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ABSTRACT

This information analysis paper, based on a search of the ERIC data base, presents an in-depth analysis of current topics in group guidance. A variety of group guidance models are discussed, then issues and trends resulting from their implementation are analyzed. Implications are stated for further development of group approaches to guidance services. The effects of this aspect of guidance on counselors is also discussed. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system.  
 (Author/BP)

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# GROUP GUIDANCE



# Searchlight

Relevant Resources in High Interest Areas

Stephen Joel Gill



GROUP GUIDANCE

Stephen Joel Gill

AN INFORMATION ANALYSIS PAPER.  
Based on a computer search of the ERIC data base  
November 1966 through May 1978

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Ann Arbor, Michigan*

1978

## INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users; we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling

Career Resource Centers

Counseling the Exceptional: Handicapped and Gifted

Violence in the Schools

Career Development: Programs and Practices

Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones.

If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz  
Director, ERIC/CAPS

Libby Benjamin  
Associate Director, ERIC/CAPS

## GROUP GUIDANCE

Stephen Joel Gill

Group approaches to counseling have been developed to achieve a variety of goals, for a variety of clients, and in a variety of ways. This diversity has resulted in innovative but largely untested helping models of group guidance. New resources and strategies have evolved but there are many unresolved issues as well. This review of recent literature will identify a variety of group guidance models, issues and trends in the field that result from their implementation, and the implication of the further development of group approaches to guidance services.

### Models for Group Counseling

The goals of group guidance have included many of the kinds of changes students traditionally seek through individual counseling. However, group counselors believe that goal-directed social interaction and group support are necessary conditions for much academic, intrapersonal, interpersonal and community problem solving. These conditions are available only through planned, small group experiences.

*Goals of Group  
Guidance*

The structure of these group experiences may vary greatly, but the goals are similar. This is evident when attempts to achieve academic goals are considered. Activity groups (EJ 095 856), growth groups (EJ 070 331), reinforcement groups (EJ 058 034), and learning counseling groups (ED 057 414) have all been utilized to help students improve poor academic

skills. The development of positive attitudes toward school has been approached through outdoor camping in groups (EJ 092 451), through growth groups (EJ 070 331), and through learning counseling (ED 057 414). An experience for which Greange (EJ 034 635) assigns the generic term "group counseling" has been successful motivating underachievers. Counseling in groups has been utilized to reduce the fear of tests for high school students (ED 057 414). A group guidance program has been designed to help junior college students achieve improved study habits (ED 016 487). Counselors have also applied group counseling to the remediation of reading problems (EJ 097 621).

The primary intrapersonal goal of group guidance has been to enhance self-esteem and improve self-concept of clients. A report from the Zion Conference on elementary school guidance in Illinois concluded that all group activities in school have the potential to be used for developing a positive self-concept in students (ED 010 891). More specifically, counselors have utilized "guidance groups" (EJ 130 309), activity groups (EJ 095 856), outdoor camping groups (EJ 092 451), and structured group experiences (EJ 163 293) to influence student self-concept.

Other intrapersonal goals of group guidance and the strategies that have been designed to achieve them include: improving classroom behavior through behavioral group counseling (EJ 105 559); learning decision-making skills through educational group games (EJ 095 847); developing an ability to make responsible career choices through group vocational guidance (ED 048 446); and preventing drug and alcohol addiction in individuals

*Improving Client  
Self-Esteem*

through group therapy, psychodrama, behavior modification in groups, values-oriented groups, confrontation games, fantasy and gestalt techniques (EO 073 395).

Landreth (EJ 099 081) has argued that groups should help members learn to take responsibility for their own behavior. McGhearty and Womble (EJ 029 426) have developed a group method for helping students to "accept responsibility" for their decisions. Personal responsibility is a quality that can be achieved through group experiences and is necessary for the achievement of other intrapersonal goals.

Any situation where small numbers of people are working together to attain similar understanding or change lends itself to the achievement of interpersonal goals. For example: Adlerian group counseling has been utilized to help children achieve "social adjustment" (EJ 158 412); structured group experiences have been utilized to help children become aware of common feelings among peers (EJ 085 757); and a group guidance program has been suggested for helping junior college students improve their attitudes toward others (EO 016 487). Group counseling has also been proposed as an approach to helping delinquent youth develop more socially acceptable attitudes (EO 068 870).

*Enhancing  
Interpersonal  
Relationships*

The Zion Conference on elementary school guidance in Illinois concluded that group work is an effective way for children to relate to each other (EO 010 891). Spahn (EO 060 487) found that group counseling in the elementary school can help children learn to explain their feelings, attitudes, values, and problems to peers without fear of adult judgment. Each of these interpersonal goals is important to social functioning.

Group guidance can also help people achieve community goals. As social institutions become increasingly heterogeneous and rapid technological change puts increasing stress on our communities, strategies are needed for helping large groups of people live together cooperatively. Group counseling has been used with black and white secondary school students to reduce tensions resulting from desegregation (ED 074 417). The groups were used to promote "openness and understanding" among students from different cultural backgrounds. Meyer (ED 031 725) suggests that group methods can be used to improve residential college communities as well as the total campus environment. By striving for better relationships among staff and students, as well as increasing sensitivity to student needs, student personnel workers can make the campus a better place to live. When a specific problem comes to a counselor's attention, it is sometimes effective to treat not only the individual involved but his/her family as well, as suggested by Fauber (Ed 031 822) in his description of multiple group counseling.

*Meeting  
Community Goals*

#### Issues and Trends

There are four significant trends in the application of group guidance models. These trends are having an effect on future directions of counseling. One is an emphasis on a developmental approach to group guidance goals, which assumes that most intrapersonal problems occur because of failure of the individual to satisfactorily complete critical life tasks that present themselves as the person grows and changes. Developmental group counseling helps people identify and develop the skills that are needed to complete these

*Developmental  
Approach*

life tasks. Dinkmeyer (ED 018 820) has proposed that developmental group counseling become a part of the educational process for all children. The approach has been successful in improving the classroom behavior of elementary students (ED 143 968, ED 060 487) and it has been proposed as a way to improve life in college residence halls (ED 031 725). The increased emphasis on developmental processes from elementary school to college encourages formulation of programs which are designed to provide group guidance to all students, not just those in need of remedial help.

In conjunction with the developmental approach is the trend toward increased numbers of group guidance programs for elementary school students. Dinkmeyer (ED 018 820) argues for this in his proposal for the implementation of developmental counseling groups in elementary schools. In addition to developmental groups, other group approaches have been utilized in elementary school counseling (EJ 151 092, EJ 112 244, EJ 097 621, EJ 105 559, EJ 097 581, EJ 043 743, ED 025 796, ED 010 891, ED 060 487, ED 049 483). Counselors are already aware of those group characteristics most effective with this age group, such as high structure, time limitations, small numbers of participants, and use of role-playing and play materials (ED 010 890).

Another major trend in group guidance is the application of social reinforcement techniques to group counseling. Social reinforcement in groups has been utilized to help nonverbalizing children (EJ 024 007), to increase adaptive behavior in children (EJ 018 363), to decrease disruptive behavior in children (EJ 105 559), and to help children "set realistic

*Elementary  
Guidance  
Programs*

*Social  
Reinforcement  
Techniques*

goals" (EJ 036 815). Although several research studies have failed to demonstrate that social reinforcement groups are more effective than other procedures for achieving certain goals (ED 110 857, ED 090 471), more research should be undertaken before the full efficacy of this approach can be determined.

A fourth significant trend in group guidance is the use of group methods to provide consultation services. There is a recognition among some counselors that direct service to clients is not always the most efficient or effective way to help clients. An alternative is consultation, that is, helping intermediate groups of people (such as parents or teachers) to help the clients solve a particular problem. This provides an alternative model to direct, remedial counseling. The notion of consultation has been accepted for a long time, but the application to group guidance is part of a new trend to make consultation a basic role of the counselor. Shaw (ED 012 076) has proposed a comprehensive consultation model with counselor involvement in the total learning environment of a school. Basic to this model are counselor-led group sessions with parents and teachers, a group consultation approach which has been found to be more effective than direct remedial help (EJ 169 305, EJ 097 581) in changing some students' behavior. For example, group consultation has been reported to be effective in helping parents cope with the problems of having a child with learning disorders (ED 019 130). In addition, several group consultation procedures have been proposed to help teachers solve classroom problems (EJ 125 626, ED 114 376). Varenhorst (EJ 108 860) has described how group consultation can be used to help secondary school students act as counselors to their peers.

*Group  
Consultation  
Services.*

### Implications for Counselors

There are certain questions with regard to the application of group procedures that will need to be answered in the future. Whether or not group counseling is more effective than other counseling methods has not been resolved. It has been reported that "classroom behavior management" is more effective than "client-centered group counseling" in helping potential school dropouts (EJ 075 521), and that "play media counseling" has been found to be more effective than "verbal group counseling" in helping to change the social position of children (EJ 074 180). Several studies have attempted to compare group counseling to individual counseling (EJ 167 371, EJ 152-915). However, until investigators become more rigorous with regard to defining the variables in their studies, no conclusions can be drawn. Maloney (ED 060 475) concluded from his review of research on group counseling in higher education between 1955 and 1967 that the findings were inconclusive due to experimental procedures. This situation has not changed for group guidance during the ten years since his review. Until the group procedure being evaluated is clearly described and the desired outcomes put in measurable terms, counselors will not be able to use group counseling research data with confidence.

Another critical question raises the issue of which characteristics of counseling groups will produce the most effective design. One characteristic that has been examined is the amount of structure that is needed in groups (EJ 089 246, EJ 080 791, EJ 043 758). Another characteristic with which counselors have been dealing is the degree of group

*Need for Rigor  
in Research*

openness to new clients coming into an ongoing group (ED 033 392). Further research is needed to establish the effect of any specific characteristics on counseling groups.

There are numerous possibilities for the utilization of group methods. Design and application depends on the goal of counseling, the population to be served, and appropriate techniques. Success in group counseling is related to the counselor's ability to set realistic goals for a specific population and skill in the use of various techniques to facilitate goal attainment. This requires a variety of group experiences on the part of the counselor and a counselor training program that exposes them to the necessary skills.

*Choosing Goals  
and Techniques*

As the developmental approach to group counseling continues to emphasize group guidance for all students, and the need for group counseling becomes more apparent at the elementary school level, counselors and counselor education will need to adapt to the new demands. Counselors need to understand principles of human development and related life tasks. They need to learn how to teach life skills to others. This ability will be enhanced by taking advantage of group processes to facilitate intrapersonal and interpersonal development. Groups will become the most viable approach to developmental counseling if counselors continue to expand their responsibilities to all students.

In recent years, most counseling services in school systems have been cut back. But the trend toward group counseling programs for elementary school students shows that, at least on one level, the potential of group methods is being recognized. If this trend continues, there will be a demand for counselors who can use group activities to help

young children. This will involve counselors in the child's life at a time critical to the learning of intrapersonal and interpersonal behaviors.

The success of social reinforcement group procedures for some problems points to social learning principles as an essential part of a counselor's knowledge base. Group counselors will be called on to help groups of people modify their behavior in some way.

*New Demands on  
Counselors*

Regardless of theoretical orientation, counselors will need to be able to apply reinforcement strategies within group situations.

Direct, remedial help is not always the most effective, and rarely the most efficient, way to serve large numbers of people. Group consultation offers counselors an alternative. Counselors need to learn how to help parents and teachers respond effectively to the problems of students. This requires the development of consultation skills and an ability to bring members of a community together to work on common goals. Most counselor education programs will have to restructure their programs so that traditional models of helping will be learned along with group counseling and consultation methods.

#### Summary

There is great diversity among the various models of group counseling. Counselors have used different group methods to help students, from elementary school to college, solve academic, intrapersonal, interpersonal, and community problems. Developmental group counseling has become a viable way of facilitating learning and change in elementary school students, as well as students at the secondary and college levels. Because early development

is so important, the emphasis may be on elementary school children. Social reinforcement group counseling is becoming widespread in its application, and will become part of the group counselor's repertoire of skills. Group consultation procedures have been implemented with good success and are a needed alternative to direct, remedial counseling. However, in order to understand and evaluate these methods, experimental research which has clearly stated hypotheses and clearly defined variables must be applied to group counseling situations. The implication of these trends for the counselor's role and counselor education programs is a new emphasis on the learning of group counseling skills for individual, group, and community change.

EJ171180 CG513354  
The Use of Creative Drama with Acting-Out Sixth and Seventh Grade Boys and Girls  
Allan, John B.  
Canadian Counselor, #1, 3, 135-42 Apr 77  
Describes development and use of creative drama with 30 children over a six month period. Over time, the dramas evolved through four stages: chaos, control and chaos; control; and flexibility. Certain developmental and psychological themes also emerged: narcissism, exhibitionism, activity, orality, dominance, morality, social themes, comedy and rhythm. (Author)  
Descriptors: \*Elementary School Counseling/ \*Counseling Programs/ \*Creative Dramatics/ \*Dramatic Play/ \*Child Development/ Research Projects/ Elementary Secondary Education / Program Descriptions/ Group Counseling

EJ169305 CG513259  
Counseling focus: Are Parents Necessary?  
Hayes, Edward J.; And Others  
Elementary School Guidance and Counseling, 12, 1, 8-13 Oct 77  
Examines whether counselors were more effective as behavioral change agents when working directly in groups with minority students, or when working indirectly through parents of these minority students. Results tend to support the position that counseling conducted indirectly through parents is more effective. (Author)  
Descriptors: \*Group Counseling/ \*Counseling Effectiveness/ \*Parent Counseling/ \*Change Strategies/ Comparative Analysis/ Research Projects/ Elementary Education/ Elementary School Counseling/ Behavior Change/ Parent Teacher Cooperation  
Identifiers: \*Junior Index of Motivation/ \*Coopersmith Self Esteem Scale/ JIM/ SEI

EJ169304 CG513258  
Group Counseling for Aggressive School Children  
Tidwell, Romelia; Bacnus, Vickie A.  
Elementary School Guidance and Counseling, 12, 1, 2-7 Oct 77  
Describes a counseling program using a group counseling procedure for decreasing fighting and injurious physical contact among elementary school boys. No evaluation was done. (Author)  
Descriptors: \*Student Behavior/ \*Group Counseling/ \*Behavior Change/ \*Elementary School Counseling/ \*Aggression/ Elementary Education/ Males/ Counseling Programs/ Program Descriptions

The Differential Long-Term Effects of Client-Centered, Developmental Counseling with Individuals and Group  
Wearne, T. D.; Powell, J. C.  
Canadian Counselor, 11, 2, 83-92 Jan 77  
A study involving 541 female students, in four grade levels in an urban commercial secondary school is reported. It was concluded that individual and group counseling have distinctively different effects, and that these effects tend to last for extended periods (at least one year) without reinforcement. (Author)  
Descriptors: \*Counseling, Effectiveness/ \*Helping Relationship/ \*Individual Counseling/ \*Group Counseling/ \*Student Behavior/ \*Interaction Process Analysis/ Research Projects/ Secondary Education/ Females/ Comparative Analysis/ Secondary School Students

EJ163293 UD505388  
Self-Esteem: The Alternative to Genetic Inferiority  
Bewley, Ken  
Negro Educational Review, 28, 2, 95-9 Apr 77  
51 second and third graders participated in a study to determine the extent to which structured group counseling with elementary school students can affect the child's self-esteem. Secondary purposes were to determine the effects on self-esteem of working with significant adults, namely parents and teachers, in the child's life. (Author/JM)  
Descriptors: \*Elementary School Students/ \*Self Esteem/ \*Group Counseling/ \*Parent Counseling/ \*Black Students/ Student Attitudes/ Changing Attitudes/ Intervention/ Program Evaluation/ Racial Differences/ Elementary Education  
Identifiers: Texas (Waco)

EJ158412 CG512278  
Adlerian Group Counseling with Contracted Homework  
Kern, Roy M.; Hankins, Gary  
Elementary School Guidance and Counseling, 11, 4, 204-289 Apr 77  
The use of Adlerian group counseling, supplemented with homework in the form of contracts, is a viable approach for ameliorating long term and immediate social and personal adjustment of elementary school children. This study demonstrates children within a group possess resources which they can use to modify their behavior. (Author)  
Descriptors: \*Behavior Change/ \*Group Counseling/ \*Performance Contracts/ \*Homework/ \*Psychotherapy/ \*Helping Relationship/ Elementary School Students/ Elementary Education / Research Projects  
Identifiers: \*Adlerian Group Counseling

EJ152915 AA524551

A Comparison of Outcomes in Individual and Group Counseling with Ninth-Grade Girls

Wearne, T. D.; Powell, J. C.

Alberta Journal of Educational Research, 22, 3, 254-60  
Sep 76

Compares and measures differences in self-concept and attitude toward school between ninth-grade girls who had received group or individual counseling over a 15-week period and girls who had not been counseled. (Author/RK)

Descriptors: \*Counseling Services/- \*Secondary School Students/ \*Females/ \*Group Counseling/ \*Individual Counseling/ Educational Research/ Research Methodology/ Tables (Data)/ Student School Relationship

EJ151092 CG511653

Characteristics of Children Differentially Referred for Group Counseling

Wagner, Carol A.

Together, 1, 2, 68-76 F 76

This investigation attempted to determine whether fourth-grade children (N=139) categorized by sex and referral status for group counseling could be distinguished by the variables of socioeconomic status, self-concept, dependency, locus of control, ability, need achievement, peer acceptance, generalized anxiety, and problem behavior that interferes with academic achievement. Implications are discussed. (Author)

Descriptors: \*Group Counseling/ \*Sex Differences/ \*Student Characteristics/ \*Academic Achievement/ Elementary Education/ Research Projects/ Elementary School Students/ Referral/ Socioeconomic Status

EJ148714 PS505192

Guided Group Interaction: Positive Peer Culture

Harstad, Curtis D.

Child Care Quarterly, 5, 2, 109-120 Sum 76

Presents the basic general component of the guided group interaction model as it applies to a group-home setting, elements that make this a workable approach, problems, and evaluative results. The group as the element of change, staff role, group composition, and the group meeting are discussed. (JH)

Descriptors: \*Peer Relationship/ \*Delinquent Rehabilitation/ \*Group Relations/ \*Group Counseling/ \*Group Guidance/ \*Child Care Workers/ Behavioral Counseling/ Behavior Problems/ Problem Solving/ Adolescents

EJ144364 CG510898

Drama Counseling  
Castagna, Dorothy

Journal of International Association of Pupil Personnel Workers, 20, 4, 239-240 Sep 76

The author explains the use of drama and mime in counseling in the elementary school. (HMV)

Descriptors: \*Group Counseling/ \*Counseling/ \*Elementary School Counseling/ \*Drama/ Elementary Education/ Program Descriptions

Identifiers: \*Drama Counseling

EJ139110 CG510300

Counseling With the Mentally Handicapped Child

DeBlasie, Richard R.; Cowan, Mary Ann

Elementary School Guidance and Counseling, 10, 4, 246-252  
May 76

The authors discuss the needs of educable mentally handicapped children and their rights for counseling services. Counseling should start at the elementary school level and should be directed to the emotional and educational problems these children face. The counselor should be educated in the field of exceptional children. (Author/SE)

Descriptors: \*Educable Mentally Handicapped/ \*Counseling/ \*Counselor Functions/ \*Emotional Problems/ \*Exceptional Children/ Elementary School Students/ Group Counseling/ Self Concept/ Educational Problems/ Children/ State Of The Art-Reviews

EJ130309 SP504045

The Effect of Individual Contracting and Guided Group Interaction Upon Behavior Disordered Youth's Self-Concept

Brown, Wesley; Kingsley, Ronald-F.

Journal of School Health, 45, 7, 399-401 Sep 75

Descriptors: \*Youth/ \*Self Concept/ \*Self Evaluation/ \*Group Counseling/ \*Individual Counseling/ \*Behavior Problems/ Self Esteem/ Group Guidance/ Adolescents/ Delinquent Behavior

EJ129115 CG509572

Case Analysis: Consultation and Counseling

Harris, Gloria

Elementary School Guidance and Counseling, 10, 2, 123-130  
Dec 75

The author discusses in detail the case of a fifth grade student with behavior problems. Transactional analysis, group counseling, and counseling of parents as well as teachers were successful in effectively dealing with the problems at hand. (SE)

Descriptors: \*Behavior Change/ \*Case Studies/ \*Elementary School Students/ \*Change Strategies/ \*Contingency Management/ Group Counseling/ Reinforcement/ Parent Child Relationship/ Parent Counseling

EJ125626 CG509286

Case Analysis: Consultation and Counseling  
Sugar, Marilyn Susman, ed.; McKelvey, William, ed.  
Elementary School Guidance and Counseling; 10, 1, 72-76  
Dct 75

Outlines the procedures used by one elementary school counselor to meet the needs of a teacher with a disruptive class. Includes comments by another elementary school counselor at the end. (Author)

Descriptors: \*Counseling/ \*Elementary School Counseling/  
\*Classroom Environment/ \*Change Strategies/ \*Group Counseling/  
\*Case Studies/ \*Elementary Education/ \*Behavior Change/  
\*Consultants/ \*Interaction Process Analysis

EJ18522 UD503611

Developmental Stages of Black Self-discovery: Implications for Using Black Art Forms in Group Interaction  
Toldson, Ivory L.; Pasteur, Alfred B.  
Journal of Negro Education, 44, 2, 130-138 Apr 75

Six stages of development for black people struggling in the Western world are offered; not as tight psychological stages, but as philosophical points of departure based on the vision of the black artist. The applicability and potential therapeutic value of these stages in group counseling and other educational contexts is discussed. (EH)

Descriptors: \*Self Concept/ \*Identification (Psychological)/  
\*Cultural Images/ \*Group Counseling/ \*Art Expression/  
\*Individual Development/ \*Developmental Guidance/ \*Developmental Psychology/ \*Group Guidance/ \*Group Discussion

EJ12244 CG509261

Sex Typing in Girl's Career Choices: A Challenge to Counselors  
Harris, Sandra R.

Vocational Guidance Quarterly, 23, 2, 129-133 Dec 74  
This study investigated the effectiveness of group counseling designed to increase the number of tentative career choices made by sixth-grade girls and to decrease the percentage of sex-typed choices. (Author)

Descriptors: \*Career Choice/ \*Group Counseling/ \*Elementary School Students/ \*Counselors/ \*Sex Stereotypes/ \*Research Projects/ \*Females/ \*Elementary Education

EJ108860 CG508094

Training Adolescents as Peer Counselors  
Varenhorst, Barbara B.  
Personnel and Guidance Journal, 53, 4, 271-275 Dec 74  
Describes a training program for peer counselors in secondary school which stresses the unique role peers can perform as a bridge between a troubled young person and an

adult professional. Evidence shows that peer counselors are serving as helping agents, while developing confidence and maturity in themselves. (Author/PC)

Descriptors: \*Program Descriptions/ \*Nonprofessional Personnel/ \*Peer Counseling/ \*Educational Programs/ \*Individual Development/ \*Secondary School Students/ \*Group Counseling/ \*Decision Making Skills/ \*Secondary Education

EJ105559 CG507841

Behavioral Group Counseling with Disruptive Children  
Gumaer, Jim; Myrick, Robert D.  
School Counselor, 21, 4, 313-317 Mar 74

A counselor's success or failure is frequently associated with his ability to work with disruptive children. This article explores a behavioral group counseling approach. Results indicate that the mean disruptive behavior in the group sessions for all groups diminished considerably. (Author/HMV)

Descriptors: \*Behavioral Counseling/ \*Group Counseling/  
\*Discipline Problems/ \*Elementary School Students/  
\*Reinforcement/ \*Counseling Programs/ \*Behavior Change

EJ099081 CG507299

Facilitating Responsibility in Group Counseling  
Landreth, Garry L.

Texas Personnel and Guidance Journal, 3, 1, 15-18 Mar 74  
Assumption of responsibility for one's own behavior is not something that occurs automatically in group counseling. The group counselor must be able to facilitate the kind of climate which not only allows but encourages group members to become involved in the process of determining what they will contribute. (Author)

Descriptors: \*Group Counseling/ \*Counselor Role/  
\*Educational Counseling/ \*Responsibility/ \*Group Guidance

EJ097621 CG507166

Group Counseling with Reading Disabled Children  
McCollum, Paul S.; Anderson, Robert P.

Journal of Counseling Psychology, 21, 2, 150-155 Mar 74  
Equal numbers of reading disabled children from each of three schools were assigned to treatment or control conditions. After ten group counseling sessions students in the treated groups showed significant increases in oral and reading vocabulary skills. Sentence comprehension was not improved by counseling. (Author)

Descriptors: \*Reading Comprehension/ \*Learning Disabilities/ \*Minimally Brain Injured/ \*Group Counseling/ \*Vocabulary Skills/ \*Elementary School Students/ \*Reading Difficulty/ \*Reading Tests/ \*Underachievers

EJ097561 CG507071

Classroom-Related Behavior Problems: Counsel Parents, Teachers, or Children?

Taylor, Winnifred F.; Hbedt, Kenneth C.

Journal of Counseling Psychology, 21, 1, 3-8 Jan 74

A group of 372 children of average socioeconomic background was studied. Results following a 10-week treatment period indicated the Adlerian group counseling with significant adults (parents or teachers) was more effective in reducing behavior problems than eclectic group counseling directly with the children regardless of grade level. (Author)

Descriptors: \*Teacher Behavior/ \*Parent Counseling/ \*Behavior Problems/ \*Counseling Effectiveness/ \*Group Counseling/ Elementary School Counseling/ Elementary School Students/ Intervention/ Student Behavior

Identifiers: \*Adlerian Counseling

EJ095856 CG507069

Activity Group Therapy to Strengthen Self-Concepts

Aronin, Eugene; And Others

Elementary School Guidance and Counseling, 8, 3, 233-235 Mar. 74

The authors describe an attempt to improve academic skills and self concept in elementary school students through sensory-motor development. (RWP)

Descriptors: \*Elementary School Counseling/ \*Self Concept/ \*Group Counseling/ \*Motor Development/ \*Rehabilitation Counseling/ Elementary School Students

EJ095847 CG507060

Group Experiences in Building Planning Strategies

Quatrano, Louis A.; Bergland, Bruce W.

Elementary School Guidance and Counseling, 8, 3, 173-180 Mar 74

Reports on a study in which game techniques were used to improve the decision making processes of elementary school students in relation to educational and career planning. (RWP)

Descriptors: \*Decision Making/ \*Career Planning/ \*Vocational Development/ \*Elementary School Students/ Occupational Choice/ Counselor Role/ Educational Games/ Group Counseling

EJ094330 CG506976

Youth Talk It Over: Solving Mutual Problems

Miller, Francis T.; And Others

Personnel and Guidance Journal, 52, 7, 478-482. Mar 74

Describes a program in which high school students were given the opportunity to discuss mutual problems in a group setting with professional supervision. (RP)

Descriptors: \*Secondary School Students/ \*Peer Relationship/ \*Group Counseling/ \*Counseling Goals/ \*Group Discussion

Communication (Thought Transfer)/ Pupil Personnel Services/ Student Needs

EJ092451 CG506871

Buddies, Back Packs, and Blisters

Coffey, James V.; Fenree, John

School Counselor, 21, 3, 230-232 Jan 74

The authors describe a program involving nine middle school boys and three high school boys on a 30-mile hike on the Appalachian Trail which attempted to: (1) improve attitudes toward school; (2) improve school achievement; (3) develop a helping relationship with an older boy; and (4) improve the self-concept of the younger boy. (Author/RP)

Descriptors: \*Camping/ \*Academic Achievement/ \*Group Counseling/ \*Helping Relationship/ \*Experimental Programs/ Secondary School Students/ Student Attitudes/ Self Concept

EJ092449 CG506869

An Awareness Game for Elementary School Children

Wubbolding, Robert; Osborne, Lynda Byrd

School Counselor, 21, 3, 223-227 Jan 74

The author describes an awareness game for elementary school children the purpose of which is to promote self-perception, acceptance of feelings and peer communication on an emotional level. (RP)

Descriptors: \*Elementary School Students/ \*Group Counseling/ \*Elementary School Counselors/ \*Counselor Role/ Teaching Methods/ Interpersonal Relationship/ Peer Relationship/ Communication (Thought Transfer)

EJ089246 CG506570

Effects Of Principal Actor Time Structuring On Goal Attainment In Group Counseling

Jessell, John C.; Bush, John F.

Counselor, Education and Supervision, 13, 2, 105-110 Dec 73

Subjects were 84 university and high school students. Data was obtained from responses to a behavioral goal questionnaire and the Truax Relationship Inventory. Structuring of group counseling through the use of principal actor time did not result in differential goal attainment between clients of structured or unstructured groups. Neither was any significant difference noted in the measured therapeutic relationship achieved between counselors and clients of the respective groups. (Author)

Descriptors: \*Counseling Effectiveness/ \*Group Structure/ \*Counseling Goals/ \*Group Counseling/ \*Therapeutic Environment / College Students/ Secondary School Students

EJ087281 AA517104

Group Approaches to Counseling

Randolph, Daniel; Thompson, William

Southern Journal of Educational Research, 7, 2, 66-79 Spr

73

The purpose of this study was to assess the relative effects of two different group approaches to counseling and a placebo on measures of self-concept, interpersonal relationships, and school adjustment. (Editor)

Descriptors: \*Counseling Effectiveness/ \*Group Counseling/ \*Educational Research/ Counseling Goals/ Counseling Programs/ Elementary School Counseling/ Group Guidance

EJ085757 CG506407

Structured Group Experiences

Bender, Robert C.

Elementary School Guidance and Counseling, 8, 1, 71-73

Oct 73

Two activities designed for use in elementary school group work are described. In Activity I, Pass It On, a succession of children repeat a story showing how communication can be distorted when people don't listen. Activity II is designed to demonstrate the similarity of feelings among peers; children complete short stories begun by the leader and supply adjectives to describe them. (EK)

Descriptors: \*Communication (Thought Transfer)/ \*Group Activities/ \*Group Counseling/ \*Elementary School Counseling/ Elementary School Students/ Identification/ Interaction/ Peer Relationship/ Listening

EJ085756, CG506406

Research And Innovation In Elementary School Guidance And Counseling

Kern, Roy M.; And Others

Elementary School Guidance and Counseling, 8, 1, 68-70

Oct 73

Children in grades four through six were assigned to three experimental groups—one that received group counseling (GC), one that participated in non-counseling (called the HC or halo consultation group), and one control group. Pre- and post-testing with the Walker Behavior Identification Checklist and the California Test of Personality showed significant improvement in the experimental groups. (EK)

Descriptors: \*Elementary School Counseling/ \*Feedback/ \*Group Counseling/ \*Self Concept/ \*Teacher Attitudes/ Elementary School Students/ Personality Tests

EJ080791 CG505944

Group Counseling: To Structure or Not To Structure

Landreth, Gary L.

School Counselor, 20, 5, 371-374 May 73

This article concerning structuring in group counseling discusses a type of structuring which allows a great deal of freedom and permissiveness within the group and at the same time provides a framework within which the group can begin to function. (Author)

Descriptors: \*Counseling Effectiveness/ \*Counselor Role/ \*Group Counseling/ \*Group Relations/ \*Group Guidance/ Group Dynamics/ Interaction

EJ075521 CG505524

Behavioral Consultation and Group Counseling with Potential Dropouts

Randolph, Daniel Lee; Hardage, Nell G.

Elementary School Guidance and Counseling, 7, 3, 204-209

Mar 73

The findings of this study with respect to on-task behavior and grade point average, provide support for the position that a counselor can serve effectively as a behavioral consultant to teachers. The classroom behavior management approach offered advantages over the client-centered group counseling behavior and grade point average. (Author)

Descriptors: Behavior Patterns/ Consultants/ Consultation Programs/ Dropout Prevention/ Dropouts/ Elementary School Counseling/ \*Group Counseling

EJ074201, CG505577

A New Approach: Group Counseling with Trained Subprofessionals

Simpson, Lawrence A.; And Others

Journal of College Placement, 33, 3, 41-50 Feb-Mar 73

A discussion of a project funded by the Esso Education Foundation and conducted at the University of Virginia which integrated group counseling and the use of subprofessional student counselors into the placement operation. Students who participated in the special counseling program achieved the same degree of ultimate placement success as other registrants. (JC)

Descriptors: \*Counseling Programs/ \*Counseling Services/ \*Group Counseling/ Group Guidance/ Placement/ \*Subprofessionals

EJ074180 CG505522

Group Counseling and the Sociometric Status of Second Grade Children

Thombs, Marshall R.; Muro, James J.  
Elementary School Guidance and Counseling, 7, 3, 194-197  
Mar 73

Results of this study indicate that the groups of children who were engaged in play media counseling showed a greater positive change in social position than did those in the verbal group counseling sessions. When the scores of the counseled group were compared with the control group, a significant difference in favor of the counseled was attained. (Author)

Descriptors: \*Counseling Effectiveness/ Elementary Grades/  
\*Elementary School Counseling/ \*Group Counseling/  
Interpersonal Relationship/ \*Play Therapy/ \*Social Status

EJ071021 EM503040

Group Counseling with Children: An Annotated Bibliography

Jefferies, Doris; Schiaffino, Kathy  
Educational Technology, 13, 1, 48-49 Jan 73

Descriptors: \*Annotated Bibliographies/ \*Elementary School Students/ \*Group Counseling

EJ071020 EM503039

Should We Continue to Deradicalize Children Through the Use of Counseling Groups?

Jefferies, Doris  
Educational Technology, 13, 1, 45-48 Jan 73

Descriptors: \*Behavior Problems/ Conformity/ \*Counseling Goals/ \*Elementary School Counseling/ \*Group Counseling

EJ070331 CG505280

Growth Groups: An Encounter with Underachievers

Myrick, Robert D.; Haight, Donald A.  
School Counselor, 20, 2, 115-121 Nov 72

Data indicate that students who participated in group counseling evaluated the experience positively. Teacher evaluations of students in group counseling more often than not indicated improved work habits, greater self confidence, reduced tension, and more positive attitudes toward school. (Author)

Descriptors: \*Group Counseling/ \*Group Experience/ \*Group Guidance/ Individual Development/ Secondary School Students/ Self-Actualization/ Sensitivity Training/ \*Underachievers

EJ064342 CG504957

Group Counseling: Impetus to Learning

Gibbons, Thomas J.; Lee, Mildred K.  
Elementary School Guidance and Counseling, 7, 1, 32-36  
Oct 72

Descriptors: \*Group Counseling/ Group Dynamics/ \*Group Experience/ \*Group Guidance/ \*Learning Experience/ Motivation

EJ061630 CGS04774

Experimental Comparison Of four Approaches To Drug Abuse Prevention Among Ninth And Eleventh Graders

Swisher, John D.; And Others  
Journal of Counseling Psychology, 19, 4, 328-332 Jul 72

The results of this investigation demonstrated that knowledge about drugs can be transmitted as effectively to students through traditional classroom techniques as through relationship group counseling or model reinforcement group counseling. (Author)

Descriptors: \*Changing Attitudes/ \*Drug Abuse/ \*Drug Education/ Group Counseling/ Health Education/ \*Information Dissemination/ Reinforcement/ Secondary School Students/ \*Student Attitudes

EJ058034 CGS04386

Group Counseling of Underachievers

Allmann, Harold A.; And Others  
Canadian Counsellor, 6, 2, 112-115 Apr 72

Underachieving volunteers and non-volunteers were taught effective study skills through group reinforcement counselling. Results supported reinforcement counselling with volunteering clients. (Author)

Descriptors: Achievement/ \*Group Counseling/ Group Guidance/ Junior High School Students/ \*Learning Theories/ \*Reinforcement/ \*Study Skills/ \*Underachievers

EJ057183 CGS04451

Research and Innovation in Elementary School Guidance and Counseling

Muro, James J., Ed.  
Elementary School Guidance and Counseling, 6, 4, 291-294  
May 72

Two brief articles discuss: (1) Three group counseling approaches; and (2) A comparison of empathy in master's degree and lay counselors. (CJ)

Descriptors: Elementary School Counseling/ Elementary School Guidance/ \*Empathy/ \*Group Counseling/ \*Nonprofessional Personnel/ \*Play/ \*Play Therapy

EJ057107 CG504444

Modification of Behavior through Group Counseling and Consultation

Paimo, Artis J.; Kuzniar, Joseph  
Elementary School Guidance and Counseling, 6, 4, 258-262  
May 72

Results of the study suggest that the Parent-Teacher Consultation Procedure was the most effective strategy used in the modification of classroom behavior as measured by the Behavior Checklist (Coding Analysis Schedule for Educational Settings). (Author)

Descriptors: Adjustment Problems/ \*Behavior Change/ \*Consultation Programs/ Counselor Role/ Elementary School Counseling/ \*Group Counseling/ \*Parent Participation/ \*Teacher Role

EJ052750 CG504121

The Findings of Research on Group Approaches in Elementary Guidance and Counseling.

Howard, William, Jr.; Zimpfer, David G.  
Elementary School Guidance and Counseling, 6, 3, 163-9  
Mar 72

A review of the research to date shows the overall direction of group guidance to be more positive than negative. (Author)

Descriptors: \*Elementary School Counseling/ \*Elementary School Guidance/ \*Group Activities/ \*Group Counseling/ Group Dynamics/ \*Group Guidance/ Groups/ Guidance Services

EJ052747 CG504117

Client-Centered Group Counseling with Pre-Adolescents

English, R. William; Higgins, Thomas E.  
Journal of School Health, 41, 9, 507-509 Nov 71  
Tentative interpretation of results is that client centered group counseling is an inappropriate treatment approach with students of elementary school age. It places unrealistic demands on preadolescents to assume responsibility, and initiative, especially for verbalizing. (Author)

Descriptors: \*Adjustment Problems/ Behavior Patterns/ \*Counseling Effectiveness/ \*Elementary School Students/ \*Group Counseling/ Self Concept

EJ048373 CG503876

Utilizing Peer Helper Influence in Group Counseling

Kern, Roy; Kirby, Jonnell H.  
Elementary School Guidance and Counseling, 6, 2, 70-75  
Dec 71

This study explored the effects of group counseling procedure employing peers as helpers and compared the peer helper group counseling procedure with the counselor oriented group counseling procedure. Findings indicated that peers can

assist counselors and that the counselor alone is not a potent enough change agent. (Author)

Descriptors: Adjustment Problems/ \*Elementary School Counseling/ Elementary School Counselors/ \*Elementary School Students/ \*Group Counseling/ Peer Groups/ \*Peer Relationship/ Student Behavior

EJ046950 CG503698

GUICD: A Synthesized Group Approach

Overspike, James E.  
Personnel and Guidance Journal, 50, 3, 182-187 Nov 71  
The GUICD (guidance and counseling) approach synthesizes various elements of group guidance and group counseling in order to achieve developmental social and remedial problem solving goals in group settings. Counselors share responsibility for group leadership, provide structure for group events; and act as models in role playing situations. Group members carry out assignments based on hierarchically ordered events and chart their progress. (Author)

Descriptors: \*Cocounseling/ \*Group Counseling/ \*Group Guidance/ Group Membership/ Group Relations/ Group Structure/ Guidance Counseling/ \*Role Playing

EJ045032 CG503415

Art Counseling in an Educational Setting: Self-Concept Change Among Pre-Adolescent Boys

White, Kinnard; Allen, Richard  
Journal of School Psychology, 9, 2, 218-225 71  
The results of the study indicate that the art counseling approach was more effective in bringing about self concept changes among preadolescent boys than was the traditional nondirective counseling program. The changes in self concept observed in this experimental art counseling group remained stable during the transition into adolescence. (Author)

Descriptors: \*Art/ Art Activities/ \*Counseling/ \*Elementary School Counseling/ \*Group Counseling/ \*Self Concept

EJ043763 CGS03581

Group Counseling with Nonverbalizing Elementary Students: Differential Effects of Premack and Social Reinforcement Techniques

Isoi, Donald J.; And Others

Journal of Counseling Psychology, 18, 5, 437-440 Sep 71

In terms of the criterion measure, the social reinforcement group differed significantly from the teacher expectation and the control group. Differences in mean response gains between Premack and social reinforcement groups approached significance with the greatest changes in client behavior favoring the social reinforcement group. (Author)

Descriptors: Behavior Change/ Behavioral Counseling/ Elementary School Counseling/ Elementary School Students/ Group Counseling/ Nonverbal Ability/ Reinforcement

EJ043758 CGS03514

A Comparison of Three Group Counseling Techniques With Sixth Graders

Crow, Mary Lynn

Elementary School Guidance and Counseling, 6, 1, 37-42 Oct 71

The three approaches compared fall on a continuum according to the amount of structure involved. The two structured approaches were less threatening to the participants and served to acclimate children to group processes. The unstructured approach allowed children the freedom to discuss areas of greatest concern to them. (BY)

Descriptors: Counseling/ Counselor Performance/ Elementary School Counseling/ Elementary School Counselors/ Group Counseling/ Group Guidance

EJ043757 CGS03510

The Activity Interaction Group: A process for Short-Term Counseling With Elementary School Children

Komechak, Marilyn Gilbert

Elementary School Guidance and Counseling, 6, 1, 13-20 Oct 71

The counselor, using the activity interaction model, has become an arranger of the conditions required for learning. The establishment of such an environment assists children to fuller functioning in school and the reality of their lives outside the school. (Author)

Descriptors: Behavior Change/ Counseling Theories/ Elementary School Counseling/ Elementary School Students/ Group Counseling/ Interpersonal Relationship

EJ043743 CGS03404

Group Counseling With Primary School-Age Children

Myrick, Robert D.; Kelly, F. Donald

Journal of School Psychology, 9, 2, 137-143 71

A group counseling approach to be used with primary children focused on structuring a learning experience which proved helpful in eliciting feelings and ideas from the children and provided a loosely structured learning process, allowing the counselor to respond more fully to each child. (Author)

Descriptors: Counseling Goals/ Elementary School Counselors/ Elementary School Guidance/ Elementary School Students/ Group Counseling/ Guidance Programs/ Primary Grades

EJ043659 CGS03497

Reflective Partners: A Process Utilized in Positive Racial Change

Kranz, Peter L.; Siplin, Charles

California Personnel and Guidance Association Journal, 4, 1, 34-40 F 71

In order for the "reflective partner" process to be successful, professional training and experience in group work is needed as a basis. However, beyond this basis a requirement of a strong commitment toward "helping" other people achieve positive racial change and understanding is necessary. (Author)

Descriptors: Group Counseling/ Group Dynamics/ Group Guidance/ Guidance Counseling/ Interaction Process Analysis/ Leader Participation/ Leadership/ Leadership Training/ Racial Factors

EJ042040 CGS03361

Organizing for Group Counseling

Nelson, Richard C.

Personnel and Guidance Journal, 50, 1, 25-28 Sep 71

The three step process described is designed to increase member commitment and understanding of group counseling: first, a self selective process, second an intake interview procedure, and third, a discussion of sharing goals. (Author)

Descriptors: Group Counseling/ Group Guidance/ Group Norms/ Group Unity/ Interviews/ Objectives

EJ040374 CG503201

Counseling-Oriented Group Learning Experiences  
Cole, L. Priscilla; And Others

Canadian Counsellor, 5, 3, 161-164 Jun 71

Some of the group programs provided by the Community Counseling Service are 1) Worlds of Women focusing on women understanding themselves and the educational and employment opportunities available; 2) College Orientation assisting students with learning and occupational problems, and 3) Multi Lingual Service aiding students adjustment to a new culture. (CG)

Descriptors: Counseling/ \*Counseling Programs/ \*Counseling Services/ Females/ \*Group Counseling/ Group Experience/ \*Group Guidance/ Orientation/ Vocational Counseling

EJ038979 CG502996

Group Counseling is Needed in Our Elementary Schools

O'Keefe, Austin

Canadian Counsellor, 5, 2, 75-80 Apr 71

Described is a game which is designed to facilitate small group discussions, encourage introspection, and provide the counselor with the opportunity to spot children who need individual counseling. (CJ)

Descriptors: \*Adjustment (To Environment)/ Counseling Services/ Discussion Groups/ \*Elementary School Counseling/ \*Games/ \*Group Counseling/ Management Games/ Self Actualization/ \*Student Needs

EJ036815 CG502764

Model Reinforcement Group Counseling with Elementary School Children

Warner, Richard W.; And Others

Elementary School Guidance and Counseling, 5, 4, 248-255 May 71

The results of the study indicate that model reinforcement counseling was effective in reducing the proportion of minimal goal discrepant children. The counseling helped the students set realistic goals with which they could be satisfied. The greatest amount of change took place in an inner city school. (Author)

Descriptors: Achievement/ \*Counseling Goals/ Elementary School Counseling/ \*Elementary School Students/ \*Group Counseling/ Objectives/ \*Reinforcement/ Rural Areas/ Suburban Environment/ \*Urban Environment

EJ034640 CG502704

Group Counseling

Mahler, Clarence A.

Personnel and Guidance Journal, 49, 8, 601-610 Apr 71

This article reviews the major concerns of group counseling

and differentiates among group guidance, group counseling, and group therapy. It also evaluates the research status of group counseling and presents implications for the future of this approach. Comment by Carl E. Thoresen follows. (Author)

Descriptors: \*Definitions/ Developmental Psychology/ \*Group Counseling/ \*Group Guidance/ Group Structure/ \*Group Therapy/ Historical Reviews/ \*Individual Needs/ Leadership/ Self Actualization

EJ034636 CG502685

Encouraging Participation in Group Counseling

Clack, Ronald J.

School Counselor, 78, 4, 286-289 Mar 71

To encourage continuity in group process, audiotape playback was done of a discussion session on the previous group session, by the counselor and a participant. This proved to be a successful technique for involving all group members in the group experience. (CJ)

Descriptors: Counselor Role/ Feedback/ \*Group Counseling/ \*Group Dynamics/ \*Interaction Process Analysis/ \*Participant Involvement/ Phonotape Recordings/ Secondary School Students

EJ034635 CG502684

Group Counseling for Underachieving Ninth Graders

Creange, Norman C.

School Counselor, 18, 4, 279-285 Mar 71

While not a panacea, group counseling does appear to be an effective tool for increasing the motivation of underachievers. However, it is possible that the attention offered the students, rather than the counseling accounted for their improved behaviors. (CJ)

Descriptors: \*Attitudes/ \*Behavior Change/ Grade Point Average/ \*Group Counseling/ Group Dynamics/ Motivation/ \*Secondary School Students/ Teacher Role/ \*Underachievers

EJ034634 CG502683

Group Counseling with Discipline Problem Children at the Elementary School Level

Kelly, Eugene W., Jr.; Matthews, Doris B.

School Counselor, 18, 4, 273-278 Mar 71

While the behavioral model used did not produce any significant results, it offers the suggestion of positive change in students who consistently attended the group sessions. Further, more long term research with these methods is indicated. (CJ)

Descriptors: Attitudes/ Behavior Change/ \*Behavior Problems/ Behavioral Objectives/ \*Changing Attitudes/ \*Elementary School Students/ \*Group Counseling/ Reinforcement/ Student School Relationship

EJ032953 CG502576

An Experiment in Group Guidance with the Whole Class  
Patzau, Christine

Elementary School Guidance and Counseling, 5, 3, 205-213  
Mar '71

Not only did the group sessions enable the counselor to become acquainted with more students, but it provided the opportunity for students to express themselves openly and to become less hesitant about seeking individual help from counselor and teachers. (CJ)

Descriptors: \*Counselor Role/ Discussion Groups/ \*Elementary School Students/ \*Group Counseling/ Group Discussion/ \*Group Guidance/ \*Parent Participation/ Student Problems

EJ031822 CG502456

Multiple Family Group Counseling

Sauber, S. Richard

Personnel and Guidance Journal, 49, 6, 459-465 Feb '71

This article describes the innovative, short term approach of multiple family group counseling in which the counseling applies the principles and dynamics found in family and group counseling to the treatment of the student and his family. Several family units met together to discuss the problems that adversely affect the adolescent and result in maladaptive behaviors within the school setting. (Author)

Descriptors: Counseling/ \*family (Sociological Unit)/ Family Attitudes/ \*Family Counseling/ \*Family School Relationship/ \*Group Counseling/ Group Dynamics/ Group Guidance/ Guidance Services/ Parent Student Relationship

EJ031821 CG502447

Group Work in the Elementary School Guidance Program

Pietrofesa, John

National Catholic Guidance Conference Journal, 15, 2, 121-125 W '71

Several group projects are reviewed which suggest that group work, if well planned and continuous, can be a valuable tool for both trained teachers and counselors in their performance of the guidance and counseling functions, respectively. (CJ)

Descriptors: Disadvantaged Youth/ Discussion Groups/ \*Elementary School Guidance/ \*Group Counseling/ \*Group Experience/ \*Group Guidance/ Inner City Negro Students/ \*Self Concept/ Self Esteem

EJ029426 CG502231

Case Analysis: Consultation and Counseling

McGhearty, Loyce; Womble, Mary

Elementary School Guidance and Counseling, 5, 2, 141-147  
Dec '70

A case study presents a method employed to assist youngsters

who had been functioning below their capacities to explore their behavior and accept responsibility for their decisions. Coping mechanisms are important, particularly for children whose families can offer little positive encouragement. (CJ)

Descriptors: \*Counselor Role/ Cultural Differences/ \*Elementary School Counseling/ \*Group Counseling/ Low Income Groups/ \*Mexican Americans/ Self Concept/ Underachievers/ Values

EJ029422

The Effects of Client Centered Group Counseling Using Play Media on the Intelligence, Achievement, and Psycholinguistic Abilities of Underachieving Primary School Children

Moulin, Eugene K.

Elementary School Guidance and Counseling, 5, 85-95

Descriptors: Ability/ \*Counseling Effectiveness/ \*Elementary School Students/ \*Group Counseling/ Intelligence/ \*Play Therapy/ \*Psycholinguistics/ Underachievers

EJ025401 CG501942

Group Procedures Terminology: Sabel Revisited

Burks, Herbert M., Jr.; Pate, Robert H., Jr.

Sch Counselor, 18, 1, 53-59 Sep '70

Due to increased confusion resulting from indiscriminate labeling of processes, the guidelines for distinguishing differences between group processes have become hazy. The authors attempt to establish new guidelines by redefining and reclassifying four widely used terms: group guidance, group counseling, sensitivity training, and group therapy. A discussion of the criteria used and the implications for the practitioner conclude the article. (KH)

Descriptors: \*Counseling/ \*Definitions/ Group Counseling/ Group Guidance/ Group Therapy/ Sensitivity Training/ \*Vocabulary

EJ025393 CG501915

Learning from a First Approach in Group Work

Bensch, Berthold; Crockett, Margaret

J Int Assn Pupil Personnel Workers, 14, 4, 181-187 Sep '70

Presents a rationale for group therapy with school youngsters having personality concerns linked to the adolescent period. Discusses selection of group members, possible methods of operation, involvement of parents and school personnel, and counselor training in group work. (CJ)

Descriptors: \*Adjustment Problems/ Behavior Change/ \*Group Counseling/ \*Group Guidance/ Identification (Psychological)/ Interaction/ Process Analysis/ Interpersonal Relationship/ \*School Social Workers/ Social Psychology/ Social Work

EJ024007 CG501759  
Group Counseling with Nonverbalizing Elementary School Children

Tosi, Donald J.; And Others  
Elem Sch Guidance Counseling, 4, 4, 260-266 May '70  
The counselor's use of social reinforcement techniques under the limited conditions described in this study appears to have applicability in elementary schools. The approach allows more economical use of the counselor's time and permits teacher involvement in the counseling process. (Author)

Descriptors: \*Communication Problems/ Counseling Effectiveness/ \*Elementary School Students/ \*Group Counseling/ \*Nonverbal Communication/ Teacher Role

EJ021121 CG501552  
Group Guidance in an Employment Service Setting  
Sullivan, Dorothy R.

J Employment Counseling, 7, 75-80 Jun '70  
It has been hypothesized that through a group experience individuals might develop improved interpersonal relationships, and more relevant work attitudes and thereby improve their employability. A questionnaire was devised to study the utilization and practice of group guidance in an Employment Service setting. (Author)

Descriptors: \*Counselor Role/ \*Employment Counselors/ \*Employment Services/ Group Counseling/ \*Group Guidance/ Questionnaires/ Surveys

EJ018363 CG501325  
A Learning Theory Approach to Group Counseling with Elementary School Children

Hinds, William C.; Roehke, Helen J.  
J Counseling Psychol, 17, 1, 49-55 70 Jan  
Counseling involved the systematic use of positive reinforcement to shape each child's behavior toward adaptive responses and negative reinforcement to extinguish interfering responses. Results indicated significant changes in adaptive and interfering behaviors occurred within the counseling situation. Adaptive behaviors increased and interfering behaviors decreased. Transfer effect from behaviors in counseling to classroom behaviors occurred. (Author)

Descriptors: \*Behavior Change/ Counseling/ \*Elementary School Students/ \*Group Counseling/ \*Learning Theories

EJ017778 CG501252  
Group Counseling With Disadvantaged Youth in an Employment Setting

Waterland, Jean C.  
J Employment Counseling, 7, 1, 3-7 70 Mar  
Discusses: (1) characteristics of the disadvantaged; (2)

principles of group selection and group interaction; and (3) group counseling techniques - continuity, results, talking and influencing behavior. (EK)

Descriptors: Culturally Disadvantaged/ \*Disadvantaged Youth/ \*Employment Counselors/ \*Employment Services/ \*Group Counseling/ \*Group Dynamics/ Group Guidance/ Groups/ Occupational Guidance/ Subemployment

EJ015449 CG501160  
Essential Organizational Components of Group Counseling in the Primary Grades

Yunker, John A.  
Elem Sch Guidance Counseling, 4, 3, 172-179 70 Mar  
Discusses: (1) group success factors; (2) mutuality of problems; (3) compatibility of members; (4) size; (5) age range; (6) sex composition; (7) length of sessions; (8) duration of group; (9) physical setting; and (10) qualifications of leaders. (EK)

Descriptors: \*Elementary School Counseling/ \*Elementary School Guidance/ \*Elementary School Students/ \*Group Counseling/ Group Dynamics/ Group Experience/ Group Guidance/ Group Membership/ Group Structure/ \*Groups

EJ014277 CG501120  
Group Counseling: A First Attempt  
Croake, James W.

Psychol Sch, 7, 1, 57-60 70 Jan  
Relates personal, largely unsuccessful, initial attempt at group therapy, with view toward lending support to novice counselors trying similar experiments. (CJ)

Descriptors: Aggression/ \*Behavior Patterns/ Counselor Performance/ \*Elementary School Students/ \*Group Counseling/ \*Psychological Patterns/ Pupil Personnel Services/ Referral/ \*School Psychologists

EJ012982 CG501001

Issues and Trends in Secondary Guidance and Counseling Programs

Pietrofesa, John J.  
Nat Cath Guidance Conf J, 14, 2, 125-131 70 W  
Utilization of counseling groups leads to (1) variety of approaches, (2) more directive counseling, (3) counselees with varied backgrounds, (4) growth of groups for interracial harmony. Changes in counselor role by use of: (1) paraprofessionals, (2) guidance workers, (3) cybernetics, (4) developmental approach in an existential framework. (EK)

Descriptors: Counseling/ Counseling Programs/ \*Counseling Theories/ \*Counselor Role/ \*Counselor Training/ Counselors/ Disadvantaged Youth/ \*Group Counseling/ Group Guidance/ \*Secondary Schools

EJ012969 AA504648

Group Counseling With Emotionally Disturbed Students in a School Setting

Maynard, Peter E.; and others  
J Secondary Educ, 44, 8, 358-65 69 Dec  
School counselors without any special training may be able to work effectively with small groups of students who have been classified "emotionally disturbed." (CK)

Descriptors: Counselors/ \*Elementary School Counseling/ \*Emotionally Disturbed Children/ \*Group Counseling

EJ008955 AA503408

New York City's College Bound Program

Hillson, Henry T.  
NASSP Bull, 63, 339, 22-32 69 Oct  
Descriptors: College Admission/ \*College Bound Students/ College High School Cooperation/ \*College Preparation/ Cultural Enrichment/ \*Disadvantaged Youth/ Group Counseling/ Program Evaluation/ \*Secondary School Students/ Student Improvement/ Summer Programs/ \*Underachievers  
Identifiers: \*College Bound Program/ New York

EJ008827 CG500630

The Feasibility of Parent Group Counseling in Elementary Schools

Shaw, Merville C.  
Elem Sch Guidance Counseling, 4, 1, 43-53 69 Oct  
Descriptors: Counseling Goals/ Elementary School Counseling/ \*Elementary School Counselors/ \*Group Counseling/ \*Guidance Objectives/ Parent Attitudes/ \*Parent Counseling/ \*Parent Participation/ Socioeconomic Influences

EJ005192 CG500447

Behavioral Changes in Students

Frels, Lois  
J Sch Health, 39, 6, 405-8 69 Jun  
Descriptors: \*Behavior Change/ Communication Problems/ \*Counselor Role/ Diagnostic Tests/ Group Counseling/ \*Learning Disabilities/ \*School Nurses/ Secondary School Students/ \*Student Personnel Services

EJ004119 CG500335

Model Reinforcement in Group Counseling with Elementary School Children

Hansen, James C.; And Dther's  
Personnel Guidance J, 47, 8, 741-44 69 Apr  
Descriptors: \*Behavior Change/ Behavior Patterns/ Behavior Standards/ \*Elementary School Students/ \*Group Counseling/ Peer Acceptance/ Peer Relationship/ \*Reinforcement/ \*Sociometric Techniques

EJ002097 CG500206

Group Counseling with Children: A Cognitive-Behavioral Approach.

Mayer, G.R.; and others  
J Counseling Psychol, 16, 2 part 1, 142-49 69 Mar  
Descriptors: Affective Behavior/ Behavior Change/ \*Changing Attitudes/ Children/ \*Counselor Attitudes/ \*Elementary School Counseling/ \*Group Counseling/ \*Group Discussion

EJ000090 CG500153

Perceived Counselor Credibility as a Function of the Effects of Counseling Interaction

Hartley, Duane L.  
J Counseling Psychol, 16, 1, 63-68 69 Jan  
Descriptors: Attitudes/ Behavior Change/ \*Counseling Goals/ Counselors/ Elementary School Students/ Grade 5/ \*Group Counseling/ Interaction/ Interpersonal Relationship/ Statistical Analysis

ED143968 CG011756

A Developmental Group Counseling Program for Elementary Schools.

Malcolmson, Ingeborg; Skubinna, Kaye  
73 14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

The Del Mar Union School District in southern California began a developmental program for inarticulate, shy, poorly-peer-oriented students. A group program appeared to be the best way to give this type of child a place to make himself heard, to supply ego-supporting activities, to foster broader peer interaction and the development of relationships among group members, and to help the child develop a greater sense of self. The school district, parent involvement, group activities, and initiation of the program are described. Results of the program are: (1) the observable behavior of many of the participating children has changed, (2) teachers felt that a direct effort was being made to enhance the emotional growth of pupils in ways they, in the classroom, could not supply. (SPT)

Descriptors: \*Behavior Change/ \*Developmental Programs/ Elementary Education/ \*Elementary School Students/ Emotional Problems/ \*Group Counseling/ Guides/ \*Peer Relationship/ Program Descriptions/ \*Self Concept/ Social Psychology/ Underachievers

ED114376# SP00962J

Our Teachers are Crying: A Positive Approach to Solving Classroom Problems.

Ruben, Ann G.  
Sep 75 122p.

Available from: MSS Information Corporation 655 Madison Avenue, New York, New York 10021 (\$3.75)

Document Not Available from EDRS

This book presents a positive approach to solving classroom problems. It contains eight chapters, the first of which describes some of the problems faced by teachers and offers a solution in the form of group consultation—a situation in which teachers can share their problems. Chapter 2 discusses the consultation group method. It describes the role of the leader, presents exercises to facilitate behavior change, and contains a plan and guidelines for consultation group sessions. There is also a discussion of the similarities and differences between consultation groups and therapy groups. The subject of chapter 3 is the group leader. This chapter describes the leader's functions and role. Chapter 4 discusses prevalent problems which confront the group leader and offers suggestions on how to handle them. Chapter 5 contains sample dialogues of group sessions and a discussion of the phases the group goes through. In chapter 6, the reader is shown how the group sessions can be used to solve classroom problems. Chapter 7 contains a questionnaire and sample responses that evaluate the consultation group experience. The final chapter tells what is needed to improve the teacher training

curriculum in teacher education institutions, and what the public school systems must do to meet the teacher's needs. It also describes what some universities and public school systems are currently doing to meet these needs. (RCI)

Descriptors: \*Class Management/ Classroom Communication/ \*Classroom Guidance Programs/ Classroom Techniques/ \*Group Counseling/ \*Group Guidance/ \*Inservice Teacher Education/ Student Teacher Relationship/ Teachers

ED110857 CG008622

The Effects of a Reinforcement-Counseling Procedure on the Social Behavior and Sociometric Status of Elementary Students. Huddleston, Richard J.

73 13p.; Best copy available, some pages may reproduce poorly; Paper Presented at the Annual Meeting of the Canadian Guidance and Counseling Association, 1973

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Previous research has shown that certain counseling methods, unlike behavioral counseling procedures, have been unsuccessful in improving the sociometric status of unpopular and uncooperative elementary students. This study attempted to assess the effectiveness of behavioral counseling. Forty elementary students were identified as unpopular and uncooperative. Twenty of them were assigned to a control group while 20 others were assigned to four groups of reinforcement counseling. The latter groups met twice a week for five weeks, and the students were assisted to increase the frequency of their rewarding and cooperative behavior while in the presence of their peers. Following treatment, the sociometric instrument was readministered to all students who were randomly assigned to four groups of 10's each. Each group participated in a series of work tasks, and observations were made of the counseled and control students' rewarding and cooperative behavior. Analysis of the results revealed no significant differences between the control and counseled groups on gain in sociometric choices or in their behavior while participating in the series of work tasks. Reasons for the failure of the behavioral procedure were attributed to problems in reinforcing students who would not behave in rewarding or cooperative ways toward their peers. (Author/SE)

Descriptors: \*Behavioral Counseling/ \*Behavior Problems/ Elementary School Students/ Group Counseling/ \*Peer Relationship/ Reinforcers/ \*Social Reinforcement/ \*Sociometric Techniques/ Speeches

ED105371 95 CG400123

Group Guidance. Searchlight: Relevant Resources in High Interest Areas. Update Search 16U-2.

Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Dec 74 22p.; For related document, see ED 082 117

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2487

Contract No.: OEC-3-6-002487-1579

Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (MC \$1.50, cash or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

This updated search of the ERIC system, "Dissertation Abstracts," and the Journal literature yielded 91 documents which cover group counseling, group dynamics, types of group and how they function as well as training needed for working with groups. (CJ)

\* Descriptors: \*Annotated Bibliographies/ Group Counseling/ \*Group Dynamics/ \*Group Guidance/ \*Literature Reviews/ Research Reviews (Publications)/ \*Resource Materials.

Identifiers: \*Searchlight.

ED096569 88 CG009186

Our CARE Package of Developmental Guidance for the Elementary School.

Pinellas County District School Board, Clearwater, Fla. 73 118p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/DE), Washington, D.C.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

This book represents a sharing on the part of several counselors working in elementary schools in Pinellas County, Florida. It describes some of the favorite group activities as selected by counselors. Most of the activities can be used with class-size groups; several are designed for smaller groups of children. These suggestions, however, are in no way meant to be a "package" to be used as a unit. They are, instead, intended only as samples of procedures and techniques that have worked for some counselors. Some topics covered through the activities are interpersonal relationships, feelings, values, decision making, career choice, and personal growth and development. All activities are clearly described and divided into age ranges for which they are appropriate. (Author/HWV)

Descriptors: \*Counselors/ \*Developmental Guidance/ Educational Resources/ \*Elementary School Counseling/ \*Group Counseling/ Group Experience/ \*Resource Materials

Identifiers: \*Elementary Secondary Education, Act Title III/ ESEA Title III

ED090471 CG008878

Promoting Adolescent Decision Making Skills With Group Social Models and Structured Group Interaction:

Bergland, Bruce; Quatrano, Louis

74 33p.; Presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

The objectives for this study were to: (1) explore competing treatments for assisting students to identify, plan, gather relevant and reliable information, and consider tentative choices which will enable them to make use of these decision-making skills outside the counseling treatment setting; (2) develop and assess the relative efficacy of a structured group interaction technique, a video-presented social modeling procedure and structured interaction; and (3) generate a body of data which will permit the stating and testing of subsequent research hypotheses thus contributing to the development of counseling theory. Eleventh grade males (80) were assigned to an experimental or a control group. The treatments were: (1) structured group interaction; (2) group social modeling; and (3) group social modeling plus structured interaction. Treatment outcomes were measured by administering to each student an attitude questionnaire, career planning inventory, vocational information survey, and a vocational planning questionnaire. Analysis of results show no significant differences among groups on any of the test scores. The author concludes that since no clear evidence of uniform positive treatment effects have been demonstrated, new treatment procedures must be developed which will have the necessary power to effect positive change. (RWP)

Descriptors: Career Planning/ \*Counseling Effectiveness/ \*Counseling Goals/ \*Decision Making/ \*Group Counseling/ Group Dynamics/ Information Seeking/ Models/ \*Occupational Choice/ Secondary School Students/ Speeches

E0089064 CE001114.

Youth Guidance Systems. Implementation Report. A Proposed Model Program for Use in American Secondary Schools.

College Entrance Examination Board. Palo Alto, Calif.

1, Sep 72 23p.; See CE 001 113 for Final Report

Sponsoring Agency: California State Dept. of Education, Sacramento. Research Coordinating Unit.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The Youth Guidance Systems' (YGS) major goal is the encouragement and facilitation of considered decision making by every student. YGS seeks to establish goals, programs, and evaluation procedures which ensure continued change and relevance. Four goals have been stated for YGS (two student-centered and two staff-centered) to: facilitate decision making; provide personal problem counseling; use school, home, and community resources; and maintain continuous evaluation. Strategies identified to realize these objectives fall in these categories: (1) Planning, including administrative and policy level planning, curricular and operational, level planning, and articulation level planning; (2) differential staffing, including the staff role of the teacher, the administrator, the guidance coordinator, the counselor, the counselor assistant, the support staff, and volunteer aides; (3) guidance services, consisting of the guidance curriculum (group guidance), group counseling, individual counseling, and home-school-community interaction; and (4) evaluation. Basic changes involved in adopting the YGS model to the school are identified. (SC)

Descriptors: Counseling Programs/ Counseling Services/ Curriculum Development/ Decision Making/ Educational Planning/ Group Counseling/ Group Guidance/ Guidance Programs/ Guidance Services/ Individual Counseling/ Program Development / Program Evaluation/ Program Planning/ Staff Role/ Staff Utilization/ Student Evaluation

Identifiers: Youth Guidance Systems

E0082117 CG400098

Searchlight: Relevant Resources in High Interest Areas. 16U Update Search. Group Guidance.

Kopita, Ronald R., Comp.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Sep 73 24p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2487

Contract No.: OEC-3-6-002487-1579(010)

Available from: Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 58 documents which cover group counseling, group dynamics, types of groups,

and how they function as well as training needed for working with groups. (SD)

Descriptor's: \*Annotated Bibliographies/ Group Counseling/ \*Group Dynamics/ \*Group Guidance/ \*Literature Reviews/ Research Reviews (Publications)/ \*Resource Materials

E0079661 CG008218

Broadening the Scope of Elementary School Counseling: Some Adlerian Strategies.

Piency, Fred P.

72 12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The elementary school counselor appears unable to provide adequate services for all children simply through individual and small group counseling. However, the educational counseling and consultative aspects of the Adlerian counseling model offer unlimited possibilities for expanding developmental guidance throughout each child's school and home environment. Since the child functions within a social environment, the Adlerian counselor emphasizes working with those with whom the child has direct contact. Several potentially far-reaching Adlerian strategies are presented which the elementary school counselor, whatever his psychological orientation, may find helpful in broadening the impact of developmental guidance. (Author)

Descriptors: Community Agencies (Public)/ Consultants/ Consultation Programs/ \*Developmental Guidance/ Elementary School Counseling/ \*Elementary School Counselors/ Elementary School Guidance/ \*Environmental Influences/ Family Counseling/ Family Environment/ Group Counseling/ Guidance Centers/ \*Guidance Services/ Models/ Social Environment

Identifiers: Adlerian Counseling

ED075766 CG400078

Communique: Resources for Practicing Counselors, Vol. 2, No. 8.

Walz, Garry R., Ed.  
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

May 73 8p.  
Sponsoring Agency: Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.

Available from: ERIC/CAPS, School of Education, University of Michigan, Room 2108 SEB, Ann Arbor, Michigan 48104 (0.75 per copy and \$3.75 for ten issues)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

This issue of Communique, a newsletter providing resource information for practicing counselors, features an article describing two non-verbal group counseling techniques for the elementary school counselor; a description of value clarification including a definition of values, the steps in the value clarification process, and specific value clarification techniques for use by teachers and counselors; and new materials and resources on the effects of marijuana on the individual and society, on a training program for direction of guidance and pupil personnel services, and on major developments in secondary school, career guidance. Brief articles summarizing recent and relevant research for the counselor appear in the Vibrations section of the newsletter. In addition, dissertation abstracts and synopses of journal articles are included, as well as brief comments on them by members of the Communique staff. (SES)

Descriptors: \*Counseling Programs/ Counseling Services/ Counselor Role/ \*Counselors/ \*Elementary School Counseling/ Group Counseling/ Guidance/ Guidance Counseling/ \*Newsletters/ Nonverbal Communication/ \*Resource Materials/ Values

ED074417 CG007911

Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty.

Brown, Leander A.; And Others  
University of Northern Iowa, Cedar Falls, Malcolm Price Lab. School.

Feb 73 35p.; Paper presented at the American Personnel and Guidance Association Convention (San Diego, California, February 9-12, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

For the past several years, much emphasis has been placed on open enrollment plans involving bussing that enable black and white students to attend schools together. The Laboratory School of the University of Northern Iowa in Cedar Falls has been involved in such a program since 1968. As the project developed, the potential for very serious problems relating to racial tension and student frustration became evident. To approach these problems and to promote more openness and understanding between students from different communities, and

differing cultural backgrounds, cross-cultural group counseling sessions were developed. The groups during the past two years have consisted of combined 7th and 8th graders and combined 9th through 12th graders. Due to administrative support, student requests, and observed behavior change, a similar grouping of students will be employed during the 1972-73 academic year. Counselor observations of the program are examined, and student and faculty questionnaires and analyses of them are also included in this paper. (Author)

Descriptors: Caucasian Race/ Caucasian Students/ Counseling/ Counseling Effectiveness/ \*Counseling Programs/ \*Cultural Interrelationships/ Group Counseling/ Negro Attitudes/ Negroes / Negro Youth/ Program Descriptions/ \*Race Relations/ \*Racial Attitudes/ \*Racial Integration/ Secondary School Students/ Social Integration

ED074407 CG007891

A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts.

Randolph, Daniel Lee, Ed.; Holmes, William R., Ed.  
University of Southern Mississippi, Hattiesburg, Bureau of Educational Research.

May 72 145p.  
Sponsoring Agency: Mississippi State Dept. of Education, Jackson, Div. of Vocational and Technical Education.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

This publication examines various aspects of the problem of potential school dropouts and techniques for teaching early career development. Its three sections are concerned with (1) identification and exploration of factors related to potential dropouts; (2) a comparison of the efficacy of treatment of classroom behavior management and group counseling for use with potential dropouts; and (3) differential effects of classroom behavior management and traditional teaching techniques on vocational knowledge and attitudes at fifth and sixth grade levels. For each of these studies introductory material, study methodology and design, a discussion findings and conclusions, and recommendations are included. In addition, extensive tables give statistical information and detailed bibliographies are provided for each study separately. (SES)

Descriptors: \*Career Education/ Class Management/ Classroom Techniques/ Dropout Attitudes/ Dropout Prevention, \*Dropout Research/ \*Dropouts/ \*Elementary School Students/ Group Counseling/ Research Projects/ Students/ Vocational Development/ Vocational Education

ED073404 CG007849

The Use of Cases in the Evaluation of Three Counseling Approaches with Elementary School Children.

Palmo, A. J.  
May 72 12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The purpose of the study was to explore the effect of parent and teacher consultation used in conjunction with group counseling on the classroom behavior of first, second, third, and fourth grade children. The instruments selected were in conjunction with the primary purpose of the study; the effect of various counseling approaches on children's classroom behavior. Thus, two instruments were chosen: one the teachers would use to evaluate the children's changes in behavior (Walker, 1968-Walker Problem Behavior Identification Checklist) and a second an objective classroom observer would use to rate children's behavior (Spaulding, 1968-Coping Analysis Schedule for Educational Settings (CASES)). The hypothesis that there would be no significant differences among Group Counseling/Parent-Teacher Consultation, Group Counseling, Parent-Teacher Consultation, and Control Group Procedures was not accepted. Results suggest that Parent-Teacher Consultation was the most effective strategy used in the modification of classroom behavior and that CASES was the most valid and accurate measure of behavior change. (Author/SEJ)

Descriptors: \*Counselor Performance/ Counselors/ \*Elementary School Counseling/ Elementary School Students/ Elementary School Teachers/ Evaluation/ \*Group Counseling/ \*Measurement Instruments/ Measurement Techniques/ \*Parent Teacher Conferences

Identifiers: CASES/ Coping Analysis Schedule for Educational Settings

ED073395 CG007833

Proceedings of a Symposium on the Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction.

Gazda, George M., Ed.  
Georgia Univ., Athens. Georgia Center for Continuing Education.

72 145p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

The theme of the fifth annual Symposium on Group Procedures was "The Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction." Symposium participants included professionals in counseling; clinical, school, and educational psychology, psychiatry, and social work. In addition, invitations were sent to members of government, law enforcement, and the judiciary. The symposium consisted of the following sessions: a group therapy session; psychodrama intervention with drug addicts; behavior modification with alcoholics; a values-oriented approach to drug abuse prevention education; a game of confrontation with a view to changing the life style of the hard core addict; and

the use of fantasy and gestalt therapy with drug addicts. (WS/Author)

Descriptors: Alcohol Education/ \*Alcoholism/ Conference Reports/ \*Drug Abuse/ Drug Addiction/ Drug Education/ \*Group Activities/ \*Group Counseling/ Group Experience/ Group Guidance/ Health Education/ \*Socially Deviant Behavior/ Symposia

ED068870 CG007578

Group Counseling with Delinquent Youth.  
Gilman, Merritt; Gorlich, Elizabeth  
Rehabilitation Services Administration (DHEW), Washington, D.C.

68 45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

This publication deals with group counseling as a technique for dealing with delinquent youth. In a counseling session, youngsters discuss their experiences, feelings, and ideas under the guidance of a leader. Group counseling is recognized as an effective means of reaching hard-to-reach youth. It is hoped that through sharing, former attitudes may be altered or replaced by ones that are more acceptable to society. The publication stresses careful planning prior to the incorporation of group counseling. The booklet contains discussions of various aspects of the leader's role including: What does the leader represent to the group? What are his responsibilities to the members? What are the leader's goals for the group? How does he steer the members toward these goals? Group Counseling calls for an investment and dedication in time and effort on the parts of those involved. (WS/Author)

Descriptors: \*Counseling/ \*Delinquency/ \*Delinquent Rehabilitation/ \*Group Counseling/ Group Dynamics/ Group Guidance/ Groups/ Intergroup Relations/ Leadership/ Leadership Responsibility/ Youth/ Youth Problems/ \*Youth Programs

ED060487 CG007019

Developmental Group Counseling in the Elementary School.  
Spahn, Lee P.

May 71 32p.; Research paper submitted in partial fulfillment of the requirements of the degree of Specialist of Education, Barry College, Miami, Fla.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

This study is concerned with whether developmental group counseling will improve peer relations in the elementary school classroom. It was hypothesized that developmental group counseling would improve peer relations. Group counseling in the schools seems particularly appropriate because of the nature of both the setting and the students. The elementary school student is at a stage in his life in which it is inevitable that he will decrease his total dependence on adult models and seek identification with his peers. Group counseling can provide opportunities for peer interaction in the presence of an understanding adult, and without being dependent upon powers of censure and approval. Developmental group counseling provides the opportunity for each child to engage in an interpersonal process, through which he works in the peer group, to explain his feelings, attitudes, values, and problems, with the result that he is better able to deal with developmental tasks. Results showed that third grade boys and girls showed the greatest improvement in sociometric status; and girls at all grade levels profited more than the boys. (Author/IA)

Descriptors: \*Developmental Guidance/ \*Elementary School Students/ \*Group Counseling/ Human Development/ \*Interpersonal Relationship/ Peer Acceptance/ \*Peer Relationship

ED060475 CG006929

A Summary and Analysis of Group Counseling Research in Higher Education..

Maloney, W. Paul  
Fairfield Univ., Conn,  
71 19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The purpose of this study is to summarize and analyze the reported experimental research on group counseling in higher education between 1955 and 1967. The research is summarized and analyzed in terms of the problems, hypotheses, samples, treatments, measurements, analyses, and results. Thirty-one studies are evaluated. The findings suggest that, in general, the research in group counseling is not disciplined, controlled research. The mixed and conflicting results of the research are indicative of the methods and procedures utilized in the studies. The research neither proves nor disproves the usefulness of group counseling in improving academic achievement, changing attitudes, or modifying personality variables. Other problems found relate to: (1) lack of adherence to the experimental design employed; (2) lack of specifically stated hypotheses or the failure to adhere to the hypotheses in the course of the study; (3) failure to

delineate treatments with hypotheses; and (4) failure to use adequate samples and criteria measurements. Recommendations for improvement in future research are also offered. (RK)

Descriptors: \*Counseling Effectiveness/ Counselor Evaluation/ \*Group Counseling/ \*Group Experience/ \*Group Guidance/ Groups/ \*Higher Education/ Research

ED059002 24 RC005946

The Effects of Two Types of Group Counseling Upon the Academic Achievement and Self-Concept of Mexican-American Pupils in the Elementary School.

Leo, Paul F.

Jan 72 143p.; Doctor's dissertation submitted to University of the Pacific, Stockton, California

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.: BR-1-1-039

Contract No.: DEC-9-71-0025(10)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

A 20-week experimental study investigated effects of 2 group counseling techniques as aids in improvement of academic achievement and self-concept of 144 Mexican American pupils from the 4th, 5th, and 6th grades of 2 elementary schools. Also used in the study were results of a pilot project conducted with Mexican American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in measurement of self-concept. Two dependent variables were studied: (1) total academic achievement on the Comprehensive Test of Basic Skills and subtest scores in reading, language, and arithmetic and (2) total self-concept measured by the Semantic Differential Technique and the feelings toward nationality subtest. Independent variables were (1) comparison of the Bicultural Group Counseling Treatment, designed to develop pupil pride in ethnic background, and the traditional Group Counseling Treatment, which placed emphasis on school adjustment and improvement in academic achievement; (2) treatment effects on the school attended; (3) male and female effects produced by treatments; and (4) comparison of treatment effects on foreign-born and native-born pupils. This latter comparison was possible in only 1 school because of its almost equal proportion of foreign- and native-born students. Pre- and post-test scores were analyzed using analysis of covariance. Findings indicated that none of the variances for the treatments variable proved significant although significant interactions were found in several control variables. The pilot study reported a fairly positive correlation between the Semantic Differential Technique and the Self-Esteem Inventory, for measurement of self-concept. (Author/NO)

Descriptors: \*Academic Achievement/ Cultural Background/ \*Doctoral Theses/ \*Elementary School Students/ \*Group Counseling/ Measurement Instruments/ \*Mexican Americans/ Self Concept/ Tables (Data)

ED057414 24 CG006970

Evaluating & Extending Learning Counseling. Final Report.

Reynolds, David J.  
Temple Univ., Philadelphia, Pa.  
Dec 71 35p.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/DE), Washington, D. Hkm?

Bureau No.: BR-9-B-122

Grant No.: DEG-2-70-0008(509)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Learning Counseling, a special, small-group type of academically oriented counseling for underachieving high school students, counseled 819 students in the Pittsburgh Public schools during 1969-1971. Materials to train teachers to become Learning Counselors were developed: a manual, a series of video tapes, several casebooks, and 4 essays explaining the behavioral systems approach on which Learning Counseling is based. Two summer workshops were held to train 40 graduate students and teachers for extending Learning Counseling into higher education and teacher training. The data were subjected to an intensive analysis. The first analysis, concerning the Learning Behavior Inventory demonstrated a consistent agreement between students and teachers as to what overt and covert behaviors were shown by underachieving students. The 2nd analysis demonstrated highly significant changes in an increased students' positive attitude towards education, a reduced fear of tests and evaluation on the Fear Survey Inventory, and an increase in the desirable behaviors shown by good students. In summary, Learning Counseling appears to be a popular counseling program for underachievers, that produces documented affective and behavioral change. (Author)

Descriptors: \*Affective Behavior/ Behavioral Counseling/ \*Behavior Change/ \*Group Counseling/ Group Guidance/ Group Instruction/ \*High School Students/ Learning/ Learning Difficulties/ \*Underachievers

ED053435 24 CG006600

A Study of Four Approaches to Drug Abuse Prevention. Final Report.

Swisher, John D.; Warner, Richard W.  
Pennsylvania State Univ., University Park.  
31 Jul 71 46p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-0-B-083

Grant No.: DEG-2-700035(509)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

The purpose of this study was to compare the relative effectiveness of 4 approaches to drug abuse prevention among secondary school youth. The 4 approaches employed were: (1) a standard unit in health classes dealing with drug abuse; (2) group counseling using relationship techniques in addition to the health unit; (3) group counseling using model

reinforcement techniques and a role model who has not abused drugs in addition to the health unit; and (4) group counseling using model reinforcement techniques and a role model who is a reformed drug abuser in addition to the health unit. Criteria for evaluative purposes included gain in knowledge, changes in attitudes, and reduction in drug abuse rates following the study. This study failed to identify any one approach as being more successful than any other approach with regard to knowledge gained, attitudes changed or the use of drugs. None of the approaches had any impact on the attitudes of the students toward drugs, nor were any of the approaches effective in reducing amount of drug use. Of the counselors, those who did function as reinforcement counselors moved their groups toward healthier attitudes and reduced use of drugs; but these results did not lend themselves to adequate statistical analysis. It is important to note that the involvement of drug experienced models did not show any particular effects. (Author/TA)

Descriptors: \*Changing Attitudes/ \*Counseling Effectiveness/ \*Drug Abuse/ \*Group Counseling/ Health Education/ Models/ \*Prevention/ Secondary School Students/ Student Attitudes

ED049483 CG006290

Elementary School Group Counseling by Mental Health Consultants.

Cline, Brenda J.; And Others  
Bexar County Community Guidance Center, San Antonio, Tex.;  
Wilford Hall USAF Medical Center, Lackland AFB, Tex.

69 20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The effectiveness of an elementary school group counseling program that was conducted in the school setting by consultants from a community mental health agency was investigated. Subjects for the experimental group were twelve elementary school students who evidenced significant school-related problems, but seemed to have more potential for learning either socially or academically than they had exhibited. Three mental health specialists led one and one half-hour meetings, which were held weekly as part of the school curriculum. Academic and attitudinal school grades were used as the criterion for evaluation. An analysis of variance of the grades indicated a significant positive increase at the .05 level in the mean Grade Point Averages of the participating students. (Author)

Descriptors: Academic Achievement/ \*Consultants/ Counseling/ \*Elementary School Counseling/ Elementary School Students/ Evaluation/ \*Group Counseling/ \*Interpersonal Problems/ Mental Health Programs

Identifiers: Leadership Laboratory

ED048608 CG006266

Computerized Simulated Games: A Socialization Tool for Child Guidance.

Brown, Jeanette A.; MacDougall, Mary Ann  
Virginia Univ., Charlottesville.

5 Apr 71 13p.: Paper presented at the American Personnel and Guidance Association Convention, Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

This paper describes a computer-controlled simulation game designed to teach social skills to elementary school pupils. The major purposes of this man machine social system are to develop in students the ability to: (1) observe pupil behaviors in group problem-solving situations, (2) identify and analyze the relationship of these behaviors to the success of the group in its problem-solving task, and (3) generalize the implications of these observed behaviors to other settings. The game consists of three stages which correspond to the above objectives and represent an integrated instructional system in which pupils, counselors, and media components interact. In the first stage the pupil views video tapes which present a wide range of pupil behavior types in a group setting. The second stage requires the pupil to analyze his observations by interrogating a computer system. In the final stage students meet with a counselor in a group discussion to evaluate the information they have individually acquired. They examine alternative solutions to the problem and a consensus is achieved through an exchange of various socio-cultural views held by the participants. Implications of such a system for elementary school counseling are discussed. (RSM)

Descriptors: Computer Assisted Instruction/ Computer Oriented Programs/ Elementary School Counselors/ Elementary School Guidance/ Elementary School Students/ Group Counseling/ Groups/ Problem Solving/ Simulation/ Social Development/ Socialization

ED048446 VT012t16

A Job Placement and Group Vocational Guidance Program For Culturally Deprived High School Youth, Phase I, June 28, 1968, through June 30, 1969.

Vocational Guidance Service, Houston, Tex.  
69 40p.

Sponsoring Agency: Manpower Administration (DDL), Washington, D.C. Office of Special Manpower Programs.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

This report on the first year's operation of a program providing group counseling and placement services for disadvantaged youth in Houston, Texas, outlines the development of relationships with schools, business, labor, students, and other agencies. It includes an overview of materials presented to the students and techniques used in the presentation. Despite the success of the first year, the program can be improved by increasing individual counseling

and cutting the 30-week group program to 18 weeks. Suggestions are made in program developmental sequence to help guidance program administrators establish similar programs elsewhere. (8H)

Descriptors: Cultural Disadvantage/ Disadvantaged Youth / Group Counseling/ Guidance Programs/ Job Placement/ Occupational Guidance/ Secondary School Students  
Identifiers: Houston

ED048411 UD011357

Group Counseling for Urban Schools: A Handbook.  
Pennsylvania Advancement School, Philadelphia.  
71 82p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Established in September 1967 and funded under ESEA Title I and Title III, the Pennsylvania Advancement School (PAS) is a non-profit corporation under contract to the School District of Philadelphia. Funds from the Education Professions Development Act and from private foundations have been used to support small projects initiated by the school. About 200 underachieving boys, were selected from the fifth, sixth, seventh, and eighth grades of Philadelphia public and parochial schools. During the first two years of PAS, boys remained for a 14-week term; currently the students attend for an entire school year. The PAS program also includes curriculum development, intern training, and staff development activities. During 1970-71, PAS is helping to prepare a core staff group for the opening of a new middle school in September of 1971. In its external staff development program, PAS works closely with groups of teachers and administrators in six Philadelphia public schools, helping each to plan and operate semi-autonomous units called "minischools." PAS conducts an intensive summer program for these groups and several PAS staff members are assigned full-time to help the minischools during the school year. (Author/JM)

Descriptors: Curriculum Development/ Elementary School Students/ Federal Programs/ Group Counseling/ Group Dynamics/ Internship Programs/ Junior High School Students/ Staff Improvement/ Student Problems/ Underachievers/ Urban Schools  
Identifiers: Elementary Secondary Education Act/ ESEA Title III Programs/ ESEA Title I Programs/ PAS/ Pennsylvania Advancement School

ED041637 24 PS003659

A Study of Home Environment and Readiness for Achievement at School. Final Report.

Reimanis, Gunars

Conning Community Coll., N.Y.

Apr 70 43p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-9-8-065

Grant No.: OEG-2-9-420065-1036

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Internal reinforcement control is defined as one's belief that his rewards or punishments are contingent upon his own behavior. This study tested two main hypotheses: (1) that inconsistency in the home environment interferes with the development of internal reinforcement control, and (2) that internal reinforcement control can be increased by special teacher efforts in the classroom, and by group discussions or counseling outside the class. A secondary hypothesis was that internal reinforcement control relates positively to school achievement. The hypotheses were tested in four separate studies using subject population samples of elementary school pupils and college freshmen and sophomores. The studies assessed relationships between family environment, intelligence, school achievement and teacher counseling. The findings partly supported the first hypothesis. Internal reinforcement control was related to home environment, with sex differences. For males, a supportive, consistent home related positively to internality. For females, a somewhat rejectant home seemed to force independence and development of internal control. The second hypothesis was supported by the finding that feelings of internal reinforcement control increased in both early graders and college students after special counseling. The secondary hypothesis was supported for early graders, but not for college students. (Author/NH)

Descriptors: Academic Achievement/ College Students/ Elementary School Students/ \*Family Environment/ Family Life/ \*Group Counseling/ Intelligence/ Motivation/ Parent Influence/ \*Reinforcement/ \*Self Concept/ \*Sex Differences/ Teacher Role

ED041328 CG005663

The Effect of the Group Leader(s) Race on Group Counseling Undertaken to Improve Intergroup Attitude Among Racially Mixed Fifth and Sixth Grade Children.

Owen, Isaiah

West Virginia Univ., Morgantown.

69 110p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

The purpose of this study was: (1) to determine the effect, if any, that the race of the group leader has on the improvement in intergroup attitude of racially mixed elementary school students who participate in group counseling; and (2) to determine whether racially mixed groups of elementary students who participate in group counseling

make more favorable improvement than those who engage in contact activities only. A total of 10 students were taken from the total fifth and sixth grade population who had been tested. These 10 were assigned to each of six groups: (1) led by a white counselor; (2) one by a black counselor; (3) one by a black and a white counselor; (4) three control groups of the same composition. At the end of eight weeks, these subjects were post-tested on the same instruments as before. Findings include: (1) no differences in the mean gains in intergroup attitudes among the six groups; (2) no differences in gains in attitude between the counseled groups and control groups; (3) no differences in the mean gains in attitudes between any of the three experimental groups. The study produced no significant findings that would show group counseling to be an effective means of alleviating racial attitudes. (Author/KU)

Descriptors: Attitudes/ Counseling/ \*Elementary School Students/ \*Group Counseling/ Group Membership/ \*Leadership/ Race Influences/ \*Racial Attitudes/ \*Racial Integration/ Student Attitudes

ED039539 CG005246

Dissident Youth's Appeal.

Dhisen, Merle M.

Indiana State Univ., Terre Haute.

70 180.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

This paper is designed to help youth's significant others harness dissident youth's energy into the reins of society's problems. Included is a comparison between healthy rebellion (arising out of love for something) and neurotic rebellion (having no purpose except to fight conformity or the establishment). The author classifies secondary and college students as adolescents who are briefly described and then compared to dissident youths. He notes that few student movements have occurred without faculty participation and enumerates three types of students who join in campus violence: (1) a group largely represented by Students for a Democratic Society; (2) an unorganized group concerned with such issues as the American foreign policy in Vietnam, our defense commitments and justice for the black community; and (3) a large group of college students demanding more liberal curriculum goals and improvement in instruction. Listed are several recommendations to channel the energy of dissident youth: (1) the need for institutional change; (2) increased parental responsibility for their children; and (3) administrators who deal with real issues and genuine student involvement. Techniques used to achieve these goals are identified. (Author/MC)

Descriptors: \*Activism/ \*Adolescents/ Group Activities/ \*Group Behavior/ \*Group Counseling/ \*Group Dynamics/ Group Guidance/ Groups/ Interaction Process Analysis/ Psychology/ Student Behavior/ Student Reaction/ Students/ Youth/ \*Youth Problems

ED038706# CG005267

Group Procedures in Guidance: A Bibliography.

Zimpfer, David G.

Rochester Univ., N.Y.

May 69. 124p.

Available from: New York State Personnel and Guidance Association, Room 378, Richardson Hall, 135 Western Avenue, Albany, New York 12203 (No price is quoted)

Document Not Available from EDRS.

This bibliography lists comprehensively the literature and research on group procedures in guidance and counseling in educational settings. Books, dissertations, unpublished documents and journal articles are included. The bibliography is organized into two major sections: a topical listing and an author listing. Specific publications are listed under as many topical headings as seem appropriate. The "general" categories which appear occasionally comprise those listings which span a whole major topical area. Materials produced up to the end of 1968 are represented. (Author/KU)

Descriptors: \*Bibliographies/ Booklists/ \*Books/ Counseling/

Doctoral Theses/ \*Group Counseling/ Group Dynamics/ \*Group Guidance/ Grouping Procedures/ Guidance/ Periodicals

ED033392 CG004282

Multiple Counseling in Open and Closed Time-Extended Groups.

Chambers, W. M.

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

Mar 69 8p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The open time-extended group, run by multiple counselors, adds a facilitating dimension to the counseling function--a dimension that exemplifies the concepts of self-growth and self-actualization by first providing the atmosphere for the client and then by allowing him to progress at his own rate and to a depth which he determines. An open group differs from a closed group in the following ways: (1) no set size, (2) anyone can come, (3) participant behavior determines what is to be focused upon, when it will be focused on and how long the focus will remain there; and (4) time is practically limited to three to four hours, theoretically it should be unlimited. Varying group structure results in changing the dynamics of groups. Destructiveness or the tearing down of defenses without providing for new replacement patterns is more likely in open groups. There is also a significant amount of experimentation as well as creativity observed in open groups. Training values include the opportunity to observe co-workers to see how they handle certain situations. In addition, counselors working with open groups are essentially "forced" to develop spontaneity and flexibility in style. (Author/KU)

Descriptors: \*Counselor Functions/ Group Counseling/ \*Group Dynamics/ Group Guidance/ \*Group Structure/ \*Group Therapy/ \*Individual Development

ED033178 UD009146

A Demonstration Study of Significant Others in Producing Change in Self-Concept and Achievement in Kalamazoo Secondary School Underachievers.

Engle, Kenneth B.; Szyperski, Thomas  
Kalamazoo Public Schools, Mich.  
30 Jun 65 23p.

Sponsoring Agency: Michigan State Board of Education, Lansing.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The hypothesis of this 3-year study was that contact with supportive influences (peer leaders, personal counseling interviews, group counseling sessions, and warm, sincere, interesting teachers) would improve the academic performance of underachieving secondary school students. The subjects, 440 seventh, ninth, and 10th graders from the Kalamazoo (Michigan) Public School system, were divided into four experimental and four control groups. Each experimental group received one form of the supportive treatment. The results of the pre- and post-testing indicated that the overall objectives of improved grades and reduced anxiety were not realized. However, the "peer leader" and the "group counseling" groups showed fewer absences and tardinesses and milder, less frequent disciplinary problems. These inconclusive findings reinforce the hypothesis that the underachieving syndrome is rooted in the home and environment and that it should be attended to in the upper elementary years. Final page of document marginally reproducible. (KG)

Descriptors: \*Academic Achievement/ Achievement Tests/ Attendance/ \*Behavior Change/ Behavior Rating Scales/ \*Counseling Effectiveness/ Discipline/ Family Environment/ Grades (Scholastic)/ Group Counseling/ Peer Relationship/ \*Secondary School Students/ Self Concept/ Student Attitudes/ Teacher Response/ \*Underachievers

Identifiers: Kalamazoo Michigan Public Schools

ED031725 CG004193

Technique and Facilitation of Developmental Groups.

Meyer, Marilyn M.

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

31 Mar 69 5p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Counselors working with developmental groups need: (1) a thorough understanding of their group, (2) great skill, and (3) deep personal involvement. The author suggests specific characteristics for successful developmental groups: (1) the desire of the entire residence hall staff to be involved, (2) a co-ed group limited to eight members, and (3) an evolutionary pattern in the development of the group. Groups can provide: (1) support for resident assistants in becoming more sensitive to themselves and the students, (2) a close

working relationship between resident hall staffs and the counseling center, and (3) a chance for counselors to become sensitive to the needs and problems of the campus and to create a more psychologically healthy climate on the campus. (Author/EK)

Descriptors: Colleges/ \*College Students/ \*Counselors/ Dormitories/ Group Counseling/ Group Dynamics/ \*Group Guidance / \*Groups/ \*Resident Assistants/ Student Personnel Work

ED031721 CG004187

Behavioral School Counseling: A Demonstration of the Stanford Career Planning Project.

Thoresen, Carl E.; And Others

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

31 Mar 69 5p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents. They were: (1) group structured stimulus materials, (2) group social modeling, and (3) a combination of the two. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video-presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials. The sequence as well as content of these first two treatments were followed in the third treatment. A variety of learning activities and suggested counselor comments are included in the report to help achieve the following behavioral objectives: (1) given a small group of between four and eight high school students, it will be possible to identify student verbal responses demonstrating career information-seeking behaviors; (2) given the same type of group, it will be possible to use four types of verbal and nonverbal reinforcers immediately after students' verbal demonstrations of above-indicated behaviors; (3) it will be possible to use at least one method for determining how effective the group counseling program actually was. (Author/CJ)

Descriptors: \*Behavioral Objectives/ Career Opportunities/ \*Career Planning/ \*Demonstration Projects/ \*Group Counseling/ Group Guidance/ High School Students/ Occupational Information / Student Behavior/ \*Vocational Development

E0028893 RE001694

An Inventory of Reading Attitude. Improving Reading Instruction. Monograph 4. San Diego County Dept. of Education, Calif. Nov 61 23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

The San Diego County Inventory of Reading Attitude was developed as part of a reading study project in 1959-60 comparing three approaches to reading instruction. The 114 items on the original instrument were item analyzed, and the 25 most discriminating items are included in the revised form. Data for standardization are presented for 381 primary-grade students and for 376 intermediate-grade students in San Diego, California. Tables report the norms as expressed in stanines. Teacher judgment of reading attitudes of the three students with poorest reading attitudes and the three students with best reading attitudes in each classroom are compared with inventory scores. The difference between the two groups was found to be significant well beyond the 1 percent level of confidence when independent teacher judgment of reading attitude was used as the validity criterion. Uses of the inventory discussed include group counseling, individual counseling, classroom research, inservice education, and parental conferencing. A copy of the inventory and an answer key are included. (CM)

Descriptors: \*Attitude Tests/ Classroom Research/ Elementary School Students/ Group Counseling/ Individual Counseling/ Inservice Teacher Education/ Parent Conferences/ \*Reading/ \*Reading Interests/ \*Reading Tests/ Student Attitudes

E0025796 CG003389

Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School.

Yucker, John A. Chicago Univ., Ill. Dept. of Guidance and Counseling Services.

Oct 68 89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

This paper reviews the literature relating to small group counseling in the lower elementary school setting, to help children improve human relations and adjust socially. Discussed are: (1) the importance of early childhood education, (2) the role of guidance in early education, (3) the use of groups in elementary school guidance, (4) group counseling and group therapy literature, (5) influences which determine the success of the counseling or therapy group, and (6) outcomes and benefits attained from group counseling and group therapy. The author also proposes a program of group counseling for the early primary grades. A comprehensive bibliography is included. (NS)

Descriptors: \*Elementary School Counseling/ Elementary School Counselors/ \*Group Counseling/ \*Literature Reviews/ \*Personal Adjustment/ Primary Grades

E0025792 CG003161

Social Development Program. 1967 Report. Ptaschnik, Jeffrey. Pittsburgh Public Schools, Pa. 67 66p. Sponsoring Agency: Office of Education (OHEW), Washington, D.C.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

The Social Development Program was originated under Title I to aid socially maladjusted students, particularly disadvantaged Negro students, to adjust socially and academically. Group dynamics were used to influence the self-concepts of sixth and seventh graders from five participating schools. This report states the formal definition of the program and outlines the objectives, antecedents, and processes. It also presents the results of a seven-month evaluation of the program. The results indicate the program is generally compatible with the total school system. However, more permanent quarters are needed. More financial support would assure continuity of leadership. A redefinition of student selection criteria is recommended, as is the employment of a more fully qualified staff. A more specific program definition of counseling, better utilization of resource materials, and better feedback from group leaders are also recommended. Further evaluation of the program will depend on a more specific format definition. (NG)

Descriptors: Academic Achievement/ Elementary School Students/ \*Group Counseling/ Junior High School Students/ \*Negro Students/ \*Self Concept/ Social Adjustment/ \*Socially Disadvantaged/ \*Socially Maladjusted

ED019130 PS000BS9

GROUP WORK WITH PARENTS OF CHILDREN WITH LEARNING DISORDERS.  
BARMAN, ALICEROSE S.

North Shore Mental Health Association, Winnetka, Ill.  
17p.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

SINCE THE PARENTS OF CHILDREN WITH LEARNING DISORDERS FELT ISOLATED FROM THEIR CHILDREN, THE PSYCHIATRIST IN CHARGE OF THE NORTH SHORE MENTAL HEALTH ASSOCIATION DECIDED GROUP WORK WITH THESE PARENTS WAS NEEDED. FROM THE EXPERIENCES OF WORKING WITH SEVERAL SUCH GROUPS IT HAS BEEN DECIDED THAT (1) A GROUP SHOULD BE COMPOSED ONLY OF PARENTS WHOSE CHILDREN HAVE BEEN PROFESSIONALLY DIAGNOSED AS HAVING A PERCEPTUAL PROBLEM, (2) THE GROUP SHOULD MEET EVERY OTHER WEEK FOR 8 SESSIONS FOR A PERIOD OF 1-1/2 HOURS, (3) A FEE OF \$10 SHOULD BE CHARGED, ALTHOUGH NO ONE WOULD BE DENIED ADMISSION BECAUSE OF INABILITY TO PAY, (4) GROUP SIZE SHOULD BE FROM 10 TO 12, (5) THE CHILDREN REPRESENTED SHOULD RANGE NO MORE THAN 4 YEARS IN GRADE LEVEL, AND (6) A GROUP SHOULD BE COMPOSED OF PARENTS AT THE SAME LEVEL OF KNOWLEDGE OR LACK OF IT CONCERNING PERCEPTUAL HANDICAPPING. THE GOALS OF THESE GROUPS HAVE BEEN (1) TO GIVE FACTUAL KNOWLEDGE ABOUT A KIND OF DIFFICULTY WHICH IS LITTLE UNDERSTOOD, (2) TO PROVIDE A PLACE FOR DISCUSSION OF FEELINGS CONCERNING THE CHILD, AND (3) TO PROVIDE A CLEARINGHOUSE WHERE USEFUL TECHNIQUES OF MANAGEMENT CAN BE SHARED. EVALUATIONS MADE BY MOST OF THE MEMBERS OF THE GROUPS HAVE INDICATED THAT THESE GOALS HAVE BEEN MET WITH SOME DEGREE OF SUCCESS IN ALL AREAS. ALSO, IN SPIE OF THE FACT THAT NO PATTERN OF PERCEPTUAL DIFFICULTY IS LIKE THE NEXT, CERTAIN GUIDEPOSTS TO HELP PARENTS HAVE BEEN FORMED BY THESE GROUPS. INCLUDED ALSO ARE QUOTATIONS TAKEN FROM A PARENT'S EVALUATION SHEET TELLING WHY THE GROUP WAS BENEFICIAL. (CO)

Descriptors: \*Counseling Effectiveness/ \*Counseling Goals/ \*Group Counseling/ Group Discussion/ Group Guidance/ Mental Health Clinics/ Parent Conferences/ \*Parent Counseling/ \*Perceptually Handicapped/ Program Guides/ Psychiatrists/ Psychologists

EDD18Q2D CG001437

DEVELOPMENTAL GROUP COUNSELING.  
DINKMEYER, DON

De Paul Univ., Chicago, Ill. School of Education.  
9p.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

THE AUTHOR BELIEVES THAT GROUP COUNSELING PROVIDES A UNIQUE METHODOLOGY AND A UNIQUE OPPORTUNITY FOR SOCIAL LEARNING. A GUIDE TO THIS APPROACH IS PRESENTED. DEVELOPMENTAL GROUP COUNSELING IS SEEN AS PART OF THE EDUCATIONAL PROCESS. THIS APPROACH HELPS CHILDREN FACE CHANGES AS THEY OCCUR WITHIN THE CHILD AND THE WORLD. EMPHASIS IS PLACED UPON HELPING THE CHILD ARRIVE AT SOME NEW METHODS OF PROBLEM-SOLVING IN THE PERSONAL-SOCIAL AREA. THIS INVOLVES THE EXAMINATION, EXPLORATION, AND IDENTIFICATION OF THE CHILD'S APPROACH TO LIFE TASKS. THE FOCUS IS ON ISSUES AND CONCERNS IMPORTANT TO

THE COUNSELEE. DEVELOPMENTAL TASKS WOULD PROVIDE BOTH LONG AND SHORT RANGE GOALS FOR THE COUNSELING PROCESS. THE OBJECTIVES OF GROUP COUNSELING ARE SPELLED OUT. THE RATIONALE FOR THE GROUP PROCESS STEMS FROM A RECOGNITION THAT MOST PROBLEMS ARE PRIMARILY SOCIAL OR INTERPERSONAL. SOME OF THE MECHANISMS WHICH CAN BRING ABOUT EMOTIONAL PERSONAL-SOCIAL GROWTH ARE DESCRIBED. THE ORGANIZATION OF DEVELOPMENTAL GROUPS IS DISCUSSED. THE AUTHOR HOPES THAT THIS PAPER WILL ENCOURAGE ELEMENTARY COUNSELORS TO CONSIDER A PROCEDURE WHICH MAY HELP THEM REACH GREATER NUMBERS OF CHILDREN MORE EFFECTIVELY. (IM)

Descriptors: \*Developmental Programs/ \*Elementary School Counseling/ \*Group Counseling/ \*Interaction/ Problem Solving/ Social Development

ED016487 JC671005

GROUP GUIDANCE IN JUNIOR COLLEGE--A FRAME OF REFERENCE.

WITHERSPOON, FREDDA D.

Saint Louis Junior Coll. District, Forest Park Community Coll., Mo.  
67 119p.

EDRS PRICE MF-\$0.76 HC-\$5.70 PLUS POSTAGE

THIS GROUP GUIDANCE PROGRAM IS DESIGNED TO PROVIDE (1) A CHANCE FOR SELF-ASSESSMENT OF PERSONAL STRENGTHS AND WEAKNESSES, (2) IMPROVEMENT OF ATTITUDES IN HUMAN RELATIONS, (3) IMPROVEMENT OF STUDY HABITS AND TECHNIQUES, AND (4) REALISTIC ASSESSMENT OF VOCATIONAL ABILITIES. GROUP GUIDANCE IS INTENDED TO SUPPLEMENT, NOT SUPPLANT, INDIVIDUAL COUNSELING. THIS MONOGRAPH SUGGESTS CERTAIN ORGANIZED GROUP EXPERIENCES, PARTICULARLY FOR USE WITH UNDER-OR NONACHIEVERS. WHENEVER ENOUGH STUDENTS HAVE A COMMON PROBLEM TO BE SOLVED, THE COUNSELOR MUST UNDERSTAND THE DYNAMICS OF GROUP BEHAVIOR, MUST BE A SKILLFUL DISCUSSION LEADER, MUST BE ALERT TO BOTH THE INDIVIDUAL'S AND THE GROUP'S REACTIONS, AND MAY CHOOSE TO BE DIRECTIVE OR NON-DIRECTIVE. SOME TECHNIQUES FOR CONDUCTING THE SESSIONS ARE (1) DISCUSSION, (2) SOCIOMETRIC (ROLE-PLAYING), (3) CASE CONFERENCE, AND (4) SELF-APPRAISAL. EACH TECHNIQUE IS EXPLAINED, WITH EXAMPLES OF ITS USE. WAYS OF EVALUATING THE SUCCESS OF THE GUIDANCE SESSIONS ARE (1) CONTINUOUS APPRAISAL (IN BOTH GROUP AND INDIVIDUAL SITUATIONS), (2) TERMINAL REVIEW (AT THE END OF A SEMESTER OR YEAR), AND (3) A CONTROLLED STUDY (OF THOSE WITH AND WITHOUT GROUP GUIDANCE OR UNDER VARIOUS PROCEDURES). ALL METHODS OF EVALUATION MAKE USE OF A SIMPLE QUESTIONNAIRE TO ANALYZE THE REACTIONS OF THE GROUP MEMBERS TO THE VARIOUS ACTIVITIES. (HH)

Descriptors: \*Counseling Goals/ Counselor Evaluation/ Evaluation Methods/ \*Group Counseling/ \*Group Guidance/ Junior Colleges/ Low Ability Students/ Low Achievers/ Student Problems/ Vocational Counseling

ED012076 CG000236

A PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS. MONOGRAPH 1.

SHAW, MERVILLE C.; LUEL, JOHN K.  
Chico State Coll., Calif.  
JUL65 112P.

EDRS PRICE MF-\$0.76 HC-\$5.70 PLUS POSTAGE

THE NEED TO DEFINE THE ROLE OF THE GUIDANCE SERVICES IS THE BASIS FOR THE 3-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 4 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 AS SPECIFIED POINTS THROUGHOUT THE STUDY. (AD)

Descriptors: \*Counselor Role/ Counselors/ Educational Attitudes/ Group Counseling/ \*Group Guidance/ \*Guidance Services/ Models/ Parents/ Research Projects/ \*Schematic Studies/ Teachers

Identifiers: CHICO/ LOS ANGELES/ UNIVERSITY OF CALIFORNIA

ED012072 CG000231

FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE STATE OF INDIANA 1965-66.

PRUETT, ROLLA F.  
Indiana State Dept. of Public Instruction, Indianapolis.  
JAN67 141R.  
Report No.: ISDPI-BULL-253

EDRS PRICE MF-\$0.76 HC-\$6.97 PLUS POSTAGE

THIS IS A CONDENSED EDITION OF THE FULL NARRATIVE REPORTS SUBMITTED BY THE COUNSELORS OF INDIANA'S 15 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. (AD)

Descriptors: Case Studies (Education)/ Consultation Programs

/ \*Counselor Functions/ \*Counselor Role/ Educational Environment/ \*Elementary School Guidance/ \*Elementary Schools/ Elementary School Students/ Elementary School Teachers/ Group Counseling/ Guidelines/ Home Visits/ Parent Participation/ Parent Teacher Conferences/ \*Pilot Projects/ Play Therapy/ Testing

Identifiers: INDIANAPOLIS/ NDEA TITLE V A

ED010891 CG000018

GROUP GUIDANCE IN THE ELEMENTARY SCHOOL.

SCHMIDT, WESLEY I.  
Illinois State Office of the Superintendent of Public Instruction, Springfield.  
66 18P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

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 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, AND MAKING BIOGRAPHICAL STUDIES. GROUP GUIDANCE EMPHASIZES THE NEEDS OF STUDENTS AND ADJUSTMENT TO THE SCHOOL SETTING THROUGH GET-ACQUAINTED METHODS, LEADERSHIP DEVELOPMENT, AND 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. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS." (PS)

Descriptors: Classroom Guidance Programs/ Developmental Programs/ \*Elementary School Guidance/ Group Counseling/ \*Group Guidance/ Group Structure/ Guidance Functions/ Maladjustment/ Peer Groups/ Self Concept

Identifiers: SPRINGFIELD

ED010890 CG000017

COUNSELING CHILDREN IN GROUPS.

OHLSEN, MERLE M.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

66 15P.

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

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 (FOURTH, FIFTH, AND SIXTH 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 RELIEVE A SPECIAL PROBLEM THROUGH ROLE-PLAYING. THIS IS ONE OF THE REPORTS FROM THE ZION CONFERENCE AND THE ELEMENTARY SCHOOL DEMONSTRATION CENTERS INCLUDED IN "ELEMENTARY SCHOOL GUIDANCE IN ILLINOIS," (PS).

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

Identifiers: SPRINGFIELD

ERIC®

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- \*Educational Resources Information Center
- \*nationwide educational information system
- \*network of 16 Clearinghouses, each with a different educational focus
- \*system updated monthly with the latest educational information

\*system which makes available, on microfiche, unpublished educational materials not available elsewhere (hard copy and microfiche reprints are available from the ERIC Document Reproduction Service)

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is



\*Clearinghouse on Counseling and Personnel Services

\*Clearinghouse responsible for selecting and processing materials in the areas of the helping services and the preparation of professional and nonprofessional counseling personnel

\*information disseminator which provides special focused materials to help you in your work setting

CAPS

offers

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\*the Learning Resources Center, housing the complete ERIC collection, professional books, journals, newsletters and magazines related to CAPS's scope

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