling was used to modify a first grader's attending behavior. Pre and post measurements were made and cumulative records were kept of the attending time in counseling sessions and in arithmetic lessons, and a record was kept of completion versus non-completion of arithmetic assignments. The assessments made in regard to the arithmetic lessons enabled an investigation of transfer effects from counseling to the academic area. An investigation of transfer effects was also informally made relative to other school situations. Results showed increased attending behavior in counseling and in the classroom, and a marked improvement in completion of assignments, and were interpreted as supporting the use of a behavioral approach in elementary school counseling. (Author)

33

CG 000 409 ED 012 933

Frost, James A.

The Resident Counselor Project in the South-Western City Schools in
Conjunction with Ohio University, A Final Report.

Ohio State Dept. of Education, Columbus

30 June 1967

MF-\$1.50 HC-\$14.84 369P.

*Elementary School Guidance, *Elementary School Counselors, Internship
Programs, *Enrichment Programs, *Occupational Information, *Program
Evaluation, Student Attitudes

The major purposes of this study were (1) to enrich the existing elementary
guidance program through the use of resident counselors, (2) to provide the
opportunity for systematic research concerning the elementary guidance
services offered, and (3) to evaluate the functioning of resident counselors in
an on-going elementary guidance program. Resident counselors were advanced
graduate students at Ohio University. Summaries of the actual counseling
contacts made in the school district and reactions of principals and teachers
to the program as a whole are given. A sample of the activity logs kept by the
counselors is also included. A specific study concerning work was designed
to assess the vocational knowledge, attitudes, and values of elementary school
students. Some of the results were (1) academic ability appears to be a
factor contributing to occupational knowledge, (2) white collar and women's
occupations are held in higher regard than are blue collar occupations, and
(3) misinformation frequently influences children. Evaluations of the entire
project and its sub-parts are included. (SK)

34

CG 000 717 ED 012 949

White, Alan E.

Parent-Child Interaction and Vocational Development, A Review of Theory
and Research.

New Hampshire Univ., Durham, Dept. of Education

1966

MF-\$0.25 HC-\$0.84 19P.

*Research, Research Opportunities, Research Reviews (Publications),
*Parent Child Relationship, Vocational Development, Family Influence,
Occupational Choice, Research Methodology, Vocational Interests

Research on the effect of parent-child interaction upon vocational development
is reviewed. Several studies support Bordin's proposal that a child's vocational
interests would be affected by identification with his parents, but as each study
differed in methods and samples, no significant conclusions could be reached.
Studies which tested Roe's hypothesis that choice of occupation by person or
non-person orientation is affected by family patterns showed negative result.
This indicated the difficulty of categorizing family attitudes on the basis of

retrospective data and also suggested an error in Roe's occupational categories. A group of studies which analyzed the family background of eminent and successful men is also discussed. Some of these studies support Roe's hypothesis through the correlation of different family patterns with different occupations, but conclusions did not apply to the general population. Future research in this area must be based upon more sophisticated descriptions and categorizations of occupations and family relationships. (NS) (This document appears in Perspectives on Counseling, Vol. 1, No. 1, Spring, 1966, pp. 13-25).

35

CG 000 438 ED 014 087

Moulin, Eugene

A Report of a Demonstration and Experimental Elementary School Guidance Project Approved under Title V-A of The National Defense Educational Act.

Toledo Public Schools, Ohio

30 June 1967

MF-\$0.50 HC-\$2.48 60P.

*Elementary School Guidance, *Demonstration Projects, *Counseling Programs, *Remedial Programs, *Developmental Programs, Counseling Services, Elementary School Counselors, Research

All three phases of the experimental school guidance project, conducted by the Toledo Public Schools, were carried out simultaneously. Phase 1, remedial and counselor centered, demonstrated a traditional elementary guidance program and sought to integrate services into a comprehensive program. Phase 2, developmental and teacher centered, involved the entire faculty in the creation of growth-enhancing classroom atmospheres. Phase 3, a synthesis of the other two programs, explored problem areas in the school and professional communication. A statement of policy for elementary school counselors, intended to serve as a working model for elementary school counselors, developed from this study. The statement is appended, as is a log of organizational procedures and a summary of counseling, teacher, and parent contacts. (SK)

36

CG 000 439 ED 014 088

Showalter, Thomas L.

A Child-Centered Approach for Optimum Placement in the Learning Atmosphere. Report of an Elementary Guidance Project Approved under Title V-A of the

National Defense Education Act.

Twinsburg Local School District, Ohio

30 June 1967

MF-\$0.50 HC-\$3.80 93P.

*Elementary School Guidance, *Learning Experience, Placement, *Inservice Programs, *Ability Grouping, *Homogeneous Grouping, Team Teaching, Experimental Groups, Pilot Projects

The Twinsburg Elementary Guidance Project (1) provided students with an environment conducive to learning, (2) provided in-service training for the faculty, (3) plotted student progress by use of The Iowa Tests of Basic Skills (ITBS), and (4) helped teachers become more effective in the classroom. Students were placed in homogeneous ability groups in the subject areas of language arts, mathematics, reading, and work study skills. Classes were taught by team teachers. The grouping was periodically reviewed. The counselor provided individual and group counseling services and worked closely with the teaching and administrative staffs to implement effective teacher-learner practices. ITBS scores were recorded and analyzed for students in the child-centered group and in the conventional group. The child-centered group consisted of students currently enrolled in the school while the conventional group consisted of former students currently in high schools. Questionnaires were completed by parents, students, and teachers. The counselor kept a work log. Students in child-centered classes showed greater growth in the vocabulary subtest of ITBS than children in conventional classes. Teachers and parents supported the child-centered approach. Students had a positive attitude toward the school, counselor and teachers. (SK)

37

CG 000 851 ED 014 101

Gold, Joseph

A Day Treatment Program's Approach to Children with Severe Learning Disorders.
Rochester Mental Health Center, N. Y.

MF-\$0.25 HC-\$0.68 15P.

*Elementary School Students, *Learning Difficulties, *Small Group Instruction,
Research, Psychotherapy, *Day Care Programs, *Task Performance

A psychoeducational small group approach was used to meet the needs of elementary children with severe learning disorders. Six children were served three hours per week by this highly structured, task-oriented, day treatment program. Two boys were involved in one-to-one therapy and all but two of the children were able to attend regular school in addition to day treatment. Weekly contacts were maintained with parents. Psychoeducational methods were used to develop the program, which sought to remove negative attitudes toward learning by involving children in successful learning experiences with significant ego-enhancing feedback. Conferences with teachers, parents, and the psychiatric team indicate that the program had favorable results. Observational evaluative techniques show that although academic skills remained weak, the children were more attentive, better related to their peers, and happier. School follow-up has indicated that sustained behavioral and attitudinal improvement continues. (SK)

38

CG 000 857 ED 014 104

Pollack, Cecelia * Sher, Norman

Extending Clinic Resources, A Remedial Therapy Program in a School.

American Orthopsychiatric Assn. , New York, N. Y.

9 Nov 1966

MF-\$0.25 HC-\$0.68 15P.

Mental Health Clinics, *Mental Health Programs, *Elementary School Students, Consultants, *Demonstration Program, *Inservice Teacher Education, *Remedial Reading Programs, Reading Readiness, Learning Readiness

To prevent or ameliorate learning and behavior problems in school children, a pilot demonstration project was implemented in a lower middle class, multi-ethnic elementary school in Brooklyn, New York by the Maimonides Medical Center. Practicability of program replication was an important criterion. An inservice mental health education program was established for the faculty under the guidance of a clinic psychologist. The program was teacher-child oriented and dealt with developmental problems, family stress, and group diagnostic techniques. To test special techniques for early intervention, eight children identified as non-readers participated in a demonstration study. To remediate their problems, the Pollack Intersensory Reading Method, programs of perceptual training, and behavior modification procedures through classroom conditioning were used. Parents were consulted weekly. The method seems successful and may serve to prevent or minimize educational disability and school behavioral difficulty. This paper was presented at The American Orthopsychiatric Association, March 21, 1967. (PS)

39

CG 000 893 ED 014 761

Report of the Interagency Task Force on Counseling.

Department of Labor, Washington, D. C.

Sept 1967

MF-\$0.50 HC-\$4.56 112P.

Counseling Services, Counselor Functions, *Counselor Training, *Federal Aid, Professional Training, Legislation, Elementary School Counselors, Secondary School Counselors, Special Counselors, Rehabilitation Counseling, Vocational Counseling, *Counselors, *Manpower Needs, Subprofessionals, Financial Needs, Research, Development

Counselors need projections obtained from various federal agencies far exceed the current and projected supply under existing conditions. To meet this need, it is necessary to-- (1) recruit and train more counselors, (2) prepare counselors for new duties and responsibilities, (3) make maximum use of presently employed counselors without complete professional preparation. This program can be most effectively implemented by coordination between federal agencies and appropriate professional organizations. For the next few years, funding for expansion will come largely from the Federal Government. While immediate and vast expansion is not feasible, existing programs should be strengthened and new programs initiated. Legislation to support graduate, first year counselor training is

advocated. This legislation should support training and demonstration programs involving support personnel. Support personnel, under the supervision of professional counselors, range from clerical assistants to specialized technicians. Research and development needs in counseling are examined. Suggestions for particular research projects are made and the need for collection, classification, and dissemination of information on counseling research and practice is explored. (SK)

40

CG 000 923 ED 014 768

Sharma, R. C. * Sapra, C. L.

Wastage and Stagnation in Primary and Middle Schools in India. Project Report. (NIE-HEW Project 005).

1967

MF-\$1.25 HC-\$11.40 283P.

Dropouts, *Dropout Characteristics, *Dropout Rate, Dropout Problems, *Dropout Research, Teacher Attitudes, Parent Attitudes, *Elementary School Students, *Junior High School Students, Rural Dropouts, Urban Dropouts, Family Characteristics, School Conditions

The extent of wastage (dropouts) and stagnation (grade repetition) at the primary and middle stages of education, the causes of wastage, and the relative importance of each cause were investigated in India. The study is an outcome of collaboration between India's National Council of Educational Research and Training, and the U.S. Office of Education. Background material, including an analysis of the problem and a review of related studies, is presented. The extent of wastage was determined on the basis of national enrollment in each grade for the years 1950-51 through 1963-64. Data from school records and interviews with pupils, parents, and teachers were analyzed under three areas hypothesized as covering the possible causes of dropping out. Pupil and family factors were studied by statistically analyzing differences between dropouts and stayins. School factors were analyzed in relation to the rate of dropout in each of the sample schools. The relative importance of each determined cause was rated by discriminant function analysis and opinion poll. Recommendations and suggestions for research are given. (PS)

41

CG 000 925 ED 014 769

Shanks, Patricia F.

Children's Attitudes Toward School and Their Relationships with School Anxiety. Michigan Univ., Ann Arbor, IRCOPPS

1967

MF-\$0.50 HC-\$4.36 107P.

*Cognitive Ability, Cognitive Processes, *Anxiety, *Schools, *Student Attitudes,
*Research Projects, Grade 5, Grade 7, Grade 9, Data Analysis, Disadvantaged
Groups, Student Characteristics, Statistical Analysis, Correlation

Group differences (age, sex, and social class) in children's school anxiety and in their attitudes toward various aspects of school, and the relationships between anxiety and children's attitude patterns were explored. Several theories and earlier studies in this area are discussed. The sample consisted of 480 students in grades five, seven, and nine, across two different socioeconomic levels. Basic statistical analysis called for an age X sex X social class paradigm which resulted in a 12-cell design. Instruments used were the multi-dimensional paper and pencil questionnaire inventories. Correlation and multi-variant analysis procedures were used, and the results summarized in tables. It was found that--(1) children increasingly dislike both the academic and social aspects of school as they grow older, (2) elementary school girls like the academic aspects more than boys, (3) lower class adolescents like and value the academic aspects of school more and value social contacts more than upper class children, and (4) lower class children manifest a higher degree of test anxiety, especially in elementary school. Student characteristics, research results, and instrumentation are appended. This document appeared as Study 1 in School Anxiety and Cognitive Functioning, Exploratory Studies, Report 4, IRCOPPS Midwest Research Center for Pupil Personnel Services, Ann Arbor, Mich., pp. 1-101. (PS)

CAPS RESUMES

42

CG 000 047

Briggs, William A. * Hummel, Dean L.
 Counseling Minority Group Youth/Developing the Experience of Equality
 Through Education.
 Ohio State Department of Education, Columbus
 1962
 141P.

Minority Group Children, *Minority Groups, Minority Role, *Labor Laws,
 *Counselors, Vocational Development, Guidance Programs, Discriminatory
 Attitudes, Manpower Needs, Social Background, Psychological Needs, Cultural
 Background, Family Life, *Educational Programs, Occupational Information,
 Financial Services

The Ohio Civil Rights Commission and the Ohio Department of Education
 cooperated in projects and conferences designed to understand the Ohio Fair
 Employment Practices Law, to study minority youth problems in schools and
 vocations, and to develop programs to assist minority youth. This guide,
 resulting from these conferences, provides information, resources, and study
 material to help school staff, especially counselors, become more effective in
 dealing with minority group individuals. The following topics are developed in
 the guide: "minority group" definition, discrimination, the role of law in
 promoting job opportunities, Ohio laws relating to minority groups, manpower
 needs, the psychological impact of prejudice and discrimination and ways to
 counteract it, the cultural and social background of minority youth, the need for
 individual and professional growth of school staff, ways of helping minority
 group children through the school program, legal and ethical considerations,
 and test interpretation. A list of related agencies, sources of vocational infor-
 mation, financial aid resources, and a bibliography are also provided. (PS)

43

CG 000 127

Knighten, Doss * Werner, Wayne E.
 Counseling in the Elementary School: Does It Make A Difference?
 Nov 1966
 17P.

*Elementary School Guidance, Student Teacher Relationship, Teachers,
 Administrative Personnel, Counselors, Interpersonal Relationship

Counseling in an elementary school was evaluated for its effect upon interpersonal
 relationships. The relationships measured were those between students and
 teachers, teachers and administrators, and teachers and counselors in two

elementary schools in Milwaukie, Oregon. A modification of the relationship inventory on three levels was administered to the students and the faculty at the beginning and end of the four month experiment. During the four months, the counselors were in the schools one day a week. T-tests on the pre- and post-experiment scores showed that teachers and students perceived their relationship alike, although a negative change occurred in some instances. No significant change occurred in the relationships of teachers to administrators or teachers to counselors. The investigators conclude that counseling in the elementary school does make a difference although their results were not statistically significant. It is suggested that further study be done on what the actual relationships were and what elements of the treatment affected them. (NS)

44

CG 000 309

Mayer, G. Roy * and others
Elementary School Counseling and Peer Relations.
American Personnel and Guidance Assn., Washington, D. C.
Mar 1967
16P.

*Elementary School Counseling, Peer Groups, *Peer Relationship, Group Counseling, Individual Counseling, *Counseling Effectiveness, Elementary School Counselors, Teachers, Sociometric Techniques

This study compared the effects of counseling and selected guidance techniques upon peer relationships of fifth and sixth grade students from an urban parochial school and a rural public school. Sociometric test status and teacher ratings of students' social skills were selected as criteria. Subjects in the lower half of their classes in sociometric status who indicated that they wanted better relationships with their peers were chosen. From each of seven classrooms, an equal number of subjects were randomly assigned to one of three treatment conditions: (1) counseling, (2) teacher guidance, and (3) control. Individual and group meetings were held in the counselled group, those students who were assigned to the teacher-guidance group were not directly counseled. Counselors and teachers held conferences. The teachers worked with the students. The control group was given no special consideration. When the treatment conditions were compared, no statistically significant differences were found between the groups. Additional time may have been needed to show results. (AF) (This speech was presented at the American Personnel and Guidance Association Convention, Dallas, Texas, March 1967).

45

CG 000 319

Dattilio, Albert R.
Building Staff Relations in an Elementary Guidance Program, as Viewed by
A Suburban Elementary School Counselor.
21 Mar 1967
7P.

*Elementary School Guidance, Counseling Programs, *Interschool Communication, Staff Orientation, Interprofessional Relationship, Program Development

The Southfield, Michigan, elementary guidance program is in its third year of existence. At this time six full-time counselors are employed. The interest shown by the community, the elementary school principals, and some central staff members is responsible for the origin of the program. An effective communication system helps the program run smoothly and effectively. Counselors hold frequent conferences with the principals where plans for the total educational program are made. Teachers, realizing the need for specialized guidance activities, work with the counselors in planning programs. Frequently, they also discuss effective ways of dealing with children. Since the social worker's role and that of the counselor compliment each other, they hold weekly meetings in order to exchange information about particular children. On a larger scale, all the counselors within the school district meet at times to evaluate and exchange ideas about their individual school programs. This coordination of the elementary school guidance program is accomplished by calling meetings, classes, and discussion groups where concepts can be discussed and communication can be established. (AF)

46

CG 000 326

Hosford, Prentiss M.

Experiences With Group Work Involving Parents.

American Personnel and Guidance Assn., Washington, D. C.

21 Mar 1967

7P.

Child Development, Educationally Disadvantaged, *Parent Child Relationship, Adult Programs, *School Community Programs, Urban Schools, *Group Counseling, Group Instruction, *Parent School Relationship

Several approaches to group work (a feasible method for reaching parents) are briefly presented. As the school provides learning experiences to parent groups, making their lives more productive and contacts with their children more meaningful, parent attitudes change. These school approaches to parents can be categorically considered preventative. Study groups in several schools were concerned with tests, psychological services, and cumulative records. Other groups were concerned with early intervention to prevent learning and adjustment problems in school beginners. In one inner city school, an intensive program on adolescent health and development was organized. Groups composed largely of mothers of Headstart children were established primarily to provide information, discussion of common problems, and educate parents about certain life tasks, including child-raising and role playing. A program projected for 1967 will use school psychologists in a consultative role to teachers and, through teachers, to parents. A conceptual model provides for a focus on understanding child-behavior and self-understanding by the parents. (AO)

47

CG 000 330

Elementary Counselor - Roles and Implementation.

Seattle Public Schools, Washington

3 Mar 1966

12P.

*Elementary School Counselors, *Elementary School Guidance, *Counseling Programs, Counseling Services, *Counselor Role, Testing Programs

Guidelines for the elementary counselor are given after a brief discussion of the roles of the elementary division, the principal, and the teacher. The elementary counselor provides these general services: coordinates and provides guidance activities, supervises group testing, encourages the use of cumulative records for pupils, develops a guidance library, meets with parents and teachers, and works with community resources. He serves students by: identifying needs and problems, maintaining case studies, counseling, appraising pupil characteristics and potentialities, assisting in making adjustments in curriculum and programs for individual students, participating upon request. He serves special services personnel by compiling background information about referred students, and consulting with the psychologist and social worker before and after their services have been rendered to the referred pupil. He helps parents understand their children, accept the need for social worker services, obtain assistance from community resources, and accept proper placement of pupils within school. He serves the community by summarizing school data, serving as liaison, conferring with other community agencies, and utilizing community personnel for guidance. The counselor must have the resources and opportunity to secure original data related to his functions. He should avoid being regarded as an administrator and avoid the assumption of unassigned administrative responsibilities. (RL)

48

CG 000 340

Quality Guidance Services, Level III Accreditation: Level I? Level II? Level III?

Broward County Guidance Services, Florida

11P.

Guidance Services, Elementary Schools, Junior High Schools, Senior High Schools, Continuous Guidance, *Program Evaluation, *Accreditation (Institutions)

The Florida State Department of Education has established accreditation standards for guidance services. These standards describe three levels of school-wide, county-wide, or state-wide guidance services. They are presented in a questionnaire format with evaluative criteria. There are general standards for the overall program in grades K-12, and separate standards for the elementary school, junior high school, and senior high school. Guidance objectives, personnel, facilities,

services performed, and program evaluation are among the topics presented. The purpose of these accreditation standards is to stimulate the improvement of guidance services within the school. (VL)

49

CG 000 430

Smith, Hyrum M. * Eckerson, Louise O.
Guidance Services in Elementary Schools, A National Survey.
Department of Health, Education and Welfare, Wash., D. C.

*Elementary School Guidance, Elementary School Students, Counseling Services, Counseling Programs, *Elementary School Supervisors, *Educational Research, Behavioral Sciences, Questionnaires, *Principals, *Child Development Specialists

According to a survey of elementary school principals, the services of child development consultants (CDC'S) have had an impact on the development of children. Almost 13,000 elementary schools had CDC'S in 1962-63. Of the principals in schools without CDC'S, three-fourths expressed need for such services. CDC'S described as having a background in psychology were more numerous than any other group of behavioral specialists. About two-thirds of the CDC'S had master's or doctoral degrees. The largest percentage of principals reported that their CDC'S worked more with children than either teachers or parents. Children with emotional-social problems were among those receiving the most attention from CDC'S. Consultation with parents and teachers, in addition to the counseling of children, were considered the most important functions of the CDC. The median number of pupils per CDC was 789. The median number cited as being needed for adequate service was 609 pupils per CDC. Because questionnaires were answered by principals, the guidance personnel view is limited in this survey. Samples were drawn only from schools which enrolled over 100 pupils. This document is available as Catalog No. FS-5.225/25045 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 for \$0.55. (SK)

50

CG 000 480

Stormer, G. E.

A Group Counseling Program for Gifted Low-Producers Utilizing the Milieu Forces of the Children of the K-6 Grade Level
American Personnel and Guidance Assoc., Washington, D. C.

8 Apr 1966

7P.

*Group Counseling, *Underachievers, Counseling Programs, Gifted Children, Interpersonal Relationship, Interpersonal Problems, *Elementary School Counseling, Parent Participation, Teacher Participation

The Quincy Underachiever Project, under the auspices of the public schools, is a unique attempt to deal with the motivational factors at the base of the problem of talented low producers (dysfunctioning children). It deals with interpersonal relationships between the students, teachers, and parents, using a group counseling program based on the principles of Adlerian family counseling. The degree of success is dependent upon cooperation and participation among these three intra-related groups. In one phase of the project, five groups of six to nine students were selected by teachers from students gifted in one or more of these areas-- academics, creativeness, leadership, and/or kinesthetic skills. These were typical classroom students, but ones the teachers felt inadequate to cope with. Emphasis was placed upon remedies at the kindergarten-first grade level. Weekly, the parent, teacher, and student groups met in separate sessions to discuss problems and make recommendations--specific and/or non-specific. Pre and post testing indicated the children in the experimental groups felt less anxiety, more self-reliance, less nervousness, saw their parents accepted them more, and had better school relations. The primary goal of the program is a desire to help children assume responsibilities they are capable of, and be independent and self-productive. (NS)

51

CG 000 483

National Institute of Mental Health, Bethesda, Maryland

Dec 1965

*Mental Health, Mental Health Clinics, *Mental Health Programs, Mental Illness, *Emotionally Disturbed Children, Psychiatric Hospitals, Rehabilitation

The purposes of the National Institute of Mental Health (NIMH) Child Program is to enhance the environment so that mental health is maintained and pathology thwarted before the child is separated from the mainstream of society. For those children for whom preventative measures are either inadequate or too late, the NIMH provides early treatment of mental and emotional disorders through institutional programs such as the community health center and the residential care center (out-patient clinics, hospitals, and guidance centers). Research of mental and emotional disorders (such as child schizophrenia) and of community resources are described as a function of NIMH. Providing trained mental health workers in the field and providing evaluated scientific information about child mental health are also main functions of NIMH which are discussed. (RL) (This document is available as Public Health Service Publication No. 1396 for \$0.40 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. , 20402).

52

CG 000 693

Mussen, Paul * Lewis, Hilda

Criteria for Evaluation of Children's Artistic Creativity, A Final Report.

California Univ., Berkeley

Feb 1967

MF-\$0.25 HC-\$1.96 47P.

*Creativity Research, *Originality, *Art, *Creative Art, Creativity, Graphic Arts, Measurement Instruments

To develop and validate an instrument for identifying creativity in preadolescents, 19 subjects, 17 of whom were teachers evaluated eight drawings by 10-12 year olds using the Five Point Rouse Scale. This scale consists of a series of descriptions of graphic and plastic arts covering 20 items, such as shape, texture, unity, originality, and realism. Statistical analysis was used to clarify results. The Rouse Scale was then modified, and the revised scale used by a second sample of 16 subjects. Materials were identical except for a set of cards designed to help subjects focus on the area considered. The subjects were first asked to choose the picture in which the artist had the most original intention and then choose the picture with the most artistic merit. They were then asked to make the same two choices for technique and message. Subjects were able to distinguish between the two factors in a global, rather than specific, way. They also said that original art is contemporary, abstract and spontaneous, while art with artistic merit is old, representational, dull, and mainly pleasing. (PR)

53

CG 000 778

Barrow, Larry

Developing an Elementary Guidance Program and Some of the Ramifications Involved. NDEA Elementary School Year 1965-1966.

Lake Tahoe Unified School Dist., California

June 1966

11P.

*Student Evaluation, *Elementary School Guidance, *Student-Parent Conferences, Questionnaires, Teachers

During the 1965-66 school year, the Lake Tahoe Unified School System began development of an elementary school guidance program with emphasis on student evaluation. Based on the evaluation philosophy of Wrinkler, the goal was to incorporate student-parent-teacher conferences in place of the single-mark report cards. After in-service training of teachers and introductory letters to parents, the conferences were held in November. Questionnaires given to each member after the conferences indicate success of the method although parents, teachers, and students showed a reluctance to give up the traditional report card. A second schedule of conferences was held in March, followed by a different form of questionnaire. Results of this questionnaire showed increased positive responses to the conferences, but still indicated ambivalent feelings toward report cards. Weaknesses of the study, as stated by the author, were the lack of "laying proper groundwork" and the inability to make statistical comparisons. (NS)

CG 000 781

54

Ferguson, Annabelle E.
 Using Research Findings to Change Elementary School Counseling Practices.
 American Personnel and Guidance Assn., Washington, D. C.
 Apr 1966
 6P.

*Elementary School Counseling, Student Personnel Workers, Child Development
 Consultant, *Pilot Projects, *Research Opportunities

The influence of pilot studies in elementary school counseling in Maryland in the past two years are discussed. Through the IRCOPPS Research, six counties have begun pilot projects to determine the most effective form of elementary school counseling. In Anne Arundel County, three different specialists are being studied. A counselor has been placed in one school. A pupil personnel worker with a smaller than usual case load has been placed in another. A child development consultant (teacher with graduate work in child development) is working in the third school. A fourth school has been named as a control for comparison with the effectiveness of the counseling programs. Objective data on these programs is now being gathered. Some observations of those directly involved in the pilot studies are: (1) careful planning is important for such research, (2) good communication with the school principal and teachers is necessary, (3) it is important for parents to understand that counseling is a service for the "normal" child, (4) small case loads are important for an effective program, and (5) the joint efforts of the pilot studies have been a research stimulus to other schools. (NS) (This speech was presented at the American Personnel and Guidance Association Convention, Washington, D. C., April, 1966).

55

CG 000 787

Boy, Angelo V.
 A Rationale for School Counseling.
 American Personnel and Guidance Assn., Washington, D. C.
 Mar 1967
 8P.

Self Concept, Self Integration, *Counseling Goals, Values, *Preventive
 Counseling, Developmental Tasks, Perception

Collecting and dispensing information cannot continue to be the main concern of the school counselor. Computers can now do this more accurately. The author presents a rationale for preventive counseling which emphasizes normal developmental problems. This rationale would emphasize the student and the various dimensions of self involvement in problems rather than emphasizing areas like career choice and vocational information. It would be preventive counseling in that it met the student's needs at various developmental stages. (NS)

56

CG 000 847

Frost, Jack H. *Frost, James A.
 Elementary Guidance Handbook.
 South-Western City Schools, Grove City, Ohio
 1966
 63P.

Elementary School Guidance, Elementary School Counselors, Student Personnel Services, Counselor Functions, Counseling Programs, Program Guidelines, Child Development

This handbook discusses the scope of elementary school guidance services and the roles of the various personnel involved. Procedures for carrying out specific guidance functions are outlined. (NS)

57

CG 000 868

Elementary Guidance Project Approved Under Title V-A of the National Defense Education Act. Interim Report.
 South-Western City School Dist., Grove City, Ohio
 28 Feb 1967
 35P.

*Elementary School Guidance, *Elementary School Counseling, Student Personnel Services, *Pilot Projects, *Counselor Role, *Guidance Programs

The second year activities of an elementary school guidance project are sketched. Some aspects of the program are described. Local studies in progress are discussed. A memorandum and the minutes of a meeting in which various aspects of the counselor role were explained are included. (PS)

58

CG 000 870

Revision of ACES-ASCA Committee Report on Elementary School Counselor
 1966
 5P.

Elementary School Counseling, Elementary School Counselors, Counselor Role, Counselor Functions, Counselor Training

This policy statement describes the major responsibilities of the elementary school guidance consultant. They are counseling, consultation, and coordination. The personal qualifications and professional preparation required for such a position are also outlined. (NS)

60

CG 000 951

Cox, Rachel Dunaway
 Social Work in the Elementary Schools: Techniques and Goals.
 National Assn. of Social Workers, New York, New York
 Apr 1963

Social Workers, Elementary Schools, Role, Self Concept, Elementary School
 Teachers

The school social worker's goals and techniques lie in fostering the child's ego development. He must help the child develop his strengths, meet learning tasks, and achieve a balance between dependence and independence. (IM) (This document appeared in Social Work, Vol. 8, No. 2, April 1963, pp. 77-81.

61

CG 000 979

Cottingham, Harold F.
 The Subject Matter or Content of the Guidance Function, a Tentative Statement.
 Florida State Univ., Tallahassee
 Sept 1967
 9P.

Guidance, Curriculum, Counseling Goals

The rationale, variables, and objectives of the guidance function in education are examined. The guidance function postulates the dual nature of man, and includes both intellectual and moral spheres. The curriculum forms a structure within which the guidance function can be implemented. Both substantive elements and process factors are content variables in the dynamics of the guidance function, and must be viewed in light of the aims of the guidance effort. The personal, feeling, and valuing aspects of pupil experience should be emphasized and lead the individual to self realization through a consistent outlook in personal, academic, and occupational living. (IM)

62

CG 000 981

Cottingham, Harold F.
 Conceptual Elements of Elementary School Guidance, Initial Draft.
 Florida State Univ., Tallahassee
 Mar 1967
 37P.

Elementary School Guidance, Counseling Goals, Counseling Theories, Instruction,
 Learning

A rationale for the guidance function in elementary education is developed. Because the author believes that the conceptual foundations and character of the

guidance function should be identified before designs are implemented or mechanics developed, recent literature in this area is reviewed. Relatively specific purposes of the guidance function, as it contributes to the development of the child, are discussed. At the elementary level, the primary focus is upon both cognitive and non-cognitive growth experiences leading to greater self awareness and academic proficiency. Outcomes related to professional responsibilities are delineated. (IM)

63

CG 001 058

Covington, Martin V.
A Childhood Attitude Inventory for Problem Solving.
15P.

*Research, *Psychological Studies, *Elementary School Students, Student Attitudes, *Problem Solving, *Attitude Tests, Statistical Analysis, Reliability

This paper describes a 60-item group administered paper-pencil attitude inventory comprised of two scales, one assessing the child's beliefs about the nature of the problem-solving process (scale I) and the other assessing the child's self-confidence in undertaking problem-solving activities (scale II). Data from 325 fifth-grade and sixth-grade students are reported. Test-retest reliability over a five-week interval averaged .69 for scale I and .65 for scale II. Boys tend to rate themselves slightly higher than do girls in their ability to deal successfully with problem-solving situations, whereas there are no sex differences regarding beliefs about the nature of problem solving. (Author)

64

CG 001 059

Covington, Martin V.
Promoting Creative Thinking in the Classroom--The Process of Curriculum Development.
35P.

*Curriculum Research, *Creative Development, *Creative Teaching, *Problem Solving, Grade 5, Grade 6, Curriculum Development, Creative Thinking, Creativity Research, Productive Thinking, Educational Psychology, Psychological Tests, *Programed Instruction, Autoinstructional Aids, Computer Oriented Programs, Matched Groups

A general, problem-solving program (GPSP), consisting of 16 creative problems for the fifth and sixth grade levels presented in a self-instructional linear format, was developed as a prototype of instructional linear materials on creative problem solving. Throughout the series of lessons, a story line is maintained to give the reader a set of identification models. It gradually introduces him to the process of becoming a more effective thinker. In several studies, 267 fifth graders served as controls. All students were pretested and received modified traditional problem

solving tests. The Minnesota Test of Creative Thinking served as the criterion test battery. Highly consistent results indicate that instructed students obtain superior scores on all indices of problem solving and creative thinking. Follow-up studies proved less conclusive. A fundamental question is whether programs designed to promote creative thinking are necessary. Future research will involve expansion of the GPSP and the development of new units on understanding and creative innovation. Research is also being directed toward adapting GPSP for computer presentation. This paper is to be included in N. J. Klauemeir (Ed.), "Contemporary Research of Significance to Education," University of Wisconsin, in press. (PR)

65

CG 001 200

Gump, Paul V.

The Classroom Behavior Setting--Its Nature and Relation to Student Behavior.
Final Report.

Kansas Univ., Lawrence, Midwest Psychol. Fld. Sta.

Jul 1967

124P.

*Classroom Environment, Ecology, *Student Behavior, Behavior Patterns,
*Elementary School Students, Group Relations, Research Projects, Teacher
Role, Teacher Participation, *Student Teacher Relationship

Concepts and methods for the description of the classroom behavior setting are developed through the use of principles and techniques from ecological psychology. The ecological subunits within a third-grade classroom setting were identified and the qualities of these subunits were specified. The system, developed qualitatively, describes the environments inhabited by a sample of third-grade school classes. To assess the educational relevance of the system's measurement, relationships between these measurements and teacher and pupil records were analyzed. The events of the behavior setting for each of six third-grade classes were recorded in two-day chronicles. Analysis of the environmental subunits showed that they were clear, ecological units. Actions within one segment were highly interdependent. Actions occurring in separate segments were independent. With the classroom day divided into segments, it became possible to map the day, diagramming the classroom environment. These diagrams can show major differences between educational environments. Segments presented activity content as well as structure. To describe the various segments, five-category sets were developed. These sets enabled description of the content of the classroom environment. (PS)

66

CG 001 211

Osler, Sonia F.

Social Class Effects on Concept Attainment.

American Psychological Assn., Washington, D. C.

Sept 1967

21P.

*Educational Research, *Cognitive Ability, *Social Differences, *Academic Performance, *Social Disadvantage, Elementary School Students, Cognitive Measurement, Lower Class, Middle Class, Problem Solving, Task Performance, Transfer of Training, Learning Processes, Cultural Environment

Several experiments on the conceptual behavior of lower and middle class children are described in an effort to clarify an apparent discrepancy between previous laboratory findings and observed classroom performance. In the first experiment, inductive concept learning was investigated as a function of social class membership and prior experience. The effects of training were equal in the two socioeconomic groups. There was no significant difference between the two social classes before or after training. A second experiment was conducted to determine if the lack of expected social class differences was due to the method of subject selection which excluded children with very high or low intelligence quotients or to the fact that task instruction was especially explicit. Data analysis revealed that both instructions and social class contributed significantly to the total variance. Since transfer effects associated with pretraining were of equal magnitude for both groups, the idea that culturally deprived children are deficient in the capacity for self-instruction is dismissed. Stiller's findings that the performance of the extreme ability subjects accounts for social class differences in performance are supported. Results indicate that social class status plays no part in concept learning. This paper was presented at the American Psychological Association Convention, Washington, D. C., September 1, 1967. (PR)

67

CG 001 325

Rubin, Eli Z. * Braun, Jean S.
Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction.
Interim Report.
Lafayette Clinic, Detroit, Mich.
Oct 1967
20P.

Adjustment Problems, Behavior Rating Scales, *Behavior Problems, *Low Achievement Factors, *Elementary School Students, Comparative Analysis, Measurement Techniques, Research Projects, Tables (Data), Cognitive Processes, Psychomotor Skills, Perceptually Handicapped

This report examines the relationship between behavioral and academic disabilities and cognitive-motor dysfunction as revealed by data on 400 elementary school children. The behavior checklist was used as a basis for sample selection. Behavior clusters reflecting both anti-social tendencies and unassertive, withdrawn behavior were identified. A battery of tests was developed for measurement of nine cognitive-motor dimensions and administered to 198 maladjusted children and 200 normal subjects. The distribution of scores for the maladjusted children was bimodal.

One subgroup showed minimal difficulty. The subgroup gave evidence of poor functioning. A comparison of high and low dysfunction experimental subjects on behavior ratings suggests a relationship between certain types of behavior maladjustment, especially disoriented behavior, and cognitive-motor performance. Individuals showing both behavior maladjustment and academic retardation do poorest on tests of cognitive motor functioning. (PS)

68

CG 001 336

Spivack, George * Swift, Marshall S.
 Patterns of Disturbed Classroom Behavior, The Nature and Measurement of Academically Related Problem Behaviors. Final Report.
 Devereux Foundation, Devon, Pa.
 May 1967
 113P.

*Behavior Patterns, *Behavior Rating Scales, Student Behavior, *Elementary School Students, Teaching Benefits, *Teacher Rating, Socioeconomic Status, Family Characteristics, Factor Analysis

This series of studies examined the nature and organization of non-test, academic achievement related classroom behaviors from kindergarten through 12th grade, and developed rating scales that a teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and "special" class students of both sexes. Most of the research effort focused upon the measurement of behaviors from kindergarten through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, ratings made by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, age and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained, and comparisons made between academic achievers and non-achievers, and between "normal" and "special" classes. In all, 147 teachers made 1,719 ratings on a total of 1,546 children. The resulting scales are feasible to use. A manual for the elementary scale has been devised with instructions for use and interpretation. (Author)

69

CG 001 340

Carpenter, Elizabeth T.
 The Analysis of Cognitive Growth of Children as Shown in Their Oral Discussion and Written Compositions. Final Report.
 Nebraska Univ., Lincoln
 June 1967
 34P.

*Elementary School Students, Language Ability, Verbal Ability, Cognitive Ability, Discussion Groups, Discussion Programs, *Research Projects, *Writing

Skills, *Verbal Communication, *Cognitive Development

This work was to check on the possible effects of training involved in the children's discussion gathered in Project No. 5-8344 (Contract No. OE-6-10-291), and to provide information to help interpret the language behavior of some children of that study in terms of cognitive developmental levels. The discussion format of the previous study was used with new groups of children (grades one through six). Discussions of three Illinois Inquiry Training Films of physics experiments were analyzed and compared with similar discussions by children of the earlier study. Also, new fourth-grade children from a Nebraska program school and from a school with a traditional language arts program were taken in group discussions of children's questions. The behavior of these groups was compared with that of the previous study's children. Our results showed--(1) that as children's grade level increased, the types of analogies in terms of which they would look upon the physics experiments changed even though the logical complexity of their expressions showed great variations at every grade level, and (2) that children who had participated in our discussion situation for three years were quicker to respond to the interviewer's suggestions, were able to carry on the discussion for longer periods without the interviewer's intervention, and exhibited a freer use of gesture in connection with their verbal offerings than did the unexperienced groups, regardless of program. (Author)

70

CG 001 520

Rafferty, Max

Guidelines for Pupil Personnel Services in the Elementary School.

California State Dept. of Education, Sacramento

1967

69P.

*Guidelines, Program Guides, *Student Personnel Services, *Elementary Schools, Interprofessional Relationship, Program Development, Program Evaluation

These guidelines for pupil personnel services in elementary schools emphasize the similarity in function of the various specialists. The objectives and development of pupil personnel programs in large and small school districts are discussed. Guides for program evaluation are also included. Role definitions of the various pupil personnel specialists and selections from the California Education Code are appended. (JR)

71

CG 001 547

Borg, Walter R. * Maxfield, M. R.

A Study of the Effects of Different Kinds of Ability Grouping on Personal Relationships Among High School Students. Final Report.

Utah State Univ., Logan
15 Dec 1967
30P.

*High School Students, *Ability Grouping, *Peer Relationship, *Sociometric Techniques, Elementary School Students, Personality Studies, Peer Groups

This research traced the sociometric choice patterns of public school pupils from grade 4 through grade 11 to determine if these patterns differ for ability group versus random group pupils, to learn whether trends in sociometric status during secondary school can be predicted from data obtained in the elementary grades, and to determine whether students who markedly gain or lose sociometric status during secondary school differ in personality, school attitude, and a variety of biographical characteristics. Results indicated that sociometric choice levels did not differ for ability grouped versus random grouped pupils. Although pupils having different sociometric status patterns during secondary school differed on some variables collected at the elementary school level, the differences were not large enough or consistent enough to permit prediction of future sociometric choice trends. Comparisons between students who had made large gains in status between grades seven and 11 and those who had made similar losses during this period showed that the two groups differed significantly on 13 personality variables and eight biographical variables obtained at grade 11. (Author)

72

CG 001 696

Solomon, Anita O.

A Comparative Analysis of Creative and Intelligent Behavior of Elementary School Children with Different Socio-Economic Backgrounds. Final Progress Report.

American Univ., Washington, D. C.

1967

212P.

*Elementary School Students, *Socioeconomic Status, *Creativity, *Intelligence, *Comparative Analysis, Tables (Data), Creativity Research, Sex Differences, Age Differences

To test hypotheses related to the creative thinking of children from different socio-economic backgrounds, tests of creativity and of intelligence were administered to 722 first, third, and fifth grade children from different socio-economic backgrounds. Children of each sex in each grade were tested for verbal intelligence (as measured by the Peabody Picture Vocabulary Test), and creativity (as measured by the Torrance Tests of Creative Thinking, Figural Form A and Verbal Form B). The Torrance test scores had greatest relationship to the combined independent variables (sex, intelligence, and socio-economic background) at the earliest years of school. These relationships decreased as the age and the grade level of children increased. While significant relationships were found between socio-economic

status and creativity when other variables were held constant, these relationships did not follow a consistent pattern. The incidence of these significant relationships tended to decrease with increasing age and grade level. These findings indicated that the Torrance test materials were relatively neutral toward different socio-economic classes. Scores were completely uncorrelated with intelligence tests, confirming the importance of emphasizing creativity as a separate dimension of thinking. (Author)

73

CG 001 767

Hosford, Ray E.

Devising Social-Model Counseling Procedures for Elementary School Children.
American Educational Research Assn., Wash., D. C.

Feb 1968

13P.

*Elementary School Students, Student Behavior, *Behavior Change, *Sound Films, *Tape Recordings, Problem Children, Discussion Experience, Comparative Analysis, Research Projects, Student Attitudes, *Social Adjustment, Models, Behavioral Counseling

The purpose of this study was to conduct an experimental test of two social model counseling procedures which can be used by school counselors to assist shy elementary students in learning how to participate more effectively in class discussions. The study sought to determine which of two types of model presentations (film or audiotape) would best promote subject recall of those behaviors and suggestions which the social model sought to promote. A 16MM sound film of a counseling interview between a behavioral counselor and a shy ten-year-old male student was scripted, filmed, and edited. A tape recording of the film's sound track was the audio model. After introducing and playing the film or audio tape, the counselor asked a total of 548 fourth, fifth, and sixth grade children to respond to a questionnaire. Content recall for the film, as compared with the tape, was significantly greater for girls only. The presentation type did not significantly affect the degree to which subjects indicated they would use the model's suggestions for such a problem, or subject perception of the model counseling as real rather than staged. A greater percentage of females identified with the model's problem in the film presentation. Subjects viewing the film model a week after hearing the audio tape improved significantly in the amount of content recall. This speech was presented at the American Educational Research Association Convention, Chicago, Illinois, February, 1968. (PS)

74

CG 004 174

Arbuckle, Dugald S.

Occupational Information in the Elementary School.

American Personnel and Guidance Assn., Washington, D. C.

Winter 1963-64

Occupational Information, Elementary School Students, Environment

Vocational information should be used as a means for exploration to help children become involved in the learning process. Hopefully, teachers and counselors will help children see that freedom of choice is always present despite restrictions. (IM) (This document appeared in the Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64).

CG 004 175

75

Tennyson, W. Wesley * Monnens, Lawrence P.
The World of Work Through Elementary Readers.
American Personnel and Guidance Assn., Washington, D. C.
Winter 1963-64

Occupational Information, Elementary School Students, Curriculum, Reading Materials

How the world of work is presented to youngsters through their reading texts was studied. Readers used in grades one to six were analyzed. It was found that only a small fraction of existant work types are mentioned in the readers. Results of the survey are presented in three tables and the counselor's role discussed. (IM) (This document appeared in the Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64).

CG 004 382

76

Garbin, A. P.
Occupational Choice and the Multidimensional Rankings of Occupations.
American Personnel and Guidance Assn., Washington, D. C.
Sept 1967

Elementary School Students, Employment Services, Employment, Occupational Information

To provide meaningful "real" experiences for elementary school children, the developmental career guidance project in Detroit organized an elementary school employment service. Students were interviewed and placed in "jobs." It was found that the behavior of elementary school "workers" parallels that of their adult counterparts. It is concluded that the project helps students gain relevant vocational knowledge and experiences which further their developmental process. (This document appeared in the Vocational Guidance Quarterly, Vol. 16, No. 1, 1967). (IM)

CG 004 759

77

Hill, George E.

Elementary School Guidance: Criteria for Approval by State Departments of Education.

American Personnel and Guidance Assn., Washington, D. C.
Spring 1963

Elementary School Guidance, Guidance Services, Guidance Personnel, Surveys

Established standards for approval of elementary school guidance by state departments of education was examined. Material garnered from state department of education publications indicate: (1) that in at least ten states serious attention has been given to the definition and description of standards, (2) the experiences of state department staffs in application of these standards, and the effects of these upon local schools would help in clarification of the guidance function, and (3) the staffing question remains one of the most uncertain aspects of the guidance service because the nature of guidance services and their relationship to instruction need further research. (This document appeared in Counselor Education and Supervision, Vol. 2, No. 3, 1963). (IM)

78

CG 006 000

Brown, Duane * Pruett, Rolla F.
The Elementary Teacher Views Guidance.
American Personnel and Guidance Assn., Washington, D. C.
Mar 1967

Elementary School Guidance, Elementary School Teachers, Guidance Services, Surveys, Counselor Role, Elementary School Counselors

Elementary school teachers believe a need for guidance in the elementary school exists. They recognize that an elementary school counselor will be required to implement the guidance program, and feel that the counselor should work primarily with students as individuals and in small groups, in research, and in guidance organization and administration. The teacher sees his role as one of identifying student needs and problems, making referrals, working with the home, and working with students having learning difficulty. Guidance functions which respondents feel should be performed by teachers, counselors, principals, and "other personnel" are presented in tables. (IM) (This document appeared in The School Counselor, Vol. 14, No. 4, March 1967, pp. 195-203).

79

CG 008 006

Kowitz, Gerald T. * Kowitz, Norma Giess
Elementary School Attendance as an Index of Guidance Needs.
American Personnel and Guidance Assn., Washington, D. C.
May 1966

Elementary School Guidance, Attendance, Academic Achievement, Elementary School Students, Elementary School Teachers

The attendance records of 235 second-grade students were studied. Each child was classified by his teacher either into one of two problem groups (learning-educational or personal-social) or into one of two non-problem groups (enrichment or average-normal). The teachers are represented in one of four groups: either being from a school serving a higher or a lower economic area and as having extended or limited classroom experience. Three types of absences were studied: single day, multiple day, and total days absent. Single day absences were expected to be most closely related to guidance needs. Multiple classification analysis of variance revealed no significant differences in the average number of days absent among the four pupil groups, and the four teacher groups or among their interactions, regardless of whether the data were single day, multiple day, or total days absent. Whether the data were studied in terms of pupil or teacher groups, the average number of days absent was never significantly different from zero. No support was found for the idea that school attendance is an index of pupil achievement or adjustment. (Author) (This document appeared in the Personnel and Guidance Journal, Vol. 44, No. 9, May 1966, pp. 938-943).

JOURNAL RESUMES

80. Alexander, Eugene E., "School Centered Play-Therapy Program," Personnel and Guidance Journal, Vol. 43, No. 3, November 1964, pp. 256-261.

Play therapy, explored through the presentation of a case, is revealed as a situation in which the child is freed from the need for defensive action so that he has the opportunity for self-actualization. (IM)

81. Anderson, Joann and Schmidt, Wesley I., "A Time for Feelings," Elementary School Guidance and Counseling, Vol. 1, No. 1, 1967, pp. 47-56.

An approach found useful in the elementary guidance demonstration project is described. Stories are presented by the counselor to a group of students selected by the teacher from his observation of friendship patterns. For these sessions, each child is encouraged to explore himself and learn more effective behavior.

82. Anderson, Robert P., "The Basis of Underachievement: Neurological or Psychological," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 212-221.

Underachievement may be a behavioral response to an emotional problem. It can be a function of an undiagnosed neurological deficit or it may be an outgrowth of a neurological deficit plus self-depreciating attitudes derived from repeated failure to meet life tasks. A differential diagnosis by medical, psychological and educational specialists is necessary. Corrective techniques can best be derived from a definitive diagnostic study. Counseling without adequate diagnosis results in much wasted, mid-directed effort, no matter how well intentioned the counselor. The neurologic underachiever can be helped best by a team approach that may involve remedial reading, motor development training, medication and psychotherapy. As an initial step, the basic remedial techniques should be used before psychotherapy. The child's basic deficit must be attacked before the secondary psychological problem can be resolved. (Author)

83. Antes, John, "Elementary Pupils' Perceptions of the Social-Emotional Environment of the Classroom," Psychology in the Schools, Vol. 2, No. 1, January '65, pp. 41-46.

Differences in elementary student' perceptions of the classroom social-emotional environment as related to sex, achievement, and grade level are examined. Significant differences were found. (JR)

84. Apostol, Robert A., "Objectives of Elementary Guidance," School Counselor, Vol. 10, No. 1, October 1962, pp. 23-26.

Immediate and ultimate objectives, with focus on the intellectual and personal-social needs of pupils, are discussed. The author believes that only after valid objectives have been clearly established, can the role of the elementary counselor be properly determined. (IM)

85. Arbuckle, Dugald S., "Occupational Information in the Elementary School," Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64.

Vocational information should be used as a means for exploration to help children become involved in the learning process. Hopefully, teachers and counselors will help children see that freedom of choice is always present despite restrictions (IM)

86. Ashbaugh, William H., "The Therapeutic Curriculum," Psychology in the Schools, Vol. 2, No. 2, April 1965, pp. 126-129.

The school curriculum is potentially a therapeutic tool. Subject matter content affects children's emotions, and can be planned so that the effect is positive. Analysis of the classroom organization, the subject matter-student interaction, subject matter content, and instructional technique can lead to the creation of a therapeutic school environment. (JR)

87. Aubrey, Roger F., "The Legitimacy of Elementary School Counseling: Some Unresolved Issues and Conflicts," Personnel and Guidance Journal, Vol. 46, No. 4, December 1967, pp. 355-359.

The increased expansion of counseling services at the elementary school level has had few critics, for the services are long overdue and desperately needed. Three factors seem to have escaped close scrutiny by most members of the guidance profession. First, all too often the training, preparation, and models of elementary counselors are those originally devised for secondary school pupils and seem grossly inadequate for elementary age children. Second, there is a serious lack of both theory and research at the elementary level and this raises serious questions as to direction and methodology. Third, the problem of role conflict is heightened at the elementary level and raises serious questions regarding the success of guidance policies and programs. It is suggested that only an immediate increase in interest, research and theory by counselor educators can save elementary guidance from falling into the hands of other disciplines or school administrators.

88. Barbe, Walter B. and Chambers, Norman S., "Career Requirements of Gifted Elementary Children and Their Parents," Vocational Guidance Quarterly, Vol. 11, No. 2, 1962-63.

The career choice requirements of a group of gifted elementary school children were compared with the career choice requirements held for them

by their parents--156 gifted children--and their parents responded to an adaptation of Resenberg's "Requirements for Ideal Job or Career" and selected the most important characteristic for job satisfaction. Career choice requirements of children and parents are ranked by percentages. (IM)

89. Barclay, James R., "Effecting Behavior Change in the Elementary Classroom, an Exploratory Study," Counseling Psychology, Vol. 14, No. 3, May 1967, pp. 240-247.

The purpose of this study was to determine whether specific treatment procedures used by school psychology interns could effect changes in criteria of social acceptance and dimensions of attitudes relating to the environmental "press," peers, and authority figures. Differential treatments included planned interventions in one class, selective reinforcement procedures in a second, and the change of teacher in a third. Data analysis using both analysis of variance and Fisher's exact probability test indicated that planned intervention resulted in a number of significant changes in pre-and post-test scores for that group. The results of the study suggest that strategies of planned intervention in elementary school classrooms can result in more favorable attitudinal stances on the part of elementary school children. (Author)

90. Barclay, James R., "Sociometry: Rationale and Technique for Effecting Behavior Change in the Elementary School," Personnel and Guidance Journal, Vol. 44, No. 10, June 1966, pp. 1067-1076.

Though sociometry has been used for some years in both educational, psychological, and military settings, it is the argument of this article that it should be used more by elementary counselors and school psychologists as a technique both to assess social desirability in students and as an interim criterion of behavior modification. The theoretical foundations of sociometry are found in both studies relating to the nature of perception and in more modern social learning theory. The suggestion is advanced that social desirability is related to motivation to achieve. Consequently, the assessment of the social climate of the classroom is a first step in introducing procedures designed to enhance the level of effective learning. (Author)

91. Berline, Irving N., "School Child Guidance Services, Retrospect and Prospect," Psychology in the Schools, Vol. 3, No. 3, July 1966, pp. 229-236.

The major function of the mental health consultant should be to help school people recognize and understand how sociocultural and family problems are translated into severe mental health problems in the school population, and to work with school personnel to find the most psychologically effective ways of working with students in the school setting. Other functions related

to this are described. (JR)

92. Blocher, Donald H., "Developmental Counseling: A Rationale for Counseling in the Elementary School," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 163-172.

The nature of the developmental counseling intervention is shaped by its goals. The relationship is one which is intended to provide an optimal level of both personal security and creative discontent. The learning of new instrumental behaviors is viewed as the central goal of intervention. Cognitive and perceptual changes, particularly in terms of clarification of values and realistic assessment of threat are viewed as key intermediate goals. Commitment of the client to clearly specified "action programs" termed developmental contracts is viewed as central. The changes in client coping and mastery behavior reinforced in both clinical and extraclinical situations are viewed as generalizable to produce change in fundamental personality constructs. (Author)

93. Bower, Eli M., "Psychology in the Schools: Conceptions, Processes and Territories," Psychology in the Schools, Vol. 1, No. 1, January 1964, pp. 3-11.

Greater cooperation is needed between psychologists and educators. The relationship of these two groups is examined through a discussion of (1) present day realities and assumptions in this collaboration, (2) implications for psychology of the evolution of the school as a primary agency, (3) models for programs in primary prevention, and (4) research gaps and needs. (Author)

94. Brown, Duane and Pruett, Rolla F., "The Elementary Teacher Views Guidance," School Counselor, Vol. 14, No. 4, March 1967, pp. 195-203.

Elementary school teachers believe a need for guidance in the elementary school exists. They recognize that an elementary school counselor will be required to implement the guidance program, and feel that the counselor should work primarily with students as individuals and in small groups, in research, and in guidance organization and administration. The teacher sees his role as one of identifying student needs and problems, making referrals, working with the home, and working with students having learning difficulty. Guidance functions which respondents feel should be performed by teachers, counselors, principals, and "other personnel" are presented in tables. (IM)

95. Caldwell, Bettye M., "What is the Optimal Learning Environment for the Young Child," American Journal of Orthopsychiatry, Vol. 37, No. 1, pp. 8-21.

This paper examines the validity of the premise that there is only one effective learning environment for the very young child--an intrafamily environment characterized by minimal disruption of primary social relationships. New evidence pointing to (1) the importance of the first three years for priming cognitive development and (2) the inability of many parents to provide the child with the priming ingredients suggests that alternative models involving home supplementation should be considered. If such supplementation is to have maximum effectiveness, careful thought should be given to the advisability of beginning it during the very earliest years of life during which time the child is maximally receptive.

96. Caldwell, Edson, "The Characteristics of Frustration Behavior," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 202-211.

A description of the nature and causes of frustration behavior is given. The four forms of frustration behavior, (fixation, aggression, regression and resignation), are described. Various behaviors which helping persons can use to counteract these frustration behaviors are described. (JR)

97. Cary, Ara C. and Reveal, Mary T., "Prevention and Detection of Emotional Disturbances in Preschool Children," American Journal of Orthopsychiatry, Vol. 37, No. 4, July 1967, pp. 719-724.

A ten-session tandem program of a once-a-week nursery school and mother-group-guidance provides opportunity for prevention and case finding. Simultaneous work with mother and child allows for modification of certain developmental lags and ego defects which are not responsive to the single experience of nursery school or parent education. (Author)

98. Cassel, Russell N., "Counseling and Guidance for the 'Instructionally Ill' Student," Psychology in the Schools, Vol. 1, No. 2, April 1964, pp. 182-185.

Learning difficulties may be caused by physically centered, school centered, emotionally centered, or family centered problems. Patterns of learning difficulties involve course failures, underachievement, academic delinquency, school subordination, and faulty ego ideals. Corrective action by the counselor should involve diagnosis of the problem, the 'wedding' of total community facilities, and the monitoring and supervision of a corrective plan. (Author)

99. Chethik, Morton, Elizabeth Fleming, Morris F. Mayer and John N. McCoy, "A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center," American Journal of Orthopsychiatry, Vol. 37, No. 1, pp. 71-77.

How does the stereotype image of the Negro affect the Negro child's identity? How does it emerge in treatment? This paper describes the effects of the distorted self-concept in several Negro children in an otherwise white treatment center. It describes staff reactions, peer relationships, specific problems in psychotherapy, and the methods used to deal with the emerging problems that are related to race.

100. Clancy, Joseph C., "Elementary School Guidance in Retrospect and Prospect," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 93-101.

A new role for the elementary counselor is presented which includes a shift from individual to group methods, away from exclusive reliance on the one-to-one model, followed by a shift from curing mental illness to preventing mental illness, and a move away from therapy to guidance, from counseling to consultation. (Author)

101. Comross, Harriet H., "Some Characteristics Related to Social Isolation of Second Grade Children," Journal of Educational Psychology, Vol. 53, No. 1, February 1962, pp. 38-42.

Some 20 children scoring in the highest quarter of their classes on a sociometric test were compared with 20 children in the lowest quarter with respect to the following characteristics --learning of sex role, certainty in interpersonal relationships, ability to communicate verbally, and eye-hand coordination. Positive relationships between social status and the stated characteristics were hypothesized. Each child copied a short sentence and was presented with the Driscoll Playkit and asked to complete 10 stories. Analysis of the data failed to support the hypothesis of a positive relationship between social acceptance and learning of own sex role but reliably supported the hypotheses related to the other characteristics. (Author)

102. Cox, Rachel Dunaway, "Social Work in the Elementary Schools: Techniques and Goals," Social Work, Vol. 8, No. 2, April 1963, pp. 77-81.

The school social worker's goals and techniques lie in fostering the child's ego development. He must help the child develop his strengths, meet learning tasks, and achieve a balance between dependence and independence. (IM)

103. Davids, Anthony, Richard Ryan and Peter D. Salvatore, "Effectiveness of Residential Treatment for Psychotic and Other Disturbed Children," American Journal of Orthopsychiatry, Vol. 38, No. 3, April 1968, pp. 469-475.

Children diagnosed as having "childhood schizophrenia" or "passive-aggressive personality" revealed several significant differences in presenting symptoms but very few differences on variables present during treatment or on measures

of adjustment following treatment. Children judged as showing "good" overall adjustment at time of follow-up differed in presenting symptoms from those judged "fair or poor". Evaluations of subsequent adjustment were unrelated to treatment variables such as IQ, drug therapy, psychotherapy, school experiences, and prognosis.

104. Dinkmeyer, Don, "Developmental Counseling in the Elementary School," Personnel and Guidance Journal, Vol. 45, No. 3, November 1966, pp. 262-266.

Some of the fundamentals basic to a theory and practice of developmental counseling with the elementary school child are set forth. Pertinent child development research is cited that implies the need for developmental counseling with normal children. The value of this counseling in the elementary school setting is in facilitating the total learning process. Unique factors of this counseling, including short-term service, focus on developmental problems, and the establishment of goals, are described. Principles for working with children in the counseling process are discussed. (Author)

105. Dinkmeyer, Don, "Elementary School Guidance and the Classroom Teacher," Elementary School Guidance and Counseling, Vol. 1, No. 1, 1967, pp. 15-26.

The guidance role of the teacher is described in terms of identifying guidance needs and changing attitudes and behaviors. The teacher can engage in corrective or therapeutic techniques. He then becomes part of a broad-based guidance program. (IM)

106. Dinkmeyer, Don, "The Counselor as Consultant: Rationale and Procedures," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 187-194.

Consultation is one role which has been suggested for the elementary school counselor. This article describes the nature of the function, gives suggestions for consulting with other groups such as parents and teachers, and provides a rationale for understanding behavior upon which this function can be based. It is also stressed that consultation is only one element of the elementary school counselor's role. (JR)

107. Dudek, S. Z. and Lester, E. P., "The Good Child Facade in Chronic Underachievers," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 153-160.

Early school failures continuing through adolescence show a characteristic pattern of cognitive and emotional development. Intellectual functioning shows defects in attention and concentration within a base of adequate con-

ceptual development. Personality organization is that of a "good child" whose inability to deal with self-assertive, aggressive impulses leads to a pattern of reaction formation, passive aggression, and superficial compliance.

108. Eagle, Norman, "The Relation of Five Cognitive Variables to Change in IQ Between Grades 3-4 and Grade 8," Psychology in the Schools, Vol. 2, No. 2, April 1965, pp. 143-149.

The hypothesis, that the preferred manner in which an individual approaches problem solving (cognitive style) will be associated with changes in the level of general intellectual functioning (as measured by a verbal and non-verbal IQ test), was tested. The relationship between five cognitive style variables and IQ change score was examined. A significant relationship between four cognitive "style" variables and IQ change was found. (JR)

109. Eaton, Louise and Menolascino, Frank J., "Psychotic Reactions of Childhood: A Follow-Up Study," American Journal of Orthopsychiatry, Vol. 37, No. 3, April 1967, pp. 521-529.

This five year follow-up study of 32 psychotic children questions the discreteness of early infantile autism, childhood schizophrenia, and chronic brain syndrome with psychosis. No correlation was found between type and duration of therapy and clinical improvement. (IM)

110. Engel, Mary, Gerald Marsden and Sylvia Woodaman, "Orientation to Work in Children," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 137-143.

Adults who live in cities are so used to seeing children at work that they have begun not to notice them. This paper reports some findings from studies of boys who work before the age of 14. The focus is on the prevalence of work and certain of its correlates such as father absence, age, and social class.

111. Enzer, Norbert and Stackhouse, Jacqueline, "A Child Guidance Clinic Approach to the Multiproblem Family," American Journal of Orthopsychiatry, Vol. 38, No. 3, April 1968, pp. 527-538.

The dilemma of the multiproblem family often confronts the child guidance clinic. Intervention requires a comprehensive understanding of the total situation as well as of specific problems-and it often requires the collaborative efforts of many agencies. An approach that has proven useful is discussed, with emphasis on attitudes, techniques, collaborative work, and the role of the clinic.

112. Faust, Verne, "The Counselor as a Consultant to Teachers," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 112-117.

The counselor, as consultant, may find himself in the classroom observing the teacher's instructional methods. He is not there to assist in a global development of instructional methods. Rather, he examines methods already worked out by the teacher for the effects they may have on student in the learning process. (IM)

113. Foster, Car M., "The Elementary School Counselor--How Perceived," Counselor Education and Supervision, Vol. 6, No. 2, Winter 1967, pp. 102-107.

Factors associated with the role and function of the elementary school counselor as perceived by elementary school teachers and counselors, elementary and secondary school counselors, and counselor educators were studied. Consensus as to the specific role and function of the elementary school counselor has not been, and may never be, achieved. Individual schools require counselors to adapt to their special needs. (IM)

114. Frost, James A. and Frost, Jack M., "An Evolving Elementary School Guidance Program and On-Going Research Projects," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 121-126.

This article describes the evolution of an organized elementary guidance program in the South-Western City Schools of Grove City, Ohio and the relation of research to the program. Examples of research studies on such areas as counselor functions, test interpretation and self-concept are given. (Author)

115. Garbin, A. P., "Occupational Choice and the Multidimensional Rankings of Occupations," Vocational Guidance Quarterly, Vol. 16, No. 1, 1967.

To provide meaningful "real" experiences for elementary school children, the Developmental Career Guidance Project in Detroit organized an elementary school employment service. Students were interviewed and placed in "jobs". It was found that the behavior of elementary school "workers" parallels that of their adult counterparts. It is concluded that the project helps students gain relevant vocational knowledge and experiences which further their developmental process. (IM)

116. Gordon, Edward M. and Alexander Thomas, "Children's Behavioral Style and the Teacher's Appraisal of Their Intelligence," Journal of School Psychology, Vol. 5, No. 4, Summer 1967, pp. 292-300.

This study indicates that teachers' judgments of children's intelligence are significantly distorted by specific aspects of the children's behavioral style or temperament. This distortion may, in turn, distort the child's self-image and self-esteem. (IM)

117. Greising, Robert A., "A Pilot Program in Elementary School Guidance:

A Study of Teacher Reactions," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 126-139.

This study sought to determine if a comprehensive program of guidance at the elementary school level significantly effects changes that are considered beneficial to the educational process and that facilitate the attainment of educational goals. Only the reactions, attitudes, and behavior of the teachers who participated in the experiment are presented. The population sample of this study was the unified school district of Racine, Wisconsin. The Minnesota Teacher Attitude Inventory was used, and teachers were asked to use an anecdotal record book, and a standard referral card. Two informal questionnaires were also administered to obtain teacher reaction to various elements of the program. During the introductory phase, a conscious effort was made to involve all participants in the preliminary planning. The educational phase focused on an in-service training program for all teachers involved. The application phase was the actual program in full operation. Results are presented in 11 tables. There appears to be evidence that the pilot program had a positive influence on the attitudes and behavior of teachers participating in the program. A significant amount of activity associated with improved teaching procedures was generated. (IM)

118. Harvey, O. J., "Teachers' Belief Systems and Preschool Atmospheres," Journal of Educational Psychology, Vol. 57, No. 6, December 1966, pp. 373-381.

With the aim of determining the effects of teachers' belief systems upon the classroom atmospheres they create for preschool children, 30 teachers, 10 in each of three levels of concreteness-abstractness, were observed and rated by pairs of independent judges on 26 dimensions relating to such factors as flexibility, attitudes toward rules, encouragement of the children's independence and creativity, need for structure, and punitiveness. The more abstract teachers differed from the more concrete S's in what is presumed to be an educationally favorable direction on all dimensions. (Author)

119. Hawkins, Sue, "The Content of Elementary Counseling-Interviews," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 114-120.

This study investigated the differences in the content of counseling interviews with children classified according to grade level, sex, and problem area, and the initiator of topics discussed during the counseling interview. Findings were (1) children at upper- and lower- grade levels were able to verbalize in counseling interviews, (2) age differences appeared to be more significant than sex differences, (3) no association was found between reason for referral and content of interviews and (4) counselor takes greater responsibility than client for topic initiation. (Author)

120. Heisey, Marion, "A Review of Literature as a Service to Teachers," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 127-134.

At Kent State University School, the elementary school counselors developed a program of reading for teachers based on a review of current professional literature. Bulletins were developed which both reviewed research and suggested applications of the findings. (JR)

121. Hill, George E., "Elementary School Guidance: Criteria for Approval by State Departments of Education," Counselor Education and Supervision, Vol. 2, No. 3, 1963.

Established standards for approval of elementary school guidance by state departments of education were examined. Material garnered from State Department of Education publications indicate that (1) in at least ten states serious attention has been given to the definition and description of standards, (2) the experiences of State Department Staffs in application of these standards, and the effects of these upon local schools would help in clarification of the guidance function, and (3) the staffing question remains one of the most uncertain aspects of the guidance service because the nature of the guidance services and their relationship to instruction need further research. (IM)

122. Hill, George E. and Nitzschke, Dale F., "Preparation Programs in Elementary School Guidance," Personnel and Guidance Journal, Vol. 40, No. 2, 1961.

Some of the common characteristics of preparatory programs in elementary school guidance are described. Major emphasis exists in these areas-- psychological foundations, guidance principles, counseling theory, and analysis of the individual. Elementary school guidance students at the masters level came mainly from the ranks of elementary teachers. Students at the doctoral level came chiefly from elementary guidance positions. (IM)

123. Hillman, Bill, "The Elementary School Counseling Process: An Adlerian Model," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 102-113.

A possible application of the Adlerian Model to elementary counseling is presented. This model stresses coordination of plans of action for the teacher, the parent and the child. Counselor and client determine shared counseling goals which focus on the development of one small, relatively simple bit of behavior at a time. Application of this theory is illustrated through the use of a case study. (JR)

124. Hoyt, Kenneth B., "Some Thoughts on Elementary School Guidance," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 91-102.

The field of elementary school guidance is at a crucial state in its growth and development. While the need for elementary school guidance appears to be widely recognized, much confusion remains with respect to what it should include or how it should be carried out. A strong plea has been made here for answering such questions through comprehensive programmatic research.
(Author)

125. Hyman, Irwin and Feder, Bud, "Instituting Group Counseling in the Public Schools," Psychology in the Schools, Vol. 1, No. 4, October 1964, pp. 401-403.

Group counseling can be particularly effective for children who have difficulty communicating with adults because it capitalizes on the ease with which children relate to their peers. Basic characteristics of group counseling such as selection, group techniques, and program implementation are described. (JR)

126. Kaczowski, Henry, "The Elementary School Counselor as Consultant," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 103-111.

The consultative work of the counselor is structured by the instructional process. The counselor acts as mediator between the child and his concerns and significant others, helps the principal and teachers to examine the impact and consequences of instructional procedures on children, and seeks consultation with school personnel or parents when he feels that modifications in the environment or in persons consulted will enhance the counseling process. (IM)

127. Kaplan, Marvin S. and Sprunger, Benjamin, "Psychological Evaluations and Teacher Perceptions of Students," Journal of School Psychology, Vol. 5, No. 4, Summer 1967, pp. 287-291.

This study supports the assumption by school psychologists that they are having an impact on teachers through traditional evaluation and interpretation methods even when contact with the teacher is brief. The study also provides a model for evaluating the influence of psychological examiners on teacher assessments of students. (IM)

128. Katz, Barney, "Do Children Need Play Therapy?" Psychology in the Schools, Vol. 2, No. 2, April 1965, pp. 113-119.

Play therapy can be useful in the treatment of emotionally disturbed children. However, in most cases, disturbed children do not require direct psychotherapy. Rather, emphasis should be placed on guiding parents in the development of more effective interpersonal relationships with their children. (JR)

129. Kennedy, Daniel A., Ina Thompson, and Joanne Cress, "A Behavioral Approach to Consultation in Elementary School Guidance," The School Counselor, Vol. 15, No. 3, January 1968, pp. 220-222.

A case is used to illustrate the possibility of using the principles of systematic and successive approximations in elementary school guidance with the purpose of bringing about desired behavior change. In this illustration the teacher rather than the child was involved in consultation. It is felt that children often can be helped through such consultation, and that sometimes this procedure is more efficient than counseling with children. (Author)

130. Kennedy, Daniel A., "A Behavioral Approach to Elementary School Counseling," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 119-125.

It is proposed that one worthwhile approach to the counseling function in elementary school guidance would be the use of behavior modification techniques that especially utilize principles and research findings coming from the psychology of learning. The proposal of this approach is largely based on the belief that counselors are not likely to effect major overhauls of psyche, but that there is ample reason to believe that more limited behavioral repair jobs are definitely possible. Regarding immediately present socio-emotional adjustment problems, available evidence would seem to indicate that the elementary school counselor will be most effective if he focuses on changing specific undesired behaviors in a desired direction. (Author)

131. Kennedy, Daniel and Ina Thompson, "Use of Reinforcement Technique with a First Grade Boy," Personnel and Guidance Journal, Vol. 46, No. 4, December 1967, pp. 366-370.

A reinforcement technique in counseling was used to modify a first grader's attending behavior. Pre- and post-counseling measurements were made and cumulative records were kept of attending time in counseling sessions and in arithmetic lessons, and a record was kept of completion vs. noncompletion of arithmetic assignments. The assessments made in regard to the arithmetic lessons enabled an investigation of transfer effects from counseling to the academic area. An investigation of transfer effects was also informally made relative to other school situations. Results showed increased attending behavior in counseling and in the classroom, and a marked improvement in completion of assignments, and were interpreted as supporting the use of a behavioral approach in elementary school counseling.

132. Koeppe, Richard P., "Issues in Initiating and Implementing the Services of an Elementary School Counselor," Elementary School Guidance and Counseling, Vol. 1, No. 1, 1967, pp. 41-46.

It is important that as elementary school counselors come to work in school systems with specialists already on the job roles be defined and organizational and administrative patterns be developed to insure coordination of services. This is vital if each member of the professional staff is to make his unique contribution in helping each pupil develop to the optimum of his potentials.
(Author)

133. Kowitz, Gerald T. and Kowitz, Norma Giess, "Elementary School Attendance as an Index of Guidance Needs," Personnel and Guidance Journal, Vol. 44, No. 9, May 1966, pp. 938-943.

The attendance records of 235 second-grade students were studied. Each child was classified by his teacher either into one of two problem groups (learning -educational or personal-social) or into one of two non-problem groups (enrichment or average-normal). The teachers are represented in one of four groups--either being from a school serving a higher or a lower economic area and as having extended or limited classroom experience. Three types of absences were studied--single day, multiple day, and total days absent. Single day absences were expected to be most closely related to guidance needs. Multiple classification analysis of variance revealed no significant differences in the average number of days absent among the four pupil groups, and the four teacher groups or among their interactions, regardless of whether the data were single day, multiple day, or total days absent. Whether the data were studied in terms of pupil or teacher groups, the average number of days absent was never significantly different from zero. No support was found for the idea that school attendance is an index of pupil achievement or adjustment. (Author)

134. Krumboltz, John D. and Hosford, Raymond E., "Behavioral Counseling in the Elementary School," Elementary School Guidance and Counseling, Vol. 1, No. 1, 1967, pp. 27-40.

The authors believe that a behavioral approach to elementary school guidance offers counselors an effective means of helping students with specific problems. The goals of the behavioral counselor fall into three categories-- (1) altering maladaptive behavior, (2) learning the decision making process, and (3) preventing problems. However, counseling procedures should vary for different individuals and be specifically designed for the particular problem of each individual. (IM)

135. Leventhal, Theodore, "Therapeutic Strategies with School Phobics," American Journal of Orthopsychiatry, Vol. 37, No. 1, January 1967, pp. 64-70.

A treatment of school phobia should be based on the premise that unless there are sound, realistic grounds for the child's fear-avoidance, he must be returned to the school setting as quickly as is practicable. This approach

is illustrated with case studies and specific procedures are outlined. (JR)

136. Levine, Louis S., "The Use of the Child Development Specialist in the Elementary Schools," Psychology in the Schools, Vol. 2, No. 3, July 1965, pp. 255-262.

There is a need for child development specialists (CDS) working at the elementary school level to alleviate learning problems. The major function of the CDS is to assist parents and teachers in clarifying the expectancies which they hold for the child and in modifying their treatment of him. Other specific functions of the CDS are outlined. (JR)

137. Levine, Murray and Wesolowski, John C., "Pupil Turnover and Academic Performance in an Inner City Elementary School," Psychology in the Schools, Vol. 3, No. 2, April 1966, pp. 153-158.

The relationship between the number of previous schools an elementary school child has attended and his academic performance is examined. The data strongly suggest that the more frequent the change of school for a child, the poorer his grades in the inner city school. (Author)

138. Lewis, Michael D., "Self Concept and Learning: Breaking the Vicious Circle," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 173-178.

Effective learning is dependent on positive self concept. The child with a negative self concept is in a vicious circle where his fear of failure produces failure which reinforces his negative feelings about self. The elementary counselor can help children by working directly with them and indirectly through teachers and others to improve their self concept. (JR)

139. Lifton, Walter M., "Social Forces and Guidance in the Elementary School," Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64.

This paper attempts to show how society, parents, and counselors are contributing to the elementary schools child's developing self concept. Where these influences have been cited as destructive, specific suggestions for alternate behaviors have been suggested. (Author)

140. Luckey, Eleanore Braun, "The Elementary School Counselor: Counselor For Parents," School Counselor, Vol. 14, No. 4, March 1967, pp. 204-209.

The effectiveness of the guidance offered by the counselor to the parent is largely determined by their relationship. This relationship, in turn, is determined by the counselor's knowledge of himself, of the situation, of the child and his parent. Problems which obviate effective implementation of goals by the counselor are discussed. (IM)

141. Marx, Sanford H., Redding, James F. and Smith, Leonard J., "A Program of Group Counseling," Elementary School Guidance and Counseling, Vol. 2, No. 1, October 1967, pp. 33-43.

The incidence of emotional handicaps in elementary school children is discussed. Early treatment, preferably in the school is desirable. Group counseling techniques, particularly free play, are preferred for children in this age group because of limited verbal ability. The selection of group leaders and of students for group counseling is discussed. Group establishment and phases of development within the group sessions are described. The role of the group counselor is outlined. Evaluation procedures are necessary to gain knowledge about program efficacy. (PS)

142. Mayer, G. Roy, "An Approach for the Elementary School Counselor: Consultant or Counselor," School Counselor, Vol. 14, No. 4, March 1967, pp. 210-214.

It has been suggested that counseling can and should be the central role of the elementary school counselor. He is in a position not only to aid the instructional program through obtaining the child's perceptions of his environment, his areas of interest, frustration, and ability, but also to facilitate the child's development through increasing his knowledge and understanding of himself and his environment. (Author)

143. Mayer, G. Roy, Gerald D. Kranzler, and William A. Matthes, "Elementary School Counseling and Peer Relations," Personnel and Guidance Journal, Vol. 46, No. 4, December 1967, pp. 360-365.

It was the purpose of this study to compare the effects of counseling and selected guidance techniques upon 5th and 6th grade elementary school students' peer relationships. Sociometric status and teacher ratings of their students' social skills were selected as criteria. Subjects were selected from students who were in the lower half of their classes in sociometric status and who indicated that they wanted to get along better with their peers. From each of 7 classrooms an equal number of subjects was randomly assigned to each of 3 treatment conditions--(1) counseling, (2) teacher-guidance, and (3) control. When the treatment conditions were compared, no statistically significant differences were found among them.

144. Mayer, G. Roy, Gerald D. Kranzler, and William A. Matthes, "Elementary School Counselor and Teacher-Pupil Relations," Elementary School Guidance and Counseling, Vol. 2, No. 1, October 1967, pp. 3-14.

A study was conducted to compare the effects of three treatment groups--counseling, teacher-guidance, and control--upon the teacher-pupil relations in the elementary school. Results indicated that the counselor's effect on teacher-pupil relations appears to depend on the type of classroom environment from which the counselee comes. (Author)

145. Mayer, G. Roy and Baker, Paul, "Group Counseling with Elementary School Children: A Look at Group Size," Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 140-145.

The studies and literature reviewed seem to indicate that the size of the counseling group must vary with the age or maturity level, or both, of the counselees. It appears that optimal group size for effective group counseling with elementary school children should probably not exceed five or six. Furthermore, in consideration of children's personal-social development, group sizes of less than five or six would seem more appropriate for younger or immature elementary school students. The procuring of clearly definitive data that describe the precise size for effective group work with specific age or maturity levels remains a challenge. (Author)

146. McDermott, John F., "Social Class and Mental Illness in Children: The Question of Childhood Psychosis," American Journal of Orthopsychiatry, Vol. 37, No. 3, pp. 548-557.

The following problems were investigated-- (1) diagnoses of childhood psychosis related to social class, (2) diagnoses of "borderline" psychosis in children related to social class, (3) is the form of expression of childhood psychosis related to social class? No significant differences in the incidence of psychosis among five social-class groups were found. However, the expression of psychotic illness was found to correlate with social class. The results suggest the possibility that family styles and child rearing customs may influence the expression of psychosis. (IM)

147. McDougall, William P. and Reitan, Henry M., "The Elementary Counselor as Perceived by Elementary Principals," Personnel and Guidance Journal, Vol. 42, No. 4, December 1963, pp. 348-354.

Principals responded to a questionnaire about their perceptions of the role of the elementary counselor. Included were questions about training and background, coursework, background experience, counselor functions, and issues and problems related to elementary guidance practices. Responses were converted to percentages and are presented in ten tables. (IM)

148. McNassor, Donald, "High Priority Roles for Elementary School Counselors," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 83-92.

It is suggested that the goal of elementary counseling should be to help keep the school focused on helping children maintain sanity, confidence and a warm regard for themselves and for life, as they respond to the pressure to learn so much so soon. Specific suggestions for working with parents, students and teachers to meet this goal are given. (JR)

149. Muro, James J. and Oelke, Merritt C., "The Elementary School Guidance Specialist as Percieved by Elementary School Principals and Teachers," Elementary School Guidance and Counseling, Vol. 2, No. 3, March 1968, pp. 195-201.

This study examined the opinions of elementary school principals and teachers about elementary school guidance programs. The results indicate that teachers and principals see counseling, identification of students with special needs, testing, in-service and coordination services, remedial work, student activities and research as being important elementary guidance services. (JR)

150. Nelson, Robert C., "The Preparation of Elementary School Counselors: A Model," Counselor Education and Supervision, Vol. 6, No. 2, Spring 1967, pp. 197-200.

This paper describes the key skills required by the elementary school counselor, cites the preparation program suggested for elementary school counselors by the ASCA, and indicates areas of learning, either courses or portions of courses, which should be part of the education of the counselor. (Author)

151. Nelson, Richard C., "Elementary School Counseling with Unstructured Play Media," Personnel and Guidance Journal, Vol. 45, No. 1, Sept. 1966, pp. 24-27.

The Need for utilizing unstructured play media in counseling with elementary school children is discussed. The suggestion is made that through play activities the child learns ways of operating in social situations, tests various roles, and expresses his frustrations and concerns. Limiting the child to verbal expression in counseling is seen as being as inappropriate as limiting an adult to the use of puppets. The elementary school counselor's use of play in counseling is designed to facilitate the expression and communication of the normal child rather than to provide data for analytical purposes. Responses to verbal and nonverbal clues, therefore, include reflection and summarization more often then interpretation. Advantages of unstructured over structured materials are discussed; illustrations show the need children feel for amorphous materials in communicating feelings. (Author)

152. ACES-ASCA Joint Committee, "Preliminary Statement on the Elementary School Counselor," Personnel and Guidance Journal, Vol. 44, No. 6, February 1966, pp. 658-661.

The purpose of this statement is to identify and provide guidelines for the development of the role of the elementary school counselor as perceived by the membership of ACES-ASCA. It's stated purpose is to describe, not what presently exists, but the contributions that a counselor could make in an elementary school program.

153. Ohlsen, Merle M., "An Appraisal of a Program for the Professional Preparation of Elementary School Counselors," Elementary School Guidance and Counseling, Vol. 2, No. 1, October 1967, pp. 15-32.

The NDEA Institute for training elementary counselors at the University of Illinois is described. Elements of the program which are mentioned are (1) objectives, (2) curriculum, (3) practicum, (4) lecture series, (5) unique features of the institute, and, (6) the impact of the institute on enrollees. (JR)

154. Ohlsen, Merle M., "Standards for the Preparation of Elementary School Counselors," Counselor Education and Supervision, Vol. 7, No. 3, Spring 1968, pp. 172-178.

This article reports the progress of the Association for Counselor Education and Supervision's (ACES) Committee on the Standards for Preparation of Elementary School Counselors. Reaction to a survey of elementary school counselors and principals indicated that the elementary preparation standards might closely parallel the secondary standards previously developed by ACES. Portions of the proposed standards are given. (JR)

155. Oldridge, Buff, "Two Roles for Elementary School Guidance Personnel," Personnel and Guidance Journal, Vol. 43, No. 4, December 1964, pp. 367-370.

The consequences of guidance workers functioning in a psychotherapeutic role (PR) was compared with their functioning in a consultant role (GR). There was a control group of students referred but not receiving service. Teachers rated more GR referrals improved but differences were not significant. Peer ratings showed a significant (P less than 0.05) difference favoring controls. Guidance staff significantly (P less than 0.05) favored GR at the end of the study. School staff preferences for PR were significant (P less than 0.01) at the beginning and end of study. However, a shift away from PR towards GR was significant (P less than 0.01). (Author)

156. O'Shea, John J., "A Six-year Experience with Nontraditional Methods in a Child Clinic Setting," American Journal of Orthopsychiatry, Vol. 37, No. 1, pp. 56-63.

Human predicaments have common characteristics, but the uniqueness of each predicament is of central importance. Freedom from impediments to data receptivity and to therapeutic creativity, and the selection of settings which offer maximal exposure to the pertinent data foster an efficient approach to such singularity. This is an account of practice modifications which reflect this viewpoint.

157. Parker, Harry M., "29,000 Seventh Graders Have Made Occupational Choices," Vocational Guidance Quarterly, Vol. 11, No. 1, 1962.

The data obtained from a voluntary testing program sustains the contention that seventh grade students believe that they have reasonably firm plans for the future. (IM)

158. Parker, James W., "The School Social Worker and School Psychology," Psychology in the Schools, Vol. 4, No. 3, July 1967, pp. 228-232.

Clarification of the relationship between the roles of the school social worker and the school psychologist is needed. Various suggestions for increasing team activity are illustrated through the use of case studies. (JR)

159. Perrone, Philip A., and Evans, David L., "The Elementary School Counselor? Coordinator? Or What?", Counselor Education and Supervision, Vol. IV, No. 1, Fall 1964, pp. 28-31.

Questionnaires received from 70 elementary school counselors selected at random provided information about their perceptions of the elementary school counselor role and of professional training necessary for their jobs. The counselors worked in schools with an average enrollment of 1,131 pupils. Time estimates on a yearly basis showed that elementary school counselors spend the majority of their time doing group counseling in group testing situations, and counseling parents and teachers individually. Types of pupils which the counselors preferred to refer rather than counsel are described. More agreement exists among elementary school counselors than among counselor educators concerning the essential composition of preparation programs. To improve present counselor training programs, the counselors suggested a required internship under a qualified supervisor, some elementary school teaching experience, course work in developmental psychology, and, to a lesser degree, course work in public relations, play therapy, elementary school curriculum, and psychometrics. Major divisions in counselor role concerned methodology rather than goals. One group of counselors emphasized working with the pupil's parents and teachers. (PS)

160. Piers, Ellen V. and Harris, Dale B., "Age and Other Correlates of Self-Concept in Children," Journal of Educational Psychology, Vol. 55, No. 2, 1964, pp. 91-95.

A wide-range self-concept instrument was developed and administered to children in grades 3, 6, and 10. Internal consistency and test-retest reliability coefficients were judged satisfactory enough to continue refinement of the instrument through item analysis. Correlations with IQ and achievement were positive but low. A factor analysis of the present 80-item scale on 457 grade 6 children resulted in six clearly interpretable factors. (Author)

161. Preininger, David R., "Reactions of Normal Children to Retardates in Integrated Groups," Social Work, Vol. 13, No. 2, April 1968, pp. 75-77.

During the early formation period of groups comprised of both mentally retarded and normal children the latter express feelings of curiosity, derision, and pity toward the former. As time passes, however, this changes to indifference or tolerance. The type of group affects the speed with which this changeover occurs.

162. Raines, Bill, "An Approach to Practicum for the Elementary School Counselor," Personnel and Guidance Journal, Vol. 43, No. 1, Sept 1964, pp. 57-59.

This article contends that a supervised practicum experience must be a vital part of an elementary school counselor's preparation. Practicum enrollees at Ohio University are involved in three major activities--(1) working as a counselor in an elementary school, (2) participating in a group counseling experience with other enrollees, and, (3) having an individual conference each week with the counselor educator. These three activities are discussed and then seven premises are presented as the rationale for this approach to practicum. (Author)

163. Rice, Dale L., and Semmelroth, Sara, "Foster Care for Emotionally Disturbed Children," American Journal of Orthopsychiatry, Vol. 38, No. 3, April 1968, pp. 539-542.

Foster care programs established to facilitate the return of emotionally disturbed children from the hospital to the community are difficult and taxing. This paper describes one such program structured as an extension of an inpatient program. Criteria for the selection of the children and the foster parents are set forth.

164. Roeber, Edward C., "The School Curriculum and Vocational Development," Vocational Guidance Quarterly, Vol. 14, No. 2, 1965-66

Career development concepts and related ideas with implications for process and content of the curriculum are discussed. A systematic approach to an implementation of career development theory is advocated and a list of what an ideal curriculum might contain is explored. (IM)

165. Roen, Sheldon R., "Teaching the Behavioral Sciences in the Elementary Grades," Journal of School Psychology, Vol. 5, No. 3, Spring 1967, pp. 205-224.

It is suggested that the behavioral sciences have become important fields of knowledge which possess intrinsic interest for children, and can be useful to them and society at large. Those who are able to see the school's role as extending beyond the teaching of the three R's should not find it difficult to justify the behavioral sciences as being important enough to be included in the elementary school curriculum--especially if they consider the progress made by proponents of foreign languages and the physical sciences. (Author)

166. Rosenberg, Leon A., and Trader, Harriet P., "Treatment of the Deprived Child in a Community Mental Health Clinic," American Journal of Orthopsychiatry, Vol. 37, No. 1, pp. 87-92.

Deprived children, with parents who are not accessible to a treatment effort themselves, are often considered a poor therapeutic risk, and psychotherapy is typically not offered to them. This paper presents examples of successful therapeutic ventures and suggests hypotheses for the success of individual psychotherapy in such cases.

167. Scott, Ralph, "First to Ninth Grade IQ Changes of Northern Negro Students," Psychology in the Schools, Vol. 3, No. 2, April 1966, pp. 159-160.

The study explored the effect of northern environment on the intellectual development of Negro children. The results indicate that changes in intelligence test scores and length of residence in the North are not significantly correlated. (JR)

168. Shaw, Merville C., "Note on Parent Attitudes Toward Independence Training and the Academic Achievement of Their Children," Journal of Educational Psychology, Vol. 55, No. 6, Dec 1964, pp. 371-374.

The attitudes of the parents of 64 academic achievers (31 males, 33 females) and 51 underachievers (36 males, 15 females) were compared on an independence training inventory. Two questions were asked--what were the goals of your independence training procedures? And at what age did you expect your child to have achieved mastery of these goals? Outcomes were not clear-cut, but four hypotheses relative to these groups appear reasonable--the demands made by parents of achievers were more specific, parents of achievers wanted their children to learn to make their own decisions, parents of achievers expected their children to be more adult in their behavior, parents of underachievers were concerned with having their children learn to protect their personal rights. (Author)

169. Shertzer, Bruce, and Lundy, Charles T., "Administrators' Image of an Elementary School Counselor," Personnel and Guidance Journal, Vol. 11, No. 4, May 1964, pp. 211-214.

Responses to a questionnaire sent to a stratified sample of elementary school principals show that the image they hold of the elementary school counselor is that of a preventative, problem-solving, remedial agent who assists teachers. The principals believe that the counselor serves as coordinator, consultant, and counselor in that order. They do not see guidance as a developmental process. (IM)

170. Smith, Hyrum M., "Preventing Difficulties Through Elementary School Guidance," Elementary School Guidance and Counseling, Vol. 1, No. 1, 1967, pp. 8-14.

Effective elementary guidance can provide immunity to social ills, help children to overcome or adjust to deterrents to learning, and develop their talents. Elementary guidance is basically preventative--identifying and rectifying problems so that each child reaches his full potential, preventing abnormalities in development, motivating the child to maintain an optimal state of mind and body, and evaluating the whole child in relation to his own growth and progress and that of his peers. (IM)

171. Sonis, Meyer, "Implications for the Child Guidance Clinic of Current Trends in Mental Health Planning," American Journal of Orthopsychiatry, Vol. 38, No. 3, April 1968, pp. 515-526.

The pressure of the waiting list and the lack of resources have produced a state of emergency for the child guidance clinic. We have seen the development of 57 varieties of the traditional model without developing any clarity on why each previous model was not workable. To resolve underlying problems this paper presents a "model" of a child mental health center.

172. Stringer, Lorene A., "Parent-Child Relations in the Early School Years," Social Work, Vol. 9, No. 2, April 1964, pp. 98-104.

The importance and significance of the early school years are discussed. The author proposes that school psychiatric social workers press for preschool orientation meetings for parents and follow up with a built-in plan for individual interviews. These interviews can find sick and vulnerable children, discover some patterns of mental health, and clear the way for future contacts. (IM)

173. Teigland, John J. * and others, "Some Concomitants of Underachievement at the Elementary School Level," Personnel and Guidance Journal, Vol. 44, No. 9, May 1966, pp. 950-955.

This study compared a group of fourth-grade underachievers with a control group in the areas of peer relationships and measured personality variables. The underachievers were identified by predicting their grade-point average (GPA) from their WISC Verbal Scale IQ score by use of a prediction equation. If the predicted GPA was .8 standard error of estimate above their obtained GPA, the student was identified as an underachiever. This resulted in the identification of 84 male and 34 female underachievers. The results of the investigation indicated that regardless of sex, underachievers are selected less frequently by their peers and have a lower level of personality adjustment. (Author)

174. Tennyson, W. Wesley, and Monnens, Lawrence P., "The World of Work Through Elementary Readers," Vocational Guidance Quarterly, Vol. 12, No. 2, 1963-64.

How the world of work is presented to youngsters through their reading texts

was studied. Readers used in grades one to six were analyzed. It was found that only a small fraction of existent work types are mentioned in the readers. Results of the survey are presented in three tables and the counselor's role discussed. (IM)

175. Thompson, Elaine, "A Model for Developmental Counseling," Elementary School Guidance and Counseling, Vol. 2, No. 2, December 1967, pp. 135-142.

A diagrammatic model is presented which can be used by counselors in describing various types of student behaviors as determined by the amount of environmental threat and type of affect experienced as a result of that threat. This model can be used to describe the counseling relationship and its difference from the classroom, a healthy classroom atmosphere and client progress resulting from counseling or child-centered classrooms. (JR)

176. Thompson, Jack M., "Current Issues and Problems in Elementary School Guidance," School Counselor, Vol. 13, No. 2, Dec 1965, pp. 77-81.

On the basis of a survey of the literature in elementary school guidance an attempt was made to discuss some of the problems and issues which are pertinent at the present time. Seven problems were identified--(1) a lack of empirical data to support guidance activities, (2) the bandwagon phenomenon, (3) the lack of role definition, (4) conflict among specialists, (5) lack of training programs for elementary school counselors, (6) the need for teaching experience, and (7) lack of new ideas. (Author)

177. Valett, Robert, "A Developmental Task Approach to Early Childhood Education," Journal of School Psychology, Vol. 5, No. 2, Winter 1967, pp. 136-147.

A developmental approach to early childhood education with continual teacher involvement in evaluation and programming assumes that teachers can be trained to perform such functions. Such a program also implies that the random, heterogeneous grouping of young children in schools is educationally unsound. This approach also implies that certain developmental tasks are of such crucial importance that until they are successfully accomplished, the child is handicapped in his future, more "academic" learning. Undoubtedly, one of the most important implications of a developmental program is the need for supportive consultation services. (Author)

178. Webb, Allen P. * Elkenbery, John, "A Group Counseling Approach to the Acting-Out Preadolescent," Psychology in the Schools, Vol. 1, No. 4, Oct 1964, pp. 395-400.

Working on the assumption that acting-out preadolescents have difficulties in identifying with significant adults in their family, a group counseling program

was initiated to facilitate the resolution of this problem. Results indicated that students who had the group counseling experience were better able to accept school authority and showed greater congruence in their identification with parents and school authority. (JR)

179. Wender, Paul H. and Others, "A Longitudinal Study of Early Social Behavior and Cognitive Development," American Journal of Orthopsychiatry, Vol. 37, No. 4, July 1967, pp. 691-696.

Thirty boys who had been studied in a research nursery school when they were two and a half were re-evaluated when they were six and a half. Early social differences tended to correlate with later intellectual ones. Children who were socially dependent in nursery school tended to show a less abstract cognitive style and lower nonverbal intellectual functioning when older. Four cases are presented. (Author)

180. Zimmer, Jules M., "Learning Principles Strategy: An Approach for Guidance in the Elementary School," Elementary School Guidance and Counseling, Vol. 2, No. 1, October 1967, pp. 43-50.

This article explores learning principles and more specifically operant conditioning as a tactic for elementary school guidance personnel. It is certainly possible to develop guidance specialists who are capable not only of undertaking functional analyses of behavior but who are also capable of giving teachers specific feedback about desired individual student behavior outcomes and the appropriate arrangement of stimulus variables. Such guidance specialists will indeed be functioning in a "preventive role." (Author)

DISSERTATION ABSTRACTS

181. "Articulation Practices and Problems Between Elementary and Junior High Schools in Nebraska," (Order No. 66-2063), Elbert Constantine Alfrey, Jr., Ed. D., The University of Nebraska Teachers College, 1965.

The purposes of this study were to ascertain the extent to which recommended articulation practices were utilized in five selected Nebraska school systems, and to ascertain the nature and severity of articulation problems anticipated and experienced by sixth and seventh grade students. More specifically, the aims of the study were--(1) to determine the practices and problems of articulation as reported by administrators and teachers, and (2) to ascertain the similarities and differences in the articulation problems reported by sixth and seventh grade students and parents.

182. "The Relationships of Organized Climates and Subgroups in Elementary Schools," (Order No. 66-1039), Gary Weldon Anderson, Ed. D., University of Arizona, 1965.

An administrator continually makes decisions affecting other people. His action is dependent upon his perception of the situation--the setting, the people, and the circumstances. The Organizational Climate Description Questionnaire (OCDQ) composed of eight subtests in two primary dimensions--behavior of the faculty members to sixty-four items describing school situations.

Results from scoring procedures are used to ascertain a school-wide climate. It was felt that informal subgroups within schools form norms that could influence the individual member's perception of climate. Informal subgroup differences in perception of climate might be obscured by the school-wide scoring procedure.

The problem was to investigate the significance of differences in perception of climate in three ways: (1) differences in perception of climate between members of the same subgroup, (2) differences in composite perception of subgroups within the same school, and (3) between school differences of comparable subgroups in composite perception of climate.

183. "A Critical Analysis of Issues Confronting School Psychologists," (Order No. 65-9965), James Carl Bennett, Ed. D., University of Southern California, 1965.

The major objective of this investigation was the determination of the major issues confronting today's school psychologist. These issues, identified from a review of the literature, were classified under eight major areas, as follows--(1) issues involving functions of a school psychologist, (2) issues involving priority of

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functions for school psychologists, (3) issues involving consultation practices for a school psychologist, (4) issues involving a school psychologist in private practice, (5) issues involving qualifications, experience, credentialing and certification for a school psychologist, (6) issues involving standards of pay and work for a school psychologist, (7) issues involving professional affiliations and a school psychologist, and (8) identifying a school psychologist representative of the profession.

184. "The Effects of Individual Counseling, Multiple Counseling, and Teacher Guidance Upon the Sociometric Status of Children Enrolled in Grades Four, Five, and Six," (Order No. 66-3105), Frank Biasco, Ed.D., Indiana University, 1965.

The study was an attempt to assess the effectiveness of three counseling and guidance treatments--individual counseling, group counseling, and teacher guidance. Gain in sociometric status was chosen as the criterion by which to measure the effectiveness of counseling since sociometric status has been shown to be related to many personal, social, and educational variables. Also, there is evidence to indicate that sociometric status is a valid and sensitive index of behavioral change.

185. "An Elementary School Guidance Program in an Urban School District," (Order No. 64-11,510), Pearl Brod, Ed.D., Yeshiva University, 1964.

The number of variables influencing the planning and developing of an elementary school guidance program has made it possible for such programs to move in a variety of directions. Studies of functioning elementary school guidance programs can supply the necessary data to determine the extent and direction of developing patterns in the area of elementary school guidance.

It was the purpose of this study (1) to describe the characteristics of the elementary school guidance program in an urban school district, (2) to review characteristics in the light of criteria which may be established for the development of such a program, and (3) to derive concepts and guide lines which may be of value in identifying the field of elementary school guidance and improving its operation.

186. "An Experimental Study to Determine the Effects of an Organized Guidance Program on Achievement Gain at the Elementary Level as Measured with a Specified Test Battery," (Order No. 64-10,093), Robert Ferrell Carothers, Ed.D., The University of Oklahoma, 1964.

Organized guidance programs at the elementary level are relatively new. Little experimentation has been done to determine the effects of an organized guidance

program on academic achievement of elementary pupils. The purpose of this investigation was to determine experimentally the effect of an organized guidance program on achievement gain of pupils in the intermediate elementary grades.

The teachers of the experimental and control populations had comparable general training and experience. Services of an organized guidance program were provided in the classrooms of the experimental group, whose teachers received training in techniques of guidance through an in-service training program. No organized plan of guidance was set up for the control population. The experimental period consisted of thirty consecutive weeks of the school term.

187. "The Elementary School Counselor as Perceived by Elementary School Administrators and Counselor Educators," (Order No. 67-384), Kenneth McColl Dimick, Ed. C., University of Arizona, 1966.

Counselor educators train prospective elementary school counselors with perhaps little knowledge of what is expected of the elementary school counselor by his administrator. Elementary school administrators, on the other hand, are often unaware of the counselor educator's perception of the elementary school counselor. This study investigated the perceptions of these groups in a twofold manner--(1) by discovering significant differences that exist between these two groups as to their perceptions of the elementary school counselor, and (2) by identifying those areas where the two groups are in agreement regarding the elementary school counselor.

188. "Perceptions of the Elementary School Counselor's Role and Function," (Order No. 65-8601), Car M. Foster, Ph. D., Purdue University, 1965.

This study was directed toward identifying the role and function of the elementary school counselor based upon perceptions held by elementary school counselors, elementary school teachers, elementary school administrators, secondary school counselors, and counselor educators. A questionnaire was constructed for the purpose of determining the communalities and differences that existed between and among the five groups of educators. By determining the expectations held for elementary school counselors by teachers, counselors, administrators, and counselor educators, it was believed that one issue might be partially resolved--the kind of preparation programs needed to train elementary school counselors.

189. "Role and Function of Elementary Counselors as Perceived by Elementary School Counselors, Teachers and Administrators," (Order No. 67-6617), Peter Thomas Glofka, Ed. D., University of Illinois, 1966.

The purpose of this study was (1) to compare perceptions of counselors, teachers and administrators in 18 demonstration counseling centers with respect to role

and function of elementary counselors, (2) to compare the perceptions of the three groups center by center, and (3) to survey the elementary counselor certification requirements in 50 State Departments of Education.

190. "Teachers and Social Work in the New York City Schools: Perspectives on Child Guidance," (Order No. 64-2751), Belle Granich, D.S.W., Columbia University, 1963.

This study began with a concern for the less than satisfactory relationship between the Bureau of Child Guidance, which is the mental health arm of New York City schools, and the educational arm as expressed by the educator, and by students of the problem.

It was considered useful to attempt to examine the problem from the point of view of the educator. The belief was that his perceptions of the mental health professional's functioning, his attitudes toward using them in certain specific circumstances, and his reactions to such use, would illumine the nature, and dimensions of the problems involved.

191. "A Pilot Program in Elementary School Guidance: A Study of Change," (Order No. 67-4228), Robert Arthur Greising, Ph.D., Northwestern University, 1966.

The purpose of this investigation was to study the effects of a guidance program on the pupils and professional staffs of selected elementary schools. The general hypothesis was to determine if the initiation of a comprehensive guidance program at this level effects changes that are considered beneficial to the educational process and that facilitate the attainment of educational goals. The outcome variables were operationalized to determine what changes, if any, occurred.

192. "An Analysis of the Content of Counseling Interviews at the Elementary School Level," (Order No. 67-2908), Vivian Sue Hawkins, Ed.D., University of Missouri, Columbia, 1966.

The purpose of this study was to investigate differences in the content of counseling interviews with children by the grade level, sex, and problem areas presented by the subjects, and to determine the person who initiated the topic under discussion.

193. "The Effect of Group Therapy on Academic Achievement and School Adjustment of Elementary School Children," (Order No. 65-4381), Richard James Hess, Ed.D., The Pennsylvania State University, 1964.

The purpose of this study was to determine the effect of group therapy on the school adjustment and academic achievement of elementary school children.

194. "A Study of Concepts and Organizational Characteristics of Guidance in the Elementary Schools as Reported by Elementary School Principals," (Order No. 67-3203), Robert Lee Holden, Ed. D., Arizona State University, 1967.

The purpose of this study was to investigate, describe, and evaluate the organizational characteristics of guidance in the elementary schools of Texas and to attempt to determine the relationship between these characteristics and the principals' concepts of guidance. Specifically, the study was designed to seek answers to the following questions-- (1) what are the characteristics of the elementary school principals and of the schools they serve? (2) what are the organizational characteristics of guidance in the elementary schools? (3) do elementary principals hold similar concepts toward guidance as do a group of professional people considered to be experts in elementary school guidance? (4) do elementary school principals who differ in underlying concepts concerning guidance hold significantly different concepts toward organization of elementary school guidance?

195. "A Competency Pattern for Elementary School Counselors," (Order No. 66-12,761), Charles Ray Jones, Ed. D., Texas Technological College, 1966.

The primary purposes of the study were to develop a basic competency pattern for elementary school counselors so that counselor-educators might formulate programs of preparation for professional certification, and to provide guidelines for the establishment of certification requirements by the Texas Education Agency. Through comprehensive study of the literature sixty-three criteria pertaining to elementary guidance and counseling were developed.

196. "Elementary Counseling and Classroom Interpersonal Relationships," (Order No. 66-12,670), George Roy Mayer, Ed. D., Indiana University, 1966.

It was the purpose of this study to compare the effects of three treatment groups-- counseling, teacher guidance, and control--upon elementary students' peer relationships, and upon their perceptions of their school environment. More specifically, the following null hypotheses were to be rejected if the probability level was equal to or less than .05-- (1) there is no difference in sociometric gain among treatment groups or among classrooms, (2) there is no difference in the improvement of interpersonal social skills, as rated by teachers, among treatment groups or among classrooms, (3) there is no difference in change of attitude toward school among treatment groups or among classrooms.

197. "A Job Analysis of School Psychologists in the Public Schools of Massachusetts," (Order No. 65-4889), Louise Keenan, Ed.D., Boston University School of Education, 1963.

This study was suggested by the legislation, effective in 1955, which established certification standards of school psychologists in Massachusetts. This study proposed to--(1) identify the duties of school psychologists in public schools of this state as they are now performed, (2) provide a list of duties and responsibilities for--(a) state departments of education and mental health, (b) school administrators, (c) universities and colleges, (d) those currently employed as school psychologists, (e) aspirants to the field of psychology, (3) provide objective data concerning the educational qualifications and experiences of school psychologists, which might help in raising certification standards now under consideration.

198. "Guidance in Selected Elementary Jewish Day Schools: An Attempt to Develop a More Effective Guidance Program in a Growing Movement," (Order No. 67-9447), Moses Nathan Kranzler, Ed.D., Columbia University, 1967.

The study analyzes the present guidance programs in selected elementary Jewish Day Schools, and suggests possible directions for the further development of guidance in these schools.

199. "Some Social and Personal Variables Affecting Elementary School Guidance Practice," (Order No. 65-9211), Jordan Lawrence, Ph.D., The Catholic University of America, 1965.

This dissertation investigated some social and personality variables differentiating improved from unimproved children who had been exposed to an elementary school guidance program. One hundred subjects from the public school system of Baltimore County, Maryland, were studied. This group was divided into fifty improved and fifty unimproved for research purposes. These children were selected from a pool population of 240 subjects, representing thirty schools. Selection was based on counselor and administrative judgments of behavior change rated on five point Likert Scales.

200. "A Study of Concepts, Functions, and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel," (Order No. 64-3601), Rebecca Lou McKellar, Ed.D., The Florida State University, 1963.

A study to determine the nature of guidance in elementary schools was conducted through a national survey of elementary school counselors. One hundred and eighty-three counselors representing 20 states participated by completing a

questionnaire which was prepared from an analysis of the literature available in the field of elementary school guidance.

201. "A Q-Study of the Role Concepts for Elementary School Counselors Held by School Personnel in Missouri," (Order No. 66-119), Lamire Hudson Moore, Ph. D. University of Missouri, 1965.

The purpose of this study was to reduce the variety of opinions of the role of the elementary school counselor to identifiable, definable concepts of job expectations. The concepts and opinions studied represented a qualitative rather than quantitative approach in the selection of those whose opinions and views "count" as important. Answers were sought for the following questions--(1) can factors be identified that will be descriptive of roles and functions to be performed by elementary school counselors? (2) how will various professional personnel be represented by these factors? (3) what will be the nature of roles and functions expressed by the factors identified in the study? (4) what implications can be made concerning role concepts of elementary school counselors by interpreting the factor arrays?

202 "The Prediction of Fifth Grade Achievement as Measured by Teacher Grades and Achievement Test Scores Using First Grade Indices of Prediction," (Order No. 66-2488), Jesse Carl Mullis, Ed. D., University of Georgia, 1965.

The purpose of this study was to develop and cross-validate prediction equations for fifth grade achievement using first grade predictor variables. The first grade predictor variables used to build the prediction equations were Metropolitan Readiness Test scores, Metropolitan Achievement Test scores and teacher grades for reading and arithmetic. The fifth grade criterion variables were California Achievement Battery scores, teacher grades in reading, arithmetic, English, social studies, and science. The subjects were pupils entering first grades at the beginning of the 1958-59 school year in a Georgia school system. The group of pupils entering the first grades at the beginning of the 1959-60 school year was used as the cross-validation group. Availability of data was the necessary criterion for inclusion in the study.

203. "The Elementary Guidance Specialist as Perceived by Elementary School Teachers and Elementary School Principals," (Order No. 66-2489), James Joseph Muro, Ed. D., University of Georgia, 1965.

The purpose of this investigation was to identify, study and analyze the kinds of guidance services needed in the elementary schools of Georgia as perceived by a random sample of elementary school teachers and elementary school principals.

204. "Role Behavior Differential Between the Social Counselor and the School Psychologist," (Order No. 65-5666), Robert Harley Myers, Ph. D., The Ohio State University, 1964.

This study examined the role behavior differences between the school counselor and the school psychologist employed in the public schools of Ohio. Common and shared role behaviors were identified, including an indication of degree of involvement and role propriety perceptions. Role variation motivations were examined, and role expectancies of school counselor and school psychologist educators were noted.

205. "Teachers' Attitudes Toward the Development of the Group Process in the Elementary School," (Order No. 65-2004), Mary Rita Donleavy O'Hara, Ph. D., Fordham University, 1964.

Studies of the group, as conducted by psychoanalysts and psychiatrists, have shown that good learning situations are those in which children's feelings and emotions are considered in work, study, and play groups. In fact, the interdisciplinary field of group dynamics has, in its study of the processes occurring in face-to-face relationships, revealed not only the importance of group life to the person, but its significance in understanding the interrelationships within the classroom, between the teacher and child, and the children themselves.

The purpose of this study was, therefore, to discover the attitudes of teachers who had participated in the student teaching program for elementary school teachers at the School of Education, Fordham University, New York, toward the development of the group process in the elementary school as revealed on an attitude scale, knowledge of group process as indicated in written accounts, and by the background variables of age, sex, educational background, years of teaching experience, grade level of teaching experience, and current teaching status.

206. "An Experimental Study of Two Guidance Emphases in the Elementary School," (Order No. 63-5061), Ovie Ambrose Oldridge, Ed. D., University of Southern California, 1963.

A review of the literature leaves little doubt that guidance workers and administrators are concerned with the roles guidance personnel are asked to perform. In order to improve their effectiveness, a hierarchy of importance is in the process of being determined for these functions. One of the areas of greatest disagreement concerns the desirability of school psychologists performing psychotherapy with children in the schools. This investigation compared the effectiveness of guidance workers functioning in a broad guidance role as contrasted to a psychotherapeutic role. The criteria were the strength of preference of the guidance workers for

either role, the strength of preference of the school staffs for either role, and the amelioration in the behavior of the referred population.

207. "A Study of the Role of the Counselor in the Elementary Schools of Ohio," (Order No. 64-8570), Bill Gene Raines, Ph.D., Ohio University, 1964.

This study attempts to clarify the role of the counselor in grades one through six in the elementary schools of Ohio. There are three major parts of the study. The first part studies the counselors who work in the elementary school of Ohio, the nature of their work, and the school systems in which they are employed. The second part of the study compares the judgments of counselors, principals, special service personnel and counselor educators regarding the guidance function in the elementary school. The third part of the study determines what differences exist between the services which counselors were providing in the first six grades and the services which they judged that they should be providing.

208. "Dimensions of Counseling with Children," (Order No. 65-13,287), William Henry Van Hoose, Ph.D., The Ohio State University, 1965.

The purpose of this study was to analyze elementary school counseling in terms of counselor techniques and client behavior during the interview. Counseling was conceptualized in dimensional terms and it was emphasized that counseling, as the term was used in this study, referred to counseling normal children in the elementary school setting.

209. "Observation of Parent-Child Interactions and Parental Counseling Used Conjointly in Treating Emotionally Disturbed Children: An Exploratory Study," (Order No. 64-11,148), Leslie Ruthven, Ph.D., The University of Tennessee, 1964.

An exploratory investigation of a new method of treating emotionally disturbed children was undertaken in which the therapist having no direct therapeutic contact with the child observed from behind a one-way screen parent-child interactions in a playroom situation for eighteen or twenty fifty-minute weekly sessions. The therapist then counseled the parent(s) for an equal number of hours immediately following the observation periods in the playroom. A matched pair design was used in which the control children received an equal number of treatment hours in the playroom as the experimental children, but unlike the experimental subjects they received play-therapy by a regular therapist. The control children's parent or parents were seen for an equal number of counseling sessions by their respective child's therapist.

210. "The Elementary Cumulative Record in Identification of Potential Academic

Achievement: A Postdictive Study," (Order No. 67-12,708), Florence Amdurer Silver, Ed.D., Columbia University, 1967.

Personal and social losses resulting from unrealized academic promise and the preventive, corrective possibilities of early intervention underscore the necessity for developing procedures that will screen underachievers on the elementary school level. The project sought to develop and apply a method of appraising elementary cumulative records to facilitate identification of potential achievement levels. An exploratory, postdictive design was employed to determine whether descriptive data can be schematized to illuminate performance patterns and trends and to ascertain whether longitudinal appraisal of schematized data derived from their elementary cumulative records will differentiate high school students' achievement levels. Individual appraisal was expected to facilitate the description and inference-making processes that precede prognosis, thereby improving staff competence in assessment.

211. "The Elementary Teacher's Conception of the School Psychologist's Role," (Order No. 67-16,840), Lanny Odell Soderberg, Ph.D., The University of Iowa, 1967.

The field of school psychology is in a tremendous state of expansion and a major underlying theme in the concerted effort to place the field in a professional perspective regards appropriate job roles. Although there are diverse views regarding what school psychologists should be doing, there is substantial agreement concerning the present functioning of many, perhaps most, school psychologists to the effect that a clinical-diagnostic mode of functioning exists. As such, classroom teachers represent the chief consumers of the service, however, there is little published research regarding the perceptions teachers hold about that service. This study investigated those perceptions held by elementary teachers in two public school systems of moderate size in the state of Iowa in the 1966-67 school year.

212. "Guidance Practices in Selected Arkansas Elementary Schools," (Order No. 64-10,076), Claude E. Snow, Ed.D., University of Arkansas, 1964.

The purpose of this study was to investigate the guidance program in selected Arkansas elementary schools to determine--(1) the administrator's role, (2) the teacher's role, (3) the practices employed, and (4) the similarity between the practices found and those commonly identified as effective by writers of the professional literature. This study dealt with the following guidance practices--(1) utilizing approaches to child study, (2) using children's records, (3) using cooperative procedures--sharing, planning, working, and evaluating, (4) evaluating a child's total growth and using various means of reporting his progress, (5) providing a variety of library books and textbooks on various levels, (6) employing flexible grouping in the classroom, (7) providing varied activities to develop

creativity, (8) helping children with their "personal-emotional" problems, and (9) using resource persons and specialists.

213. "The School Psychologist, Teacher Change, and Fourth-Grade Reading Achievement," (Order No. 66-8254), Verdun Trione, Ed. D., University of California, Berkeley, 1966.

This study inquires about the feasibility of a school psychologist as an in-service training consultant to teachers. It is a shift from the traditional child-centered role to one of participant planning with teachers for their classes. The teacher and the school psychologist operate as a team with differing responsibilities. Teacher effectiveness in teaching reading is measured through the mean reading achievement of her class. An explanation of any change in teaching skills or attitudes is determined through a contrived scale reflecting her grasp of guidance and reading principles.

214. "A Comparative Study of the Duties Performed Regularly by School Counselors, School Psychologists and School Social Workers Working Together in Selected School Systems," (Order No. 66-9092), Robert G. Wieland, Ed. D., The Florida State University, 1966.

An acute shortage of trained personnel coupled with reports of wasteful duplication of jobs among the specialists working in the schools makes it imperative that their positions be clarified and utilized. The purpose of this study was to determine what duties were performed regularly by school counselors, school psychologists and school social workers working together in selected school systems. A further objective was to determine if duplicate duties existed among these groups.

215. "The Use, Value, and Improvement of Certain Guidance Principles and Practices as Perceived by Teachers in the Elementary Schools of Florida," (Order No. 68-388), John Melvin Witmer, Ph. D., The Florida State University, 1967.

The problem investigated in this research was a study of the role of the teacher in elementary guidance as it was perceived by classroom teachers in the elementary schools of Florida. The purposes of this study were to (1) determine to what extent classroom teachers were using certain guidance principles and practices, (2) ascertain the value classroom teachers ascribed to certain guidance principles and practices, (3) ascertain how the classroom teachers perceived the improvement of these same guidance principles and practices, and (4) to determine whether there were differences in teacher perceptions as a function of personal or professional characteristics of teachers or a function of varying school characteristics.

216. "Construction and Initial Administration of a Test To Measure Teacher Perceptiveness of Elementary School Guidance Problems," (Order No. 65-14,080), Clemens Casimir Zebrowski, Ed. D., Indiana University, 1965.

The purpose of this study was to devise a test instrument which would provide a measure of the guidance perceptiveness of elementary school teachers. The problem entailed a series of related steps--(1) the development of the test instrument items, (2) the confirmation of the representativeness of these items, (3) the development of appropriate responses to the items, (4) the establishment of the authenticity of these responses, and (5) the demonstration, through a limited initial test administration, that the test vehicle could differentiate between teachers in their individual perceptiveness of children's problems.

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- (50) A Group Counseling Program for Gifted Low-Producers Utilizing the Milieu Forces of the Children of the K-6 Grade Level
- (55) A Rationale for School Counseling
- (58) Revision of ACES-ASCA Committee Report on Elementary School Counselor
- (104) Developmental Counseling in the Elementary School
- (119) The Content of Elementary Counseling Interviews
- (123) The Elementary School Counseling Process: An Adlerian Model
- (130) A Behavioral Approach to Elementary School Counseling
- (131) Use of Reinforcement Technique with a First Grade Boy
- (138) Self Concept and Learning: Breaking the Vicious Circle
- (145) Group Counseling with Elementary School Children: A Look at Group Size
- (152) Preliminary Statement on the Elementary School Counselor
- (184) The Effects of Individual Counseling, Multiple Counseling, and Teacher Guidance Upon the Sociometric Status of Children Enrolled in Grades Four, Five, and Six.
- (193) The Effect of Group Therapy on Academic Achievement and School Adjustment of Elementary School Children
- (236) A Theory of Child Counseling at the Elementary School Level
- (243) Elementary School Counseling
- (290) Counseling and Guidance for Underachieving Fourth Grade Students
- (304) Elementary School Counseling

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- (1) Facilitating Learning and Individual Development Toward a Theory for Elementary Guidance
- (2) The Future of Elementary School Guidance
- (4) Counseling Practices
- (5) Dimensions of the Counselor's Relationships
- (10) Elementary School Counselors in California
- (23) Parent and Counselor Perceptions of Their Participation in Group Counseling

- (24) Guidance in the Elementary School
- (25) Perceptions of the Elementary School Counselor
- (26) The Elementary School Guidance Project in the Berea City School District, 1966-67, Final Report
- (27) The Experimental Elementary Guidance Project in the Kent State University School, 1966-67, Final Report
- (30) A Position Paper on the Training of the Elementary Guidance Worker
- (33) The Resident Counselor Project in the South-Western City Schools in Conjunction with Ohio University, A Final Report
- (39) Report of the Interagency Task Force on Counseling
- (42) Counseling Minority Group Youth--Developing the Experience of Equality Through Education
- (47) Elementary Counselor - Roles and Implementation
- (57) Elementary Guidance Project Approved Under Title V-A of the National Defense Education Act. Interim Report
- (100) Elementary School Guidance in Retrospect and Prospect
- (112) The Counselor as a Consultant to Teachers
- (114) An Evolving Elementary School Guidance Program and On-Going Research Projects
- (132) Issues in Initiating and Implementing the Services of an Elementary School Counselor
- (140) The Elementary School Counselor: Counselor for Parents
- (142) An Approach for the Elementary School Counselor: Consultant or Counselor
- (144) The Elementary School Counselor and Teacher-Pupil Relations
- (152) Preliminary Statement on the Elementary School Counselor
- (159) The Elementary School Counselor? Coordinator? Or What?
- (187) The Elementary School Counselor as Perceived by Elementary School Administrators and Counselor Educators
- (200) A Study of Concepts, Functions, and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel
- (201) A Q-Study of the Role Concepts for Elementary School Counselors Held by School Personnel in Missouri
- (204) Role Behavior Differential Between the School Counselor and the School Psychologist
- (214) A Comparative Study of the Duties Performed Regularly by School Counselors, School Psychologists and School Social Workers Working Together in Selected School Systems
- (222) The Role of the Elementary Guidance Counselor
- (252) The Elementary School Counselor
- (282) The Elementary School Counselor: Distributer of the Peace
- (294) The Elementary School Counselor: Preparation and Functions
- (298) The Elementary School Counselor
- (325) Requirements for Counselor Certification (Elementary)

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- (1) Facilitating Learning and Individual Development Toward a Theory for Elementary Guidance
- (2) The Future of Elementary School Guidance
- (7) Group Guidance in the Elementary School
- (12) Pilot Project in Elementary School Guidance, 1965-66
- (13) Blocks to Learning, Plans for the Future of the Division of Pupil Personnel Services
- (14) Elementary Guidance--The Developmentally Centered and the Crisis Centered Approaches
- (16) The Elementary School Counselor and Teacher-Pupil Relations
- (19) Report of the 1965-66 Elementary Pilot Guidance Program
- (24) Guidance in the Elementary School
- (26) The Elementary School Guidance Project in the Berea City School District
- (27) The Experimental Elementary Guidance Project in the Kent State University School, 1966-67
- (29) A Rationale for Elementary School Guidance
- (30) A Position Paper on the Training of the Elementary Guidance Worker
- (33) The Resident Counselor Project in the South-Western City Schools in Conjunction with Ohio University
- (35) A Report of a Demonstration and Experimental Elementary School Guidance Project Approved under Title V-A of the National Defense Educational Act
- (36) A Child-Centered Approach for Optimum Placement in the Learning Atmosphere
- (43) Counseling in the Elementary School: Does it Make a Difference?
- (45) Building Staff Relations in an Elementary Guidance Program, as Viewed by a Suburban Elementary School Counselor
- (47) Elementary Counselor - Roles and Implementation
- (49) Guidance Services in Elementary Schools, A National Survey
- (54) Using Research Findings to Change Elementary School Counseling Practices
- (57) Elementary Guidance Project Approved Under Title V-A of the National Defense Education Act
- (58) Revision of ACES-ASCA Committee Report on Elementary School Counselor
- (61) The Subject Matter or Content of the Guidance Function, a Tentative Statement
- (62) Conceptual Elements of Elementary School Guidance, Initial Draft
- (72) A Comparative Analysis of Creative and Intelligent Behavior of Elementary School Children with Different Socio-Economic Backgrounds
- (76) Occupational Choice and the Multidimensional Rankings of

- Occupations
- (77) Elementary School Guidance: Criteria for Approval by State Departments of Education
 - (78) The Elementary Teacher Views Guidance
 - (79) Elementary School Attendance as an Index of Guidance Needs
 - (87) The Legitimacy of Elementary School Counseling: Some Unresolved Issues and Conflicts
 - (92) Developmental Counseling: A Rationale for Counseling in the Elementary School
 - (94) The Elementary Teacher Views Guidance
 - (105) Elementary School Guidance and the Classroom Teacher
 - (114) An Evolving Elementary School Guidance Program and On-Going Research Projects
 - (117) A Pilot Program in Elementary School Guidance: A Study of Teacher Reactions
 - (120) A Review of Literature as a Service to Teachers
 - (121) Elementary School Guidance: Criteria for Approval by State Departments of Education
 - (124) Some Thoughts on Elementary School Guidance
 - (134) Behavioral Counseling in the Elementary School
 - (139) Social Forces and Guidance in the Elementary School
 - (152) Preliminary Statement on the Elementary School Counselor
 - (169) Administrators' Image of an Elementary School Counselor
 - (170) Preventing Difficulties Through Elementary School Guidance
 - (176) Current Issues and Problems in Elementary School Guidance
 - (185) An Elementary School Guidance Program in an Urban School District
 - (186) An Experimental Study to Determine the Effects of an Organized Guidance Program on Achievement Gain at the Elementary Level As Measured with a Specified Test Battery
 - (189) Role and Function of Elementary Counselors as Perceived by Elementary School Counselors, Teachers and Administrators
 - (194) A Study of Concepts and Organizational Characteristics of Guidance in the Elementary Schools as Reported by Elementary School Principals
 - (198) Guidance in Selected Elementary Jewish Day Schools: An Attempt to Develop a More Effective Guidance Programs in A Growing Movement
 - (216) Construction and Initial Administration of a Test to Measure Teacher Perceptiveness of Elementary School Guidance Problems
 - (217) Dimensions of Elementary School Guidance
 - (220) Guidance for Children in Elementary Schools
 - (221) Guidance in the Elementary School
 - (228) The Status of Guidance in the Elementary School
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- (234) Elementary School Guidance
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- (239) Guidance in the Elementary School
- (240) Successful Guidance in Elementary Schools
- (241) Continuity in the Guidance Program
- (245) Issues and Problems in Elementary Guidance
- (246) Guidance in the Elementary School Opinions Differ
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- (249) Elementary Guidance in Action
- (250) An Outline for Elementary School Guidance
- (258) Guidance Services in the Elementary School
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- (264) Survey of Superintendent's Opinions about Elementary Guidance
- (266) Guidance Services
- (272) Reading Teacher and an Elementary Guidance Program
- (275) Guidance Needs in the Primary Grades
- (278) Guidance in the Elementary School: A Specialist is Invaluable
- (286) Guidance in the Elementary School
- (287) Comprehensive Program in Elementary School Guidance
- (288) A County Program in Elementary School Guidance
- (289) Suggested Guidelines for Consideration of the Topic Guidance in the Elementary School
- (290) Counseling and Guidance for Underachieving Fourth Grade Students
- (291) A Rationale for Elementary School Guidance
- (292) Elementary School Guidance
- (301) Elementary Guidance Process and Content
- (302) Guidance in the Elementary School: A Book of Readings
- (308) Guidance in the Elementary School
- (312) The Need for Guidance in Elementary Schools
- (313) Scope of Elementary Guidance in the 1961-1967 Decade
- (317) Guidance in Elementary Schools
- (318) How Can We Organize Elementary School Guidance?
- (328) Trends in Elementary School Guidance
- (331) A Study of the Status and Trends of Elementary School Guidance, According to State Guidance Directors of Fifty States
- (332) A Teacher Looks at Guidance
- (334) Guidance in Elementary Education
- (335) Needs for Guidance in the Elementary School

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- (19) Report of the 1965-66 Elementary Pilot Guidance Program
- (60) Social Work in the Elementary Schools: Techniques and Goals

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- (6) Counseling Children in Groups
- (24) Guidance in the Elementary School
- (37) A Day Treatment Program's Approach to Children with Severe Learning Disorders
- (38) Extending Clinic Resources, A Remedial Therapy Program in a School
- (40) Wastage and Stagnation in Primary and Middle Schools in India
- (61) The Subject Matter or Content of the Guidance Function, a Tentative Statement
- (62) Conceptual Elements of Elementary School Guidance, Initial Draft
- (65) The Classroom Behavior Setting--Its Nature and Relation to Student Behavior
- (67) Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction
- (68) Patterns of Disturbed Classroom Behavior, The Nature and Measurement of Academically Related Problem Behaviors
- (69) The Analysis of Cognitive Growth of Children as Shown in Their Oral Discussion and Written Compositions
- (73) Devising Social-Model Counseling Procedures for Elementary School Children
- (74) Occupational Information in the Elementary School
- (83) Elementary Pupils' Perceptions of the Social-Emotional Environment of the Classroom
- (85) Occupational Information in the Elementary School
- (101) Some Characteristics Related to Social Isolation of Second Grade Children
- (108) The Relation of Five Cognitive Variables to Change in IQ Between Grades 3-4 and Grade 8
- (115) Occupational Choice and the Multidimensional Rankings of Occupations
- (119) The Content of Elementary Counseling-Interviews
- (133) Elementary School Attendance as an Index of Guidance Needs
- (137) Pupil Turnover and Academic Performance in an Inner City Elementary School
- (143) Elementary School Counseling and Peer Relations
- (148) High Priority Roles for Elementary School Counselors
- (151) Elementary School Counseling with Unstructured Play Media
- (172) Parent-Child Relations in the Early School Years
- (220) Guidance for Children in Elementary Schools
- (232) Behavior Problems of Children as Viewed by Children in the Fifth Through Eighth Grades
- (237) Encouraging Children to Learn
- (244) Personality and Adjustment of Low and High Anxious Children
- (277) The Child's Need and Teacher Training
- (293) The Psychological Development of the Child
- (305) Mental Health Problems of School Children
- (322) Group Counseling Methods with Parents of Elementary School Children as Related to Pupil Growth and Development

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- (28) Differences in the Cognitive Functioning of Normal, Mentally Retarded, and Emotionally Disturbed Subjects: Implications for School Relevant Differential Diagnosis
- (51) National Institute of Mental Health
- (97) Prevention and Detection of Emotional Disturbances in Preschool Children
- (103) Effectiveness of Residential Treatment for Psychotic and Other Disturbed Children
- (109) Psychotic Reactions of Childhood: A Follow-Up Study
- (128) Psychology in the Schools
- (141) Elementary School Guidance and Counseling
- (146) Social Class and Mental Illness in Children: The Question of Childhood Psychosis
- (163) Foster Care for Emotionally Disturbed Children
- (209) Observation of Parent-Child Interactions and Parental Counseling Used Conjointly in Treating Emotionally Disturbed Children
- (311) The Use of the Seminar in Training Teachers and Counselors as Leaders of Therapeutic Play Groups for Maladjusted Children

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- (15) Research/Family Group Consultation and the School Counselor
- (34) Parent-Child Interaction and Vocational Development, A Review of Theory and Research
- (281) Family Counseling - An Aspect of the Elementary School Guidance Program

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- (21) Guidance Research in Action, Group Counseling with Parents
- (95) What is the Optimal Learning Environment for the Young Child
- (111) A Child Guidance Clinic Approach to the Multiproblem Family

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- (39) Report of the Interagency Task Force on Counseling

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- (88) Career Requirements of Gifted Elementary Children and Their Parents
- (257) The Counselor's Role in the Early Identification of Gifted Children

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- (6) Counseling Children in Groups

- (8) Illustrative Action Programs
- (15) Research/Family Group Consultation and the School Counselor
- (21) Guidance Research in Action, Group Counseling with Parents
- (23) Parent and Counselor Perceptions of Their Participation in Group Counseling
- (46) Experiences With Group Work Involving Parents
- (50) A Group Counseling Program for Gifted Low-Producers Utilizing the Milieu Forces of the Children of the K-6 Grade Level
- (125) Instituting Group Counseling in the Public Schools
- (141) A Program of Group Counseling
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- (159) The Elementary School Counselor? Coordinator? Or What?
- (178) A Group Counseling Approach to the Acting-Out Preadolescent
- (184) The Effects of Individual Counseling, Multiple Counseling, and Teacher Guidance Upon the Sociometric Status of Children Enrolled in Grades Four, Five, and Six
- (193) The Effects of Group Therapy on Academic Achievement and School Adjustment of Elementary School Children
- (205) Teachers' Attitudes Toward the Development of the Group Process in the Elementary School
- (219) Guidance and Counseling in Groups
- (223) The Effects of Group Counseling on Gifted Underachieving Adolescents
- (227) Group Counseling: An Orientation
- (253) Group Psychotherapy with Children
- (271) Perspectives on the Group Process
- (299) Counseling Children in Groups
- (300) Assessing the Outcomes of Group Counseling for Under-achieving Bright Fifteen Graders and Their Parents
- (315) Group Counseling with Parents
- (316) Research on Group Procedures in Schools: A Review of the Literature
- (322) Group Counseling Methods with Parents of Elementary School Children as Related to Pupil Growth and Development

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- (7) Group Guidance in the Elementary School
- (20) A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools
- (81) A Time for Feelings
- (219) Guidance and Counseling in Groups
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- (6) Counseling Children in Groups

- (161) Reactions of Normal Children to Retardates in Integrated Groups

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- (8) Illustrative Action Programs
 (10) Elementary School Counselors in California
 (20) A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools
 (28) Differences in the Cognitive Functioning of Normal, Mentally Retarded, and Emotionally Disturbed Subjects: Implications for School Relevant Differential Diagnosis
 (104) Developmental Counseling in the Elementary School
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 (186) An Experimental Study to Determine the Effects of an Organized Guidance Program on Achievement Gain at the Elementary Level as Measured with a Specified Test Battery
 (191) A Pilot Program in Elementary School Guidance: A Study of Change
 (200) A Study of Concepts, Functions, and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel
 (203) The Elementary Guidance Specialist as Perceived by Elementary School Teachers and Elementary School Principals
 (206) An Experimental Study of Two Guidance Emphases in the Elementary School
 (212) Guidance Practices in Selected Arkansas Elementary Schools
 (215) The Use, Value, and Improvement of Certain Guidance Principles and Practices as Perceived by Teachers in the Elementary Schools of Florida
 (235) The Principal's Responsibilities in the Guidance Program
 (268) Principles of Guidance
 (307) Guidance Services Recommended by Public and Parochial Elementary School Teachers
 (320) Studying the Elementary Guidance Program
 (321) Guidance Services in Elementary Schools
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- (8) Illustrative Action Programs
 (12) Pilot Project in Elementary School Guidance, 1965-66
 (36) A Child-Centered Approach for Optimum Placement in the Learning Atmosphere
 (38) Extending Clinic Resources, A Remedial Therapy Program in a School

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- (72) A Comparative Analysis of Creative and Intelligent Behavior of Elementary School Children with Different Socio-Economic Backgrounds
- (108) The Relation of Five Cognitive Variables to Change in IQ Between Grades 3-4 and Grade 8
- (116) Children's Behavioral Style and the Teacher's Appraisal of Their Intelligence
- (167) First to Ninth Grade IQ Changes of Northern Negro Students
- (173) Some Concomitants of Underachievement at the Elementary School Level

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- (9) A Guide of Pupil Personnel Services in the State of Illinois
- (45) Building Staff Relations in an Elementary Guidance Program as Viewed by a Suburban Elementary School Counselor
- (111) A Child Guidance Clinic Approach to the Multiproblem Family
- (158) The School Social Worker and School Psychology

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- (1) Facilitating Learning and Individual Development, Toward a Theory for Elementary Guidance
- (29) A Rationale for Elementary School Guidance
- (36) A Child-Centered Approach for Optimum Placement in the Learning Atmosphere
- (37) A Day Treatment Program's Approach to Children with Severe Learning Disorders
- (95) What is the Optimal Learning Environment for the Young Child
- (98) Counseling and Guidance for the 'Instructionally Ill' Student
- (136) The Use of the Child Development Specialist in the Elementary Schools
- (138) Self Concept and Learning: Breaking the Vicious Circle
- (224) Comparing Peer Status Ratings of Elementary Pupils with Their Guidance Data and Learning Efficiency Indices
- (237) Encouraging Children to Learn

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- (17) Reliability, Validity and Favorability of Selected Indicators of Behavioral Change in Children
- (53) Developing an Elementary Guidance Program and Some of the Ramifications Involved
- (63) A Childhood Attitude Inventory for Problem Solving
- (67) Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction

- (68) Patterns of Disturbed Classroom Behavior, The Nature and Measurement of Academically Related Problem Behaviors
- (70) Guidelines for Pupil Personnel Services in the Elementary School
- (90) Sociometry: Rationale and Technique for Effecting Behavior Change in the Elementary School
- (127) Psychological Evaluations and Teacher Perceptions of Students
- (160) Age and Other Correlates of Self-Concept in Children
- (180) An Experimental Study to Determine the Effects of an Organized Guidance Program on Achievement Gain at the Elementary Level as Measured with a Specified Test Battery
- (224) Comparing Peer Status Ratings of Elementary Pupils with Their Guidance Data and Learning Efficiency Indices
- (279) Defensive and Nondefensive Change in Children's Response to Personality Questionnaires

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- (38) Extending Clinic Resources, A Remedial Therapy Program in a School
- (51) National Institute of Mental Health, Bethesda, Maryland
- (91) School Child Guidance Services, Retrospect and Prospect
- (190) Teachers and Social Work in the New York City Schools: Perspectives on Child Guidance
- (305) Mental Health Problems of School Children

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- (28) Differences in the Cognitive Functioning of Normal, Mentally Retarded, and Emotionally Disturbed Subjects: Implications for School Relevant Differential Diagnosis
- (161) Reactions of Normal Children to Retardates in Integrated Groups

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- (42) Counseling Minority Group Youth/Developing the Experience of Equality Through Education
- (99) A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
- (167) First To Ninth Grade IQ Changes of Northern Negro Students
- (198) Guidance in Selected Elementary Jewish Day Schools: An Attempt to Develop a More Effective Guidance Program in a Growing Movement

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- (137) Pupil Turnover and Academic Performance in an Inner City Elementary School

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- (90) Sociometry: Rationale and Technique for Effecting Behavior Change in the Elementary School

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- (33) The Resident Counselor Project in the South-Western Schools in Conjunction with Ohio University, A Final Report
 (74) Occupational Information in the Elementary School
 (75) The World of Work Through Elementary Readers
 (76) Occupational Choice and the Multidimensional Rankings of Occupations
 (85) Occupational Information in the Elementary School
 (218) Occupational Information: Its Nature and Use
 (280) Introducing the World of Work to Children
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- (6) Counseling Children in Groups
 (8) Illustrative Action Programs
 (18) Peer Acceptance-Rejection and Personality Development
 (21) Guidance Research in Action, Group Counseling with Parents
 (23) Parent and Counselor Perceptions of Their Participation in Group Counseling
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 (46) Experiences With Group Work Involving Parents
 (54) Using Research Findings to Change Elementary School Counseling Practices
 (88) Career Requirements of Gifted Elementary Children and Their Parents
 (95) What is the Optimal Learning Environment for the Young Child
 (97) Prevention and Detection of Emotional Disturbances in Preschool Children
 (110) Orientation to Work in Children
 (128) Do Children Need Play Therapy?
 (140) The Elementary School Counselor: Counselor for Parents
 (168) Note on Parent Attitudes Toward Independence Training and the Academic Achievement of Their Children
 (172) Parent-Child Relations in the Early School Years

- (209) Observation of Parent-Child Interactions and Parental Counseling Used Conjointly in Treating Emotionally Disturbed Children: An Exploratory Study
- (230) Parental Identification in Relation to Vocational Interest Development
- (231) Depth Consultation with Parents
- (277) The Child's Need and Teacher Training
- (204) Role Behavior Differential Between the Social Counselor and The School Psychologist
- (216) Construction and Initial Administration of a Test To Measure Teacher Perceptiveness of Elementary School Guidance Problems
- (323) Personality and Social Development: Peer and School Influence

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- (8) Illustrative Action Programs

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- (18) Peer Acceptance-Rejection and Personality Development
- (44) Elementary School Counseling and Peer Relations
- (71) A Study of the Effects of Different Kinds of Ability Grouping on Personal Relationships Among High School Students
- (143) Elementary School Counseling and Peer Relations
- (173) Some Concomitants of Underachievement at the Elementary School Level
- (196) Elementary Counseling and Classroom Interpersonal Relationships
- (224) Comparing Peer Status Ratings of Elementary Pupils with Their Guidance Data and Learning Efficiency Indices
- (323) Personality and Social Development: Peer and School Influence

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- (107) The Good Child Facade in Chronic Underachievers
- (173) Some Concomitants of Underachievement at the Elementary School Level
- (178) A Group Counseling Approach to the Acting-Out Preadolescent
- (199) Some Social and Personal Variables Affecting Elementary School Guidance Practice
- (232) Behavior Problems of Children as Viewed by Children in the Fifth Through Eighth Grades
- (244) Personality and Adjustment of Low and High Anxious Children
- (280) Introducing The World of Work to Children
- (284) National Advisory Council on the Education of Disadvantaged Children
- (294) The Elementary School Counselor: Preparation and Functions
- (304) Elementary School Counseling
- (324) Achievement, Creativity, and Self-Concept Correlated of Teacher-Pupil Transactions in Elementary Schools

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- (12) Pilot Project in Elementary School Guidance, 1965-66
- (19) Report of the 1965-66 Elementary Pilot Guidance Program
- (26) The Elementary School Guidance Project in the Berea City School District, 1966-67
- (27) The Experimental Elementary Guidance Project in the Kent State University School, 1966-67
- (35) A Report of a Demonstration and Experimental Elementary School Guidance Project Approved Under Title V-A of the National Defense Educational Act
- (38) Extending Clinic Resources, A Remedial Therapy Program in a School
- (55) A Rationale for School Counseling
- (58) Revision of ACES-ASCA Committee Report on Elementary School Counselor
- (117) A Pilot Program in Elementary School Guidance: A Study of Teacher Reactions

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- (80) School Centered Play-Therapy Program
- (128) Do Children Need Play Therapy?
- (151) Elementary School Counseling with Unstructured Play Media
- (254) Most and Least Used Play Therapy Limits
- (311) The Use of the Seminar in Training Teachers and Counselors As Leaders of Therapeutic Play Groups for Maladjusted Children
- (319) The Fruits of the First Season: A Discussion of the Role of Play in Childhood

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- (97) Prevention and Detection of Emotional Disturbances in Preschool Children
- (118) Teachers' Belief Systems and Preschool Atmospheres
- (179) A Longitudinal Study of Early Social Behavior and Cognitive Development

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- (2) The Future of Elementary School Guidance
- (8) Illustrative Action Programs
- (11) A Handbook for Administrators, Teachers, Counselors and Parents Who Are Interested in Planning and Organizing an Elementary Guidance Program
- (12) Pilot Project in Elementary School Guidance, 1965-66

- (24) Guidance in the Elementary School
- (35) A Report of a Demonstration and Experimental Elementary School Guidance Project Approved Under Title V-A of the National Defense Educational Act
- (46) Experiences with Group Work Involving Parents
- (57) Elementary Guidance Project Approved Under Title V-A of the National Defense Education Act
- (70) Guidelines for Pupil Personnel Services in the Elementary School

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- (12) Pilot Project in Elementary School Guidance, 1965-66
- (15) Research/Family Group Consultation and the School Counselor
- (26) The Elementary School Guidance Project in the Berea City School District, 1966-67
- (27) The Experimental Elementary Guidance Project in the Kent State University School, 1966-67
- (33) The Resident Counselor Project in the South-Western City Schools in Conjunction with Ohio University
- (48) Quality Guidance Services, Level III Accreditation: Level I? Level II? Level III?
- (70) Guidelines for Pupil Personnel Services in the Elementary School
- (124) Some Thoughts on Elementary School Guidance
- (191) A Pilot Program in Elementary School Guidance: A Study of Change

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- (31) The Psychiatrist as a Consultant to the School
- (91) School Child Guidance Services, Retrospect and Prospect
- (135) Therapeutic Strategies with School Phobics

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- (5) Dimensions of the Counselor's Relationships
- (9) A Guide to Pupil Personnel Services for Schools in the State of Illinois
- (13) Blocks to Learning, Plans for the Future of the Division of Pupil Personnel Services
- (70) Guidelines for Pupil Personnel Services in the Elementary School
- (132) Issues in Initiating and Implementing the Services of an Elementary School Counselor
- (136) The Use of the Child Development Specialist in the Elementary Schools

- (158) The School Social Worker and School Psychology
- (267) Pupil Personnel and Guidance Services
- (296) The Use of the Child Development Specialist: One Approach to Improving Counseling and Psychological Services in the Elementary School
- (306) Research and Demonstration Center of the Interprofessional Research Commission on Pupil Personnel Services

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- (55) A Rationale for School Counseling
- (57) Elementary Guidance Project Approved Under Title V-A of the National Defense Education Act
- (58) Revision of ACES-ASCA Committee Report on Elementary School Counselor
- (60) Social Work in the Elementary Schools: Techniques and Goals
- (176) Current Issues and Problems in Elementary School Guidance

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- (35) A Report of a Demonstration and Experimental Elementary School Guidance Project Approved Under Title V-A of the National Defense Educational Act
- (38) Extending Clinic Resources. A Remedial Therapy Program in a School
- (82) The Basis of Underachievement: Neurological or Psychological

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- (28) Differences in the Cognitive Functioning of Normal, Mentally Retarded, and Emotionally Disturbed Subjects: Implications for School Relevant Differential Diagnosis
- (34) Parent-Child Interaction and Vocational Development, A Review of Theory and Research
- (53) Developing an Elementary Guidance Program and Some of the Ramifications Involved
- (55) A Rationale for School Counseling
- (63) A Childhood Attitude Inventory for Problem Solving
- (66) Social Class Effects on Concept Attainment
- (69) The Analysis of Cognitive Growth of Children as Shown in Their Oral Discussion and Written Compositions
- (114) An Evolving Elementary School Guidance Program and On-Going Research Projects
- (120) A Review of Literature as a Service to Teachers

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- (6) Counseling Children in Groups

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- (16) The Elementary School Counselor and Teacher-Pupil Relationship
- (51) National Institute of Mental Health
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