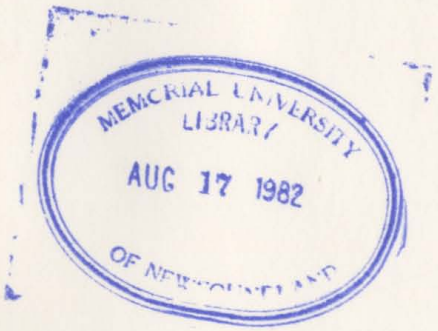
A STUDY OF THE NEED FOR SOCIAL WORKERS IN THE SCHOOLS IN NEWFOUNDLAND

RUTH JERRETT JOHNSON



A STUDY OF THE NEED FOR SOCIAL WORKERS IN THE SCHOOLS IN NEWFOUNDLAND

by

© Ruth Jerrett Johnson, B.A., B.S.W.

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Social Work.

School of Social Work
Memorial University of Newfoundland
St. John's Newfoundland

March 1980

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

I would like to thank Dr. F. Johnson for his supervision and guidance throughout the course of this study.

Appreciation is also extended to the Children's Rehabilitation Centre for granting leave of absence and to Mrs. V. Walsh who took over my duties thus making it possible for me to take leave in order to complete the practicum, also for her encouragement at all times.

I am very grateful to my family who gave me constant support and encouragement, and to my husband Larry, for his understanding and patience.

Finally I am indebted to the Roman Catholic School Board of St. John's for permission to work in one of their schools; to Elaine Stamp and Agatha Donnelly for typing the final manuscript, and to Lois and John Hicks for proofreading it.

ABSTRACT

The purpose of this study was to determine if there is a need for social work services in the schools in this Province.

A review of the literature showed that school social work began in the United States as an answer to the unmet needs of school children when social and economic changes were taking place in the United States in the early part of the twentieth century. Since that time it has continued to develop along these lines and has constantly expanded its scope.

The focus of school services has been on the identification of patterns of underachievement among students; deficiencies in the school facilities; and, on designing and implementing specialized programs for helping children in distress. Success has been evident in such areas as group work with students and parents, home-school based education programs and involvement in community boards and associations. The latter has been undertaken in order to change some of the policies which are standing in the way of furthering progressive services to children.

In order to test out the findings in these reports from the literature the author spent three months carrying out social work activities in an elementary school in St. John's. The purpose of this project was to demonstrate that there is a need for social workers in Newfoundland schools.

To further verify this need and to show the feasibility of this

proposition, a report on one of the casestudies from the project is outlined in Chapter Four. This study, using single-subject design, was completed to test the efficacy of behaviour therapy as a method of treatment for a hyperactive child who had been the source of many problems in school.

The general findings regarding school social work suggest that teachers and other school personnel are very aware of the personal and family problems with which children must live. They are also aware that the needs of these students for specialized counselling are not being met. Consequently, school officials are very receptive to the idea of having social workers available in the schools.

The results of the programs implemented with the individual child, as reported in Chapter Four, were positive and showed a significant change in his behaviour during the treatment period.

Since the overall findings of the study are relevant to a considerable proportion of the school population, it was recommended that a program of school social work services should be developed for all schools - a program that would use all available resources to help school children solve problems which might prevent their achieving, either academically or socially.

LIST OF FIGURES

CHAPTER I

INTRODUCTION

In spite of improvements in our educational system, many children become underachievers and fail to obtain a satisfactory education. There are many reasons for underachievement and one of the results of poor school performance is dropping out of school. Whether or not underachievement culminates in school drop-out, failure to remedy the problem can have serious personal and societal consequences.

Among the improvements in the educational system is the establishment of programs such as individualized curriculum, work study programs and vocational courses to provide for the different needs of students, including the mentally and physically handicapped. However, many of those who enter the educational system either do not stay to complete their education, or become underachievers, falling far short of their actual potential.

There are many reasons why children do not finish their schooling and some of these have been reported in an extensive review of the literature on school drop-outs by Howard and Anderson (1978). Some of the reasons they state are, family status, socioeconomic status, parents' level of education, siblings' level of education, parental value of education, parents' occupational status, student's motivation and aspiration, social contacts, mental and physical health, material

possessions such as a car, participating in school and community activities, failure in one or more grades, reading and arithmetic progress, attendance in several schools, irregular school attendance, teachers' expectations and personality rating of the students.

Under the circumstances described above, children with social and academic problems become underachievers and as previously noted, many of them eventually drop out of the school system before completing their education. These drop-outs then become likely candidates, not only for unemployment, drug abuse and delinquency, but for becoming the kind of parents who perpetuate their own childhood failure and unhappiness into the next generation of school children.

In discussing "Social-conditioning Casework in a School Setting", H. G. Wadsworth (1971, 37) observes that:

> The modification of academic performance is also considered within the social realm because of the social implications of success or failure in school. This procedure is followed not to adhere to society's ethic of achievement but rather to avoid the type of failure that is humiliating, depreciating, and anaesthetizing for a child - a type of failure that is later associated with such variables as dropping out of school, taking drugs, and becoming delinquent. Consequently, changes in academic behaviour are also stressed.

Most drop-outs occur in the early teen years; likewise, this is when underachievement catches up with students. However, this does not mean that the problem starts at that age; rather, it is the end of a long unsatisfactory school experience, involving many social, personal and family problems.

In order to avoid and remedy underachievement, early identification of children in need of help is essential and this can be done most effectively in the schools. It is in the school system, especially in the elementary grades, that children show their vulnerability and it is also in the early years that they are most open to others about their feelings, their worries and their concerns. Teachers are very aware of discord in a child's life and often they know the family background having had several children from the same family in their classes. Young children who are experiencing difficulties in their home lives frequently provide clues as to what is going on at home and in fact, at this age they are usually unable to cover up the symptoms. However, when they reach the age of adolescence and enter high school, they have learned to build up various defenses and it becomes much more difficult to identify those who are in need of help. Even when it is known that high school students are in trouble, it is much more difficult to persuade them to accept help.

In other cases where a child does not communicate to the teacher that there are problems at home, the teacher may suspect that the child is disturbed by observing certain symptoms such as withdrawal, day-dreaming, incomplete assignments and unexplained absences. In either situation there is little that a teacher can do except go easier on the student and often this results in his being ignored, being left out of certain activities or choosing to take on the role of trouble maker. When there are several such children in a classroom the teachers experience great frustration in trying to work with them. The teachers

also express great disappointment that they can neither help these students themselves nor find alternate resources for counselling the students.

While some schools have guidance counsellors on staff, they are not trained to deal with complex social, personal or family problems. Guidance counsellors are trained primarily in career counselling, giving help with academic problems, subject choices and academic streaming within the schools. They may be able to give some personal counselling to the well motivated and articulate students who come looking for help, but guidance counsellors are few in number, especially in the elementary schools, and their services are often shared between several schools under the same school board.

It is evident that the task of working with children who need counselling cannot be undertaken by the present school personnel. Classroom teachers and instructors have been trained primarily to deal with the academic side of the school program and have neither the time nor the professional expertise to become engaged in individual counselling with students and their families.

While it may be argued that social workers in the community are available to any child in need of services, it is unlikely that many children will be referred other than those involved in child abuse, delinquency or adoption and foster care. If it were possible for all school children in need of counselling to be referred to the existing agencies, this would present a very grave manpower problem for these agencies as they already have full caseloads of their own.

If social workers were available in the schools, many potential underachievers could be helped to solve the problems which are apt to stand in the way of their success. Social workers do possess the skills which enable them to help the individual student with personal problems and also to cope with his environment, that is, either in adjusting to it or taking steps to change it.

Social workers have been employed in the schools in the United States since the early part of this century (Costin, 1969). While specific information is not available for Canadian schools, we do know that social workers have been practising in the schools in other provinces for many years. In this province where there are 147,690 school children registered none of the schools have a social worker on staff.

School social work has gone through two major changes since its beginning in 1906. These are (1) school-home-community liaison and bringing about social change in the community; and, (2) individual case-work orientation. Now, according to Costin (1969), the trend is toward home-school-community orientation but with provision made for individual casework when necessary. This changing focus in school social work shows that the practice is constantly attuned to the needs of students in a changing society. New areas of interest are being sought such as participation in special educational demonstration projects within the school system and participation in policymaking and social action in educational matters.

This study was undertaken in an attempt to assess the role of the school social worker and to determine the need for them in this province. As stated previously in this chapter, the school is where early identification of problems related to underachievement takes place. To not consider the school as an appropriate setting for social workers fails to recongize a tremendous opportunity for helping students with problems to reach their actual learning potential both academically and socially.

It is hoped that the results reported in the following chapters will provide some understanding of various types of positive influences which social workers can have on the child's school progress. These results may help in establishing a means whereby social workers will become an essential part of our school system.

The chapter which follows will report on the review of the literature on school social work and on the hyperactive child. The latter being the problem selected for the casestudy in Chapter Four. The casestudy is included as part of this report because it illustrates one kind of intervention which can be used effectively in a school setting.

CHAPTER II

REVIEW OF THE LITERATURE

Although it is generally known that social workers are employed by school systems in several provinces in Canada, an extensive search, including correspondence with the Canadian Association of Social Workers, failed to locate any material on this subject except for the fact that most of the school social workers were employed in two provinces, namely Ontario and Manitoba. (Curtis, 1976)

The review which follows, consequently, relies on U.S. sources and these were considered relevant to the purpose of this study. The literature supports the need for social workers in schools, describes the development of school social work services, provides the rationale for employing social workers in the educational system and illustrates the various methods of social work intervention which can benefit children who are experiencing difficulties. It also stresses the need for prevention and shows how the social worker is an important professional in this regard. Also in this section are some suggestions for the education of school social workers so their training will be relevant to the present needs of the school system.

History of school social work

Costin (1969) traces the development of social work in the schools in the United States from its beginning, 'simultaneously but

independently', in 1906 in New York, Boston and Hartford. This author states that the development in these three cities was not the work of the school boards, but that of private agencies which supported school social work activities until school boards were convinced of its value and accepted full responsibility for this service by making it part of the school system. She goes on to say that in 1913 the Rochester Board of Education first established and supported school social work without a demonstration of the need for it by an independent group. At that time the person who carried out the social work function was known as the 'visiting teacher': and according to Costin, (1969, 440).

> By 1921 school social work had been expanded into the middle Western states, more often inaugurated by the Board of Education than by private agencies, and it had been introduced into junior and senior high schools. A national professional association had emerged - the National Association of Visiting Teachers.

Costin (1969, 440) sees this expansion into so many parts of the country as a "...common response to certain changed conditions and new needs within communities." She lists as important influences in this development - passage of compulsory school attendance laws, new knowledge about individual differences among children and their capacity to respond to improved conditions, realization of the strategic place of school and education in the lives of children and youth, and concern for the relevancy of education to the child's present and future.

The early function of school social workers was home-school-community relations and they were concerned with, one, interpretation of the child's life situation to the teacher, and two, the interpretation to the parents of the school's function and its expectations of the child.

In the twenties it was discovered that an effective means of dealing with the increase in juvenile delinquency, was through the schools so the activities of the school social worker began to expand in that direction. The school then became a setting for carrying out preventative work as it was there "...the various maladjustments and social problems of childhood and adolescence were first disclosed." (Costin, 1969, 444) There was, however, no evidence of any individual casework with children at that time.

In the 1920's the 'mental hygiene' movement led school social workers to concentrate on individual differences, among children, understanding their behaviour problems and trying to prevent social maladjustment. The social worker "...began to assist in the diagnosis and treatment of 'nervous' and 'difficult' children." (Costin, 1969, 444).

In the thirties, during the depression, all social services to school children were curtailed because of lack of funds and social workers in schools were assigned to the task of meeting the basic needs of the students. Later, when relief programs were made available to provide for these basic needs, social workers began to work with individual children. However, at this time it was recognized that being involved only with law-enforcement work, might create a stigma around school social work so attention was given to obtaining credibility by working in 'good neighbourhoods' as well. In spite of the advice of prominent social workers at that time such as Towle and Reynolds, the school social worker continued to concentrate on individual casework instead of becoming involved in social action to remedy the lack of

facilities and other inadequacies in the educational system.

Between 1940 and 1960, school social work expanded and was by now becoming accepted as an integral part of school systems but the service had changed to "...a clinical orientation in relation to the personality needs of the individual school child". (Costin, 1969, 446). However, in 1955 the use of group work with school children was started and a few parent education groups were reported. Some attention was given to non-attendance, school phobias and relationships with other school personnel. There was, however very little participation in policymaking in the educational system except for involvement with PTA, civic and parent study groups.

Goals and methods changed again in the period 1960 to 1968 because of the great increase in school enrollment and "...the urgent social problems affecting large numbers of school children and youth". (Costin, 1969, 449). More emphasis was placed on group work, community work and mental health issues in public health education.

School social work then arose out of the basic needs of children which were identified in the school system. The fact that school boards accepted responsibility for and have continued to support and expand this service, indicates that it has been very firmly established as an essential part of the educational system. Furthermore, as this service expanded it served another purpose, that of initiating changes in the total approach to education and discovering new methods of helping children who were not achieving satisfactorily under the regular academic program.

Social work services in schools have developed according to the general trend in social work practice, but in the late sixties it was evident that in order to respond to the problems of the time, including the fact that experimental demonstration of new kinds of service were taking place in some schools, social work needed to change its direction.

Since Costin's report was written in 1969, school social work programs have been evolving to fill these needs. There are many references to those developments, three of which have been selected for this review and others are cited in the bibliography.

New roles for social workers in schools today

The first of these articles (Parr and Alstein, 1979, 16) recommended that the social worker's role be expanded to include consultation, policymaking and community-school-relations. This was because the workers involved in the project had already "...moved away from a somewhat generalized view of themselves as clinicians engaged in crisis intervention and began to describe themselves as 'consultants' in their dealing with school personnel." These workers were gradually performing new roles such as liaison with community resources and inviting outside specialists to contribute to the school's educational program. They also conducted in-service training on subjects such as teacher effectiveness and behaviour management in school. It was the recommendation of this study that the worker's role be expanded to include consultation, policy-making and community-school relations. The authors say that in order to accomplish these objectives the worker must learn to identify problem

situations and look for patterns of malfunctioning among groups of pupils and parents. Intervention then must be extended to include 'institutional and structural problems'.

The second indication of the trend in social work services to schools is contained in the Wisconsin Department of Public Instruction, "Outline of Functions of the School Social Worker." (Davis, 1979). In addition to the basic services, school social workers in Wisconsin are able to offer expanded services such as after-school recreational programs, summer programs for non-English speaking children, teaching interviewing skills to teachers, parent-student-teacher groups, programs regarding drug and alcohol abuse, disruptive behaviour and stress intervention with teachers. It is also reported that in this state more social workers are serving on school boards, boards of directors of mental health centres and of such programs as Big Brothers. They are also increasing their participation in political activities, curriculum study committees and the development of policies for school districts.

A third study (Carroll, 1980), concerning the role of the school social worker in delivering mental health services to pupils revealed that the areas in which workers would like to expand services were those of leading seminars for teachers on psychological issues and treating children in groups.

The foregoing are examples of the additional contribution that school social workers are making towards educationsl systems today and demonstrate that they continue to be sensitive to the urgent and changing

problems of school children.

In order to continue the delivery of progessive services in the schools, several types of programs have been developed and used by school social workers. The more notable ones are, work with both student and parent groups and preventative and remedial programs.

Work with groups

While individual counselling has its place in school social work, there are situations where the use of groups, either student or parent oriented, can be a more productive method of service delivery. For example, when there is a manpower problem a number of students whose problems fall into similar categories may be helped with a single well designed program such as the HBRSP (Barth, 1980).

Another example of the effective use of groups is when a problem is specific to some students but may at some time be experienced by others. A group session makes it possible to address the issue to both those who are currently experiencing stress and those who might encounter the same problems at a later time. For the latter, the discussion would be a preventative measure which Carroll (1980) labels..."anticipatory guidance."

Again a problem may be common to many children and also by its nature be in a very sensitive area, for example, effective parental discipline. The use of groups will avoid direct confrontation between parent and child and at the same time provide parents with the support of knowing that others have to deal with similar problems. In such a

presentation it can be demonstrated that the problem is not necessarily a 'fault' on the part of a particular parent. Group parent education can be a learning experience even for those who are not running into specific problems. It can also serve as a preventive measure for those parents who are beginning to lose control, for example, in the case of the rebellious adolescent. Furthermore, it may be remedial for those who have come into conflict with their children and are already receiving individual counselling.

Student groups will be discussed first, followed by some comments on the use of group work with parents.

Mishne (1971) discovered that children with learning and behaviour problems found group discussion helpful in solving their school problems. A pilot project was undertaken to provide group therapy for a number of children who had not responded to either individual or small group instruction. This therapy was given in the same way that speech therapy and remedial reading was provided, as a requirement of a child's educational program. It was noted that motivation to learn increased when students discovered they were able to achieve at least some of the school's expectations for them.

To quote the researcher, "These results came about because they could talk freely and openly and not feel guilty about sharing their angry feelings". (Mishne, 1971, 24). The author gives "long-standing cordial work relations" as the reason for good communications between the social worker and other school personnel. The social worker was able to give the teachers enough information about the children's home situations

to help them plan effective ways to help these children do better academically. Although this study took place in a small school district which could well afford the expense of such a program, it demonstrated the potential for using this type of intervention with the 'unreachable, nonreferable child'.

The author's opinion about this school is that:

> "Rather than spending its funds on elaborate building programs, endless curriculum innovations and audiovisual aids, it has designated funds for personnel who can be with students, talk to them, and most important, listen to them. Schools that are like factories with armed guards simply are not places of education but breeding grounds for rage and frustration". (Mishne, 1971, 25).

Vinter and Sarri (1965) describe the initial results of a three year study on malperformance in the public schools. Group work services were used and the problems included in the study were drop-out, underachievement, and academic failure. The pupils in this project were of normal intelligence, but they were presenting discipline problems and interfering with classroom procedure. The author discusses as factors contributing to malperformance, differences among schools and individual teachers regarding academic standards and desirable conduct, difficulties in curriculum resources, teacher competencies and student bodies, as well as wide differences in the school's handling of pupil performance. The authors, therefore, propose that malperformance patterns are "....resultants of the interaction of both pupil characteristics and school conditions." (Vinter and Sarri, 1965, 12). This study also showed group work with students to be an effective supplement to the usual methods used in social work practice. The authors were pleased

to point out that based on the results of their study group work had already been introduced to the schools where the project had been carried out. A practitioners' manual was written as it was hoped that there would be further benefits from other studies using this method of treatment, and that continuing studies of this kind would make it possible to "...identify and deliberately modify those features of the school that shape pupil performance and that may curtail achievement of educational goals." (Vinter and Sarri, 1965, 13).

Regarding parent groups, many parents lack experience and knowledge in trying to guide their children. This is especially true of parents of children with special needs such as the physically, mentally and emotionally handicapped child as these parents may encounter unusual problems in their child's behaviour. McPherson and Samuels (1971) used a combination of group and individual counselling to teach parents of hyperactive and aggressive children methods of behavioural control. The group experience showed members that other parents have problems similar to their own and the authors say it may be that a group work approach helps parents use a traditional approach more effectively by increasing parental feelings of self-worth and competence through their experiencing success with the methods used in their study.

A second type of parent group program is described by Schofield (1979). This program showed that children make significant gains in self-esteem when their parents take part in a group program based on the Parent Effectiveness Training system. The author feels that elementary and secondary schools are excellent settings for parent education as each

parent must maintain some contact with these schools. He says there is increasing evidence that parental attitudes and child self-esteem are closely related to the child's academic performance.

Another practitioner (Schneider 1980) tried an approach other than direct services by using in-service programs to train a group of special education teachers to become effective leaders of parents' groups. It was felt that teachers of children with behaviour and emotional problems, because of their close contact with the parents, are likely to know more about the families of these children than either social workers or psychologists. As many of these teachers have an unusual rapport with the parents, the authors conducted in-service training sessions with the teachers so they could learn to conduct parent groups themselves, thus putting their relationship to good use.

It was noted that previous attempts by these teachers to form parent groups were unsuccessful due to poor attendance and the teachers' lack of training. Not only was the in-service training successful, but these teachers discovered that there were several other courses available to them on the subject of parenting skills.

Preventive work in the schools

An aspect of school social work which involves both students and parents is that of preventative work. While prevention is the most desirable goal in dealing with children's problems, the situation is similar to that in other areas of the social services. Funds are spent on work with crises situations and problems which have already reached

on work with crises situations and problems which have already reached the critical stage, leaving very little to support the case for increased prevention oriented programs.

There is, however, some evidence of preventitive programs in the literature. The public school system in San Mateo Country, California conducts a program for physically handicapped infants and this program is based on "...the philosophy that handicapping conditions benefit from holistic early intervention." (Heller et al, 1979, 15). It is a basic philosophy in treatment of the handicapped child that parent counselling must commence as soon as the handicapping condition is diagnosed otherwise habilitation is not likely to begin nor be maintained during the developmental years. In this project the expectation was that "...early treatment of the entire family system by mental health professionals would prevent the creation of defenses that prohibit separation and growth and would help produce supportive, constructive defenses." (Heller at al, 1979, 15). Some of the rational for this study was based on a study by Bachman (1971) showing that many handicapped adults who had graduated from the state special educational system were staying at home rather than going out and earning a living. These authors conclude that,

> "Proof is being offered that the school social workers expertise in intervention with the families and other systems can be a factor in determining whether or not an educational system can truly educate. In addition, such a program can be a multifaceted learning experience for student social workers who already have some knowledge of an experience in child development and who are mature and capable enough to assume some of the autonomy that has always been required of the school social worker." (Heller et al, 1979, 25).

In an article regarding the mental health needs of pupils, Mary Carroll (1980) attempts to determine the contribution which school social workers make to the mental health of the nation. This was done by investigating the kinds of requests the educational systems make for mental health services. These authors state that "...the primary method of actual practice in the schools entails the provision of services to students and their families after it has been established that problem behaviour exists." (Carroll, 1980, 13). While lip service is given to the need for preventative mental health services, such services are not readily available. These researchers found that school social workers saw the mental health needs of students as great but they believe that the educational system is "...inhibiting the personality development of students." They feel that requests by educators were mostly for 'performance of the clinical-remedial role' and there was little interest among the teachers in the provision of mental health services for all students. The authors recommended that a program of prevention should be "...a reciprocal continuum which would be an open system in which intervention at one point would influence other parts of the system." (Carroll, 1980, 27). For example, rather than giving guidance regarding problems associated with developmental transition only to students already having problems, programs should be provided for all students. Similarly, in the area of secondary prevention techniques which had been successful in work with children suffering parental bereavement could be used in forming a program for the whole school in 'anticipatory guidance' programs dealing with the handling of this type of loss. These authors conclude that such an approach could assist social workers and teachers

to go beyond problems that are immediately visible and deal with those which may help a great number of children over an extended period of time.

An important and effective type of preventative work and one which emphasizes parent involvement is discussed in "A Home Based Parent Education Program". (Banchy Carter 1979) In order to improve on casework practice in the schools, social workers in a Midwestern U.S. elementary school started a program of home visits to increase parents' ability to influence their children's learning potential. This type of intervention made it possible to identify families with potential problems and the program also offered the social worker a chance to explore this technique as a means of preventing children's early failure in academic skills.

Remedial work in the schools

Some times it is necessary to implement programs to deal with remediation when problems are identified which have been in existence for some time without having come to the attention of the school social worker.

In reporting on the treatment of underachievement, Polster and Pinkston (1979) describe their research designed to both implement and evaluate a behaviour program to remedy underachievement in grades seven, eight and twelve. This home based program could be used effectively within the time available to the school social worker. The researchers used a multiple-baseline-across subjects designed with two experimental

groups to determine whether a parent-monitored component was necessary before using a self-monitored study program successfully. Both groups were compared with a control group of underachievers to assess the effect of the experiment on academic performance. Their findings showed that the experimental group experienced greater academic improvement than the control group. The self-monitored experimental group did as well as the group that was parent-monitored and self-monitored, as far as increased study time and improved academic performance was concerned. If parental control is not an essential factor before self-control can be achieved by the student, then the practitioner can save valuable time by using this type of program to remedy underachievement.

Another method of improving behaviour and academic performance among students in regular classes and special classes is use of the daily report card along with home-based reinforcement programs. The method used by Barth (1980), referred to in his report as HNRSP helps the school social worker "... to use contacts with the parents as a means of becoming more effective in including the home in the child's educational support system." (Barth, 1980, 44). He recommends a positive approach in reinforcing behaviour and loss of privileges only when this approach does not work. This author believes that a program using a home-school-communication system may make quite a difference to children with "...a range of problems in a variety of settings." The important element in this program seems to be getting the parents involved in the reinforcement process.

The last article in this section is about task-centered school work.

Reid, Epstein, Brown and Rooney (1980) used a controlled experiment to assess the effectiveness of a task-centered approach in helping elementary school students to overcome academic, behavioural and interpersonal problems. The authors used an adaptation of the task-centered model of social work for use in school social work. They say that,

> "...a basic premise of the model is that intervention should be confined to those problems the child expressly acknowledges and agrees to work on. The social worker is expected to help the child become aware of elements in the child's behaviour or situation that are troublesome to others, but the child must make a clear choice about whether or not to do something about them." (Reid, Epstein, Brown and Rooney, 1980, 9).

In order to implement this method contact between practitioner and child is made, setting out the target problems, goals and the duration of the contract. This task centered model is empirically oriented so practitioners are able to establish accountability and also are able to evaluate the effectiveness of the program.

The authors identify two trends in school social work in this research, namely (1) building evaluation into practice; and (2) use of behavioural methods in school social work, the latter in such a way as to use the child's own problem solving capacities along with the practitioner's involvement. The problems worked on by these researchers concerned specific difficulties such as peer conflicts and failure to complete assignments in a specific subject. Effectiveness was shown in that there was a definite change in the treated problem as compared with untreated problems. Also, although less conclusive, it has indicated that a child's ranking of his own priorities can be an indication of his motivation to work on a particular problem.

The author concluded that although the problems dealt with were limited in scope and there was no follow-up conducted on the durability of the results, any treatment that can show change in a brief amount of time and which can focus on particular problems should be considered useful in school social work practice.

School social workers therefore have used many innovations in helping children to achieve their educational potential. In order to remain effective in this area of practice, it is essential for the practitioner to have specialized training which is relevant to working in the school system.

Education for school social workers

As can be seen from the above description of programs, the effectiveness of the school social worker is dependent upon constantly receiving updated professional training which reflects the current needs of students. Alderson, in reviewing practice in school, feels that because of the many social changes taking place today there are a number of new challenges open to school social workers, such as resolving the manpower problem, coping with the knowledge dilemma, working under new legislation, and in defining the role and functioning of the school social worker. The author states that provision for dealing with these changes can be achieved through in-service training and continuing education for practitioners in the educational service.

Costin (1972) says that school social workers should concentrate

less on psychological issues and more on the process of learning to learn. She further states that "...unsatisfactory school and community conditions are reflected in the large number of children who do not learn, who drop out of school, or who graduate from high school poorly prepared for an effective transition either to higher education or employment." (Costin, 1972, 348) She lists the following adverse school practices as contributing to this situation: conformity versus individuality, preoccupation with order and control, lack of communication between school and home, irrelevance of the educational process for some of the school population and loss of interest on the part of students through having to apply themselves to a boring curriculum.

She goes on to say that school social workers should help make school a "...rich and stimulating experience for children and young people..." so they can learn to live successfully as adults. She contends that school social work "...goals should centre upon helping pupils acquire a sense of competence, a readiness for continued learning, and a capacity to adapt to change." (Costin, 1972, 350). There is included in this article a list of the major tasks and responsibilities in relation to school-community-school relationships (p.351) and these tasks show the need for special education and competence in the training of school social workers. Such training should be a joint effort between professional schools of social work and public schools in such areas as financing and curriculum. In a later article (Costin, 1975) this author says that a new model for school social work should consider the problems

pupils are experiencing not only from the personal and family viewpoint but also how they are related to deficiencies in the school and community. Because there are group patterns of underachievement, truancy, absenteeism, and exclusion from schools, knowledge is needed for a model focusing on school-community-pupil relations. If this type of model is to be used, there are certain educational needs for school social work students and these are: team placement during practicuum, program planning, proposal writing and program evaluation. Another necessity for school social workers using this model is to regard the public school as a social system and to consider the social work function from the point of view of public education.

A survey of MSW school social workers (Meares, 1977) showed that there has been a shift from the interest in casework found by Costin in her 1969 study but this author feels that practice carried out in the schools today is not adequate to cope with the problems which have to be dealt with. She concludes that school social work is in a transitional state falling "...between the traditional casework approach and the systems-change-models, or those involving school-community-relations." (Meares, 1977, 208) The focus, therefore, is still individualistic and does not really try to identify target groups of children or adverse conditions within the community or the school. It is felt that the social change element is almost non-existent and that there is little emphasis on the internal operations of the school and its components. There is also failure to recognize the interaction between the school and other institutions. Accordingly to Meares, training of school social

workers should stress leadership roles and working with other related professionals.

In order to be effective, it seems that school based social work, must look to the school system, the parents and the community if any noticeable change in the achievement of the educational system is to be seen.

From the foregoing discussion it appears that school social work came about in response to the unmet needs of school children. Professional concern has continued to keep the social work function in step with the changing needs of children and various programs have been developed such as group work, remedial work and preventative programs to ensure that the diverse needs of students are taken into account.

Today children with special needs make up a large proportion of the school population and one of these special problem areas is the hyperactive child.

Literature relevant to the hyperactive child

The literature reviewed on the subject of hyperactivity dealt with the etiology of this syndrome; the relationship between ethnicity, culture and hyperactivity; the effects of feedback as a means of treatment; the ecological approach to treatment; and, the effect upon those who have to live with the hyperactive child.

Hyperactivity has been identified as one of the causes of under-achievement in the classroom. The high level of interest in the treatment of hyperkinesis may be explained by the fact that the estimated incidence of this condition is between 3% and 10% of the entire school age population (Balkwell and Anderson, 1980). According to Wadsworth (1971), the incidence of school children with special needs depends on the source of the estimate and the literature suggests a range of from 8% to 30%, which means that a great many children fall into this category, including the hyperactive child. Some years ago when children with special needs were first admitted to public school, they were placed in special classes or special schools were designed to suit their specific needs. A new trend is now developing towards integration of these children into regular schools and where possible into classrooms with normal children. Wadsworth (1971, 1) believes that "...an independent variable that may have a causal relationship with this new optimism is the continued surge of an influence from learning theory or behaviour modification."

Hyperactivity or hyperkinesis is defined by Williamson, Anderson and Lundy (1977, 249) as "...a constellation of behaviours characterized by attentional deficits, inappropriate and/or excessive motoric restlessness, impulsivity and distractibility."

The etiology of this syndrome is discussed by Balkwell and Halverson (1980, 550) and they state that "Children with quite disparate medical and psychological problems may be diagnosed as hyperactive." These authors go on to say that some of the causes are genetic factors, organic

brain damage and food allergies. According to the researchers the problem of dealing with hyperkinesis has been the subject of many recent studies in which various treatment techniques have been tried. Some of the techniques which have been used are chemotherapy, diet control, environmental manipulation, behaviour reinforcement, progressive realization and biofeedback. In spite of the variety of techniques which have been tried, there is no single method which is effective for all hyperactive children.

Anderson, Williamson and Sherman (1977) in investigating the relationship between ethnic cultural variables and attentional deficits say that measurement of the attentional deficit distractibility aspect of hyperkinesis has been the subject of many studies recently because of concern about being objective regarding the effects of medication on such children. In discussing the results of their study on a sample of rural Mexican American learning disabled and normal children, the authors state as an interesting finding that teachers did not see the learning disabled students as very different from normal children as far as any aspect of the hyperkinetic dimension on the test scale was concerned. The researchers found this unusual because one of the 'hallmark symptoms' of the learning disabled Anglo child is 'motoric restlessness and hyper-activity'. They interpreted this to mean from a social learning framework, that due to the effects of childrearing practices, the Mexican American children were likely to have been reinforced for "...quiet behaviour within a school type social context".

Because of the foregoing, these authors caution against assuming

hyperactivity is caused by a "...neurologic deficiency completely out of control of social influences." (Anderson, Williamson and Sherman, 1977, 35) Indeed they found that if normative data based on Anglo children were applied to testing Mexican-American children, most of the Mexican children would be diagnosed as having attentional deficits. Such findings suggest that serious errors could be made in estimating a child's intellectual ability. These researchers felt that social learning factors contribute towards the differences between the two types of children which suggests that there is a great need to investigate the effects of behavioural management procedures instead of depending solely on medication for the treatment of hyperactivity.

A second study on ethnicity is by Langdorf, Anderson, Walchter, Madrigal and Juanez (1979) who explore the possible relationships between ethnicity and hyperactivity which they contend is a neglected area of research. Their sample consisted of almost equal numbers of white, black and Mexican-American children.

Their findings were that (1) the 15% overall incidence rate of hyperactivity is much higher than previously reported in the literature for large samples; and, (2) in schools with non-white majorities, teachers rated black children as significantly more often hyperactive and Mexican- American children as significantly less often hyperactive than would be expected, based on their representation in the general student body. The highest incidence had either black or Mexican-American majorities and were situated in lower socio-economic neighbourhoods, while the lowest incidence occurred in elementary schools with white majorities

located in middle income neighbourhoods. Thus a teacher's rating of hyperactivity may be related to both ethnicity and social class. "There are likely to be important discrepancies between what the minority child learns is acceptable behaviour at home and how he or she is expected to behave in the classroom. Sitting quietly for several hours a day and paying attention to the teacher is a basic classroom requirement. If a child is unable to or unwilling to suppress his or her activity level, clashes with the teacher are inevitable." (Langsdorf, Anderson, Walchter, Madrigal and Juanez, 1979, 296)

The same authors report that:

> "Coles (1977) in his study of the Chicano children of Texas observes that they learn to be guarded, wary and self-contained around Anglos, especially Anglo school teachers. Furthermore, these children according to Coles are characteristically raised in homes that may be described as patriarchial and authoritarian, in which the child learns to be formal and constrained in the presence of adults. Translated into classroom behaviour, the Chicano child would rarely display those behaviours associated with the hyperactive child." (Landsdorf, Anderson, Walchter, Madrigal and Juanez, 1979, 297)

Teachers often label children as hyperactive because of their disruptive classroom behaviour. Children who are referred by school personnel for medication to correct 'hyperactivity' are usually seen as the source of the problem in the classroom but their condition may be caused by "...ethnic and social class differences between the teacher and the child rather than a genetic, neurological or emotional disorder in the child." (Landsdorf, Anderson, Walchter, Madrigal and Juanez, 1979, 297) Thus, if medication is prescribed without considering the other possible causes of the child's unmanageable behaviour, it may be that the school

is putting more emphasis on classroom discipline than on the special needs of the child.

The effects of feedback on the control of hyperactivity have been studied and Ozolins and Anderson (1980) report on the results of one such study. They expected that hyperactive children would do better when given knowledge of their 'false alarm' responses in a vigilance task and found partial support for their hypothesis. It was discovered that hyperactive children are apt to perform better when feedback about their errors is given as they then become more cautious in their responses. The authors caution, however, against identifying this type of feedback with an aversive conditioning or equating it with telling a child when he is wrong. Part of this study included hyperactive children who responded quite differently to the test situation. These authors point out, therefore, the need to distinguish between children with attentional deficits as they are not a homogenous group.

Because of the need for different types of treatment based on the etiology of hyperactivity in a given child, Williamson, Anderson and Sherman (1977), suggest the need to investigate new treatment methods. Another reason which they state for looking into alternatives to chemotherapy is the possible side effects of drugs. These authors adapted the feedback principle derived from the laboratory equipment by Ozolin and Mack (1974) to a classroom setting in an effort to determine if controlled laboratory procedures could be adapted for practical use.

They found a treatment effect during the training period but the long

term results were inconclusive. In the first study, no carry over was observed; however, teachers reported some improvement. In the second study the experimental group's behaviour remained constant while that of the control group deteriorated. These studies raised many questions for further research regarding hyperactivity and according to the authors research to try and answer some of these questions is now in progress.

Doyle, Anderson and Balcomb (1976) also conducted an investigation similar to that done by Ozolins and Anderson (1980), the results of which supported previous findings and gives further encouragement to those who believe that learning disabilities can be investigated and brought under experimental control.

Sherman and Anderson (1980) used behavioural feedback as a means of reducing non-attending behaviour in children with attentional deficits. The initial results and follow up indicated that the attending behaviour of subjects increased and was maintained without the use of tangible reinforcers, with the possible exception of the reinforcing effect of the results of their own accomplishments and more positive attention from teachers.

The ecological approach to treatment of the hyperactive child is discussed by Williamson, Anderson and Lundy. (1980) These authors view hyperactivity as "...the behavioural output component of the child's total ecosystem..." and feel multimodal treatment has the greatest chance of changing behaviour. They believe that "...the behaviours associated with hyperactivity do not exist in a vacuum but occur under certain antecedant

conditions such as family environment, academic environment and physiological environment which all influence the child's cognitive processes." (Anderson and Lundy, 1980, 250).

A child's hyperactive behaviour has quite an effect on his environments but the consequences in one environment may be quite different from that in another, for example, family and school. The child's sense of self-worth and esteem may be increased or decreased, depending on the different reactions of parents, teachers, siblings and peers, to his or her hyperactive behaviour. These reactions, of course, depend on whether the consequences of hyperactive behaviour is more positive or negative attention which will increase the child's self-esteem; or, if the consequences of the behaviour are either being ignored or producing poor relationships with peers. In any case, the consequences of hyperactivity are frequently the reasons for referral of the child for treatment.

These authors feel that the greatest chance for effective treatment is when parents, teachers, health service providers and the child agree on using intervention and the type of treatment to be used. They propose treatment which is multimodal - that is it involves family treatment, academic treatment, physiologic treatment and cognitive treatment presented simultaneously. The authors point out that some children may benefit from modification of one environment only, but in their view most children need more than this as their work in the treatment of the hyperactive child has suggested pre-disposition to hyperactivity in the

physiologic environment may result in hyperactive behaviour.

An important consideration in the discussion of hyperactivity is the effect on those who have to deal with this behaviour on a daily basis. Balkwell and Halverson (1980) say that although much attention has been given to hyperactivity in the realm of etiology, typology and symptom identification, treatment methods and management methods, little attention has been given to the consequences for the parents and others of living with a hyperactive child.

There is no doubt that the hyperactive child is a problem in the classroom but he also causes his parents, siblings and others living in the same household a great deal of stress. Successful management of such a child's behaviour requires a great investment of time and energy from all of those involved in his care. Balkwell and Halverson (1980) also cite as a source of stress for parents, criticism by outsiders of parental handling, blame associated with child-rearing practices and the need for constant parental supervision and care. A specialized family lifestyle is necessary in order to cope with the hyperactive child and parents may run into trouble in agreeing on proper management procedures; sharing the responsibility for the child; restrictions of family activities; experiencing embarrassment and resentment towards the child and having fewer resources available from relatives and neighbours. Because of the latter, they are forced to depend mostly on each other for support and such isolation may be a great cause of stress within their marriage.

There may also be difficulties with the community, school and

neighbours as well as criticism of the parents' methods of handling these children which includes the use of medication. As far as the siblings are concerned, the authors state that more attention given to the hyperactive child in comparing his behaviour with that of a normal child for punishment and rewards can be an additional problem.

The consequences then for the hyperactive child are both academic and social which means that he will probably develop a very negative self-image, the long-term result of which will be manifested in his adult life.

Because there are so many questions related to the hyperactive syndrome, both with respect to cause and treatment, it seems that dealing with the problems of a child thus afflicted is a fairly complex matter and one with which the school is very concerned.

Present day restraints on government funding prohibit the use of either individual instruction or very small classes to teach these children. If they are to become a permanent part of the regular school system, there must be some thought given to making their behaviour acceptable within the classroom and finding a method whereby they can obtain the maximum benefit from the programs provided by the school for their education.

It is very important that treatment not be confined to the school setting but rather encompass both areas of the child's environment, namely home and school and co-operation between the two is essential if remedial work with behaviour problems is to be effective.

Summary

In summary, this literature review has presented views on school social work. It also gave some aspects of the problem of hyperactivity as related to the need for social workers in the schools, to work with children who are experiencing difficulties such as those resulting from hyperactivity and numerous other causes.

The authors who report on school social work have seen the problems of school children as important enough to justify interventive methods and have developed various means of providing services to schools and expanding the role of the school social workers.

The views set forth on the specific problem of hyperactivity suggest that it is a significant one. There are many unknown factors associated with such a syndrome which make it essential to provide specialized remedial programs for the children involved rather than treating them all the same or simply administering drugs to make them easier to manage in the classroom. Social workers are needed to help diagnose the child's needs and put special programs into practice.

Taking these reports from the literature into consideration, it is necessary to determine how they apply to the situation in the schools in Newfoundland and this is dealt with in the following chapter.

CHAPTER III

RATIONALE FOR THE STUDY

The establishment of school social work has been a developmental process arising out of the discovery by private agencies that school children were encountering non-academic problems which seriously interfered with their schooling. It has continued to be responsive to the changing needs of school children throughout the years and it is the emphasis on response to change and adaptability which is particularly relevant to this study, the purpose of which is to show that social workers are necessary in schools in this Province. The need has arisen because similar social changes have been taking place in Newfoundland and similar problems are now evident among school children here.

Some of the events which were taking place in the United States and which seriously affected children were changes in family structure, demographic changes and economic changes.

For example, in the United States an increasing acceptance of divorce and the trend towards both parents working outside the home meant a decrease in the quality of parental guidance. In the 1920's school social work responded to this challenge by becoming involved in work with delinquents (Costin, 1969). Until recently such social changes were not apparent in this Province. Families were relatively stable as divorce was not acceptable and the customs required mothers to remain at home to care for their young children.

Changes in demographic patterns in the United States, due to mobility of the labour force, resulted in large blocks of the population moving to other areas of the country where they had no family ties. School children in the same era were experiencing problems of adjustment so the schools came to depend on their social workers to help diagnose and treat these disturbed children. Demographic patterns in Newfoundland remained fairly constant until recently with most people living in the same communities as their own parents.

Economic changes in the United States made more funds available for educational purposes and there was at the same time an increased need for children to obtain a higher level of education. Funds for education in Newfoundland were scarce and therefore the same opportunity for education did not exist.

However, in recent years Newfoundland has been experiencing, on a much smaller scale, many of the changes which took place in the United States almost half a century ago and as a result must now face similar problems in relation to education. Divorce is now an accepted solution to marriage breakdown, centralization has moved many families from their birth place into larger centres and increasing prosperity has provided funds for large regional schools to be built. Many formerly small independent school boards have been combined under one administration for the purpose of consolidating educational facilities and expenditure. (Rowe, 1952)

Other factors identified in the literature which led to the development of school social work in the United States were, population

growth and the passage of compulsory school attendance laws.

Again, as in the United States, the numbers of children in the schools have grown simply as a result of the growing number of school aged children in the general population and the increase in population of the Province.

Costin (1969) relates that an important influence in the development of social work in the schools in the United States was the passage of compulsory school attendance laws and the need to create special educational facilities to deal with the children these laws brought into the system. These influences are also now applicable to Newfoundland schools. In the United States changes were made by way of remedial classrooms, special education courses and special schools which solved some problems but created others. This change again increased the need for further development of social work services in the schools. Similar changes have been taking place in the educational system in this Province over the past few years and it is anticipated that the same types of problems have occurred in our schools as a result.

It was also a part of Costin's (1969) review, supported by Wadsworth (1971), that the recognition of the importance of education to a child's life, both present and future was further evidence that social workers were needed to help solve some of the problems which were interfering with academic success. This factor is also relevant to children in Newfoundland as teachers are presently very concerned about the increasing drop-out rate among students. Economic expansion in this

Province will create a need for more highly educated people both technically and professionally oriented.

As changing conditions in Newfoundland would seem to be similar to those in the United States which led to the development of social work programs in the school system, the author considered it probable that a similar need might be present here at this time.

The development which occurred in the United States as shown in the literature, began with the visiting teacher and the use of casework followed as a means of helping individual children with school problems. The next step was recognition of the benefits of special group projects. The result of group work was the identification of patterns of malfunctioning and the development of suitable specialized programs followed to help solve these problems.

In Newfoundland the phase of identification of patterns of malfunctioning has already begun as teachers in the schools are able to provide lists of children who are considered to be of normal intelligence but are not achieving even when repeating a grade, children who are known to have serious problems at home, children who are not benefiting from special educational programs, children who are absent almost as often as they are in class and children who are known to be shoplifting, drinking and using drugs on a regular basis. It has also been noted that the children who are suffering from maladjustment are not always those from low socio-economic backgrounds, which suggests that the quality of parenting is questionable in a great number of families today. This fact

alone would account for any number of the multi-problem situations which children encounter during their school days.

It seems then that programs reported on in the literature which have been carefully designed and tested elsewhere could very well be adapted and applied to similar categories of problems in our school system. For example, parent training groups and student discussion groups could be carried on in all the schools if there were social workers to organize them. The teacher training sessions could be used effectively in workshops or with teachers selected according to the problem areas of their students. Preventative and remedial work such as those reported on by Heller, Mijares, and Mamone (1979), Carroll (1980), and Polster and Pinkston (1979) could be justified to reduce the drop-out rate in this Province. Individual casework of course is always essential to make these other programs acceptable and ensure that they run smoothly.

As there is no school social work service at all in this Province, it seems that thought should be given to use of the American experience in developing a system which is both practical and economical. There are however some problems in introducing this concept to our schools.

Problems

Instituting a social work service to our schools would cause problems and some of the arguments which might be advanced against it are in the areas of financing, professional staff and working within the denominational system.

The issue of providing financing might cause teachers to become alarmed that some of the funds presently allocated for teaching positions might be shared with the proposed new service in the schools. Their concern would be that there might be a resultant reduction in educational staff which would increase the present undesirable large student/teacher ratio.

Staffing problems would be likely to arise as, if social workers were hired by a great number of schools without prior notice and advance planning for their provision, there would not be sufficient trained people to fill the positions.

Under the denominational system a decision to introduce social work into the schools would require the approval of the several religious denominations to whom has been delegated the responsibility for education in this Province. As it would probably require unanimity on the part of the School Boards, it would be more difficult to obtain approval than if the decision could be made by only one authority such as the Department of Education.

In addition to the need to overcome the administrative problems, there could be other difficulties associated with acceptance of social work personnel in the schools. Firstly, for example, lack of knowledge about the role of the social worker by the public and by educators. There is still a strong association with poverty and welfare payments which give the social work profession a negative image rather than a helping one. Secondly, acceptance, especially by school personnel, could

be hampered by the fact that social workers do not have any expertise along educational lines. This may be construed as limiting their usefulness in the school system and prevent the development of working relationships with the school staff. Thirdly, other professions such as guidance counsellors who have only recently been brought into schools are are still working towards becoming established and may perceive the introduction of social workers as a threat to their territory, not only in terms of assigned tasks, but also in matters of funding additional positions for their profession.

However, teachers in high problem areas who have been trying to work around the assorted problems of their students, should be most accepting of trained people who could relieve them of this part of their responsibility, providing it did not change the number of teaching positions. Many of these teachers are aware of the effects of social problems on students in their classes, however, they realize that they are not trained to deal with such matters. They would, therefore, accept professional assistance to identify some of the causes and provide remedial programs to correct some of the social problems of their students.

In order to establish that social work is both necessary and possible to implement in the schools in this Province, the author selected a school in St. John's and carried out various investigations in this regard, involving working with a number of children who were having problems to which the school itself had not been able to find solutions. This was a good opportunity to show how social work could change the

outcome of the school's investment in trying to educate such children.

The cases were chosen so as to provide involvement with teachers, students, parents, administrators, and outside agencies to gain some information from these sources about the usefulness of social work services to the schools. Also the fact that evaluation was built into the case studies served to provide evidence to verify the actual results of this project. An example of the treatment provided one of these children is given in the casestudy in Chapter Four.

The hyperactive child was chosen for the study as this problem is increasingly being encountered in the classroom. It is highly visible throughout the entire school and has serious implications for a great number of people other than the child himself. Consequently, the impact of changing such behaviour would be considerable and would underscore the effectiveness of school social work.

The method of behaviour modification was chosen as it seemed most appropriate for this problem and would provide liaison with several significant people in the school system and at the same time a method of self-evaluation could be built into the project. (Wadsworth, 1971; Reid, et al, 1980; Howe, 1974)

The chapter which follows describes the methods used for collecting and analyzing data for this project and includes a summary of the casestudy done with one of the children in the project.

CHAPTER IV

METHODOLOCY

The previous chapter suggested that the situation in schools in Newfoundland might be similar to those described in the literature on school social work.

In order to explore this idea further, contact was made with various school officials in the St. John's area to elicit their experience in the schools under their jurisdiction. The information thus obtained substantiated the views found in the literature and their applicability to this area.

The identification of the social problems in a general way in the St. John's area indicated that it might be helpful to select a particular school which had a good representation of all the particular problem areas discussed by school officials. Consequently, further discussions were held with the school authorities in order to locate such a school. The most suitable one was an elementary school in a new housing development where there were two contrasting socio-economic levels, thus providing a good sample of many family backgrounds and a variety of student problems.

Permission was obtained from the school board to work in this school for a period of three months and a referral was made to the principal. During the time the author worked with underachieving students referred

by the school principal. The purpose of this project was to demonstrate, on a small scale, the effectiveness of social work intervention in dealing with specific problems and working with individual students.

The setting

This investigation was done in an elementary school in the St. John's Metropolitan area. The school provides for children from kindergarten to grade eight inclusive and the ages range, therefore, from five to sixteen years. In addition to the regular classes there is a special education class where children with learning difficulties from the upper grades are given small group instruction. There is also remedial reading work done with individual children.

Selection of study group

Several sessions were held with the principal to determine the problems present in that school at the time and to decide on which type of problem would be most suitable for this project, taking into consideration the time limits both of the researchers and the school staff. The overall project was to run for three months and the daily demands on the teachers could not interfere with their teaching duties.

The category of 'underachievement' in children of normal intelligence was chosen. This decision was based on the assumption that these children were likely to benefit most from intensive therapy over a relatively short time. Five students were selected from the grade

reports of the previous year. These students had failed and were repeating their grade.

The first contact with the parents was by telephone and as responses were positive, home visits were arranged to explain the project and to obtain the agreement of the parents and child to participate in the program. During this visit it was explained that the child was performing below his actual ability in school and the proposed project was designed to help with this problem.

Of the six families contacted five agreed to take part and the remaining student's mother said she would only give consent if her child failed the term. This would be too late for inclusion in the project but it was learned later that she did contact the teacher after the end of the first term exams to say her daughter had not done very well and requesting an interview with the classroom teacher.

Interviews were then held in school with the children and the teachers of both years to obtain the necessary information about the reasons for failing grades. This information was used by the author to set up remedial study programs for the children and each program was designed to suit the needs of the individual child. The programs were approved by the principal, teachers, students and parents and an agreement made regarding carrying out the details and obtaining feedback about the results with all five children. The teachers co-operated willingly in all aspects of the project, including recording data and discussing the child's progress weekly.

In order to illustrate the kind of casework which was done in this project, the section which follows describes a specific case, that of working with a hyperactive child to help him become more manageable in the classroom, school and home.

Casestudy

The problem of dealing with hyperkinetic behaviour can be researched in a school setting as the classroom provides many opportunities for observation and the implementation of re-inforcement procedures for appropriate behaviour. It also makes measuring of the results of treatment possible. The study which was undertaken investigates the effect of a specific treatment on the behaviour of an elementary school student. The treatment was carried out both in the classroom and in the home in order to achieve a more complete and effective change in the child's behavioural responses.

The involvement of the social worker in alternatives to drug treatment for hyperactivity is supported by a practitioner (Styslinger-Cernak, 1976) who believes that the social worker's role is to determine firstly whether the child is really hyperactive and if he is potentially harmful to others. In order to make this assessment it is essential to use the teacher's report on specific behaviour leading to conclusions which labelled the child as hyperactive, determine the teacher's expectations regarding the behaviour of the entire class, determine if the classroom environment is a possible cause, obtain a comprehensive social history of the client and family, determine the possibility of family problems as a

cause of behaviour and maybe request a medical referral for a decision about diagnosis.

She says the most logical role for the social worker faced with the decision to act as either advocate for the parent and child or for the teacher and the school system is that of mediator as social workers have "...both the knowledge and skill to mediate among the various systems that affect the child." (Styslinger-Cernak, 1976, 21) They are neither teachers nor administrators so are acceptable to both parties.

Three alternatives suggested for use before resorting to medical referral for medication are (1) set up a behaviour modification system with the teacher, (2) establish parents' groups to demonstrate effective ways of handling children; and, (3) change specific aspects of the school system that may be contributing to the hyperactive behaviour of students.

An 'underachiever' was defined for purposes of this study as a child of normal intelligence who was repeating a grade and at the time of commencement of the project, which was during the third week of the first term, was in the opinion of the teacher, still not making satisfactory progress.

The child chosen for this study was eleven years old and was repeating grade five. He had been medically diagnosed as 'hyperactive' and was receiving medication for this condition since his third year of school attendance. He was also an underachiever as he had not been able

to complete the grade four work the previous year so had been placed in a special class where he could be given more specialized attention and hopefully helped to make better use of his time. According to psychological testing his intelligence was within normal limits.

In spite of medication this child was still exhibiting disruptive behaviour in the classroom and on the school premises, causing him to be sent to the principal's office frequently. In an attempt to enlist the co-operation of the parents, the school principal and the teacher had tried to communicate with them by telephone but without success. The child had previously been referred to a psychiatric unit for treatment at the school's request but had been discharged after a few days at the request of the family as they did not wish to co-operate in this matter. As a result he returned to the school without any change in his behavioural status and according to the principal they had not been informed about what had happened regarding their referral. At the time of the referral to the social worker, he was causing much concern in the school both by his inability to concentrate on his work and in that he was a potential danger to other children when he acted out on the playground and other common areas of the school. The school principal was seriously considering suspending him because of the latter and taking into account the fact that all attempts to discuss the matter with the family had failed.

The initial part of the study involved establishing a relationship with the mother and grandmother who shared the child's care. This took some time as they seemed to realize that they had somehow failed as

parents but were not willing to admit this to teachers, psychiatrists or any other 'professional' outsider. They did agree, after two sessions, to accept counselling on the basis that the child was considered to be of normal intelligence but could not be expected to pass his grades unless his behaviour could be brought within acceptable limits. They showed in the first interview that they did very much want the child to pass and would do what they could to bring this about, so academic success was a long term goal for them.

It was possible to work with this family by maintaining an extremely non-threatening atmosphere while encouraging them to use simple but consistent discipline methods in dealing with the child's undesirable behaviour at home.

In the school a preliminary step was to find out from the teacher specifically the kinds of behaviours which were occurring in the classroom and which needed to be changed. These were defined as - disruptive behaviour while class was in session, such as interrupting the teacher or other students with attention seeking acts, getting out of his seat without permission, not listening to the teacher's instructions and coming to school without his written homework completed.

In order to work with this child it was decided to use positive re-inforcement for acceptable behaviour and lack of re-inforcement for unacceptable behaviour by way of ignoring the latter as much as possible. This plan was approved by the teacher and the principal as they considered any kind of tangible re-inforcement as a possible complication of

the existing classroom system, in that rewarding a single child differently might make others react unfavourably. This system worked well as in further sessions with the student it was found that he did not place any value on material things so they would not have served any useful purpose in re-inforcement. However, he did value attention and praise very highly. The specific plan agreed upon was to praise him consistently for good behaviour, such as work completed satisfactorily, staying in his seat, remaining quiet during seat work and class instruction and to give no attention at all for inappropriate demands for attention. The only real punishment to be given was being excluded from special activities such as skating and special projects when he had committed an act that could not be ignored nor discouraged by any other means.

In order to carry out this plan in school, it was necessary to obtain the co-operation of the parents so they would not interfere with the discipline system in school as they had been known to do previously. They had always responded to the contacts from school by defending the child's behaviour and refusing to have him stay behind for disciplinary purposes.

Gaining the co-operation of the family was accomplished by having the mother consent to visit the classroom to discuss the child's school behaviour with the teacher. The desired result was achieved, that of having her agree with the enforcement of class rules at all times and further that she would do her best to maintain consistent discipline at home, which would include responding appropriately when contacts were

made by the teacher or principal reporting on the child's misconduct in school.

At the same time the mother agreed to carry out simple procedures at home, such as ensuring that she had the child's attention before giving instructions or talking to him about his inappropriate actions. It was also suggested that he be told that in order to receive certain privileges at home it would be necessary that his behaviour in school not require measures such as staying after school or phone calls home from the teacher or principal. In addition, if he misused or broke a toy or personal item, such as his watch, he would have to put it away for a certain stated period until he was ready to agree to treating it more carefully.

To work effectively with this family, an agreement was made to work with the child in school and with the entire family through home visits. The mother was seen in a one hour session weekly and the grandmother once every other week when the mother was working. The boy was seen three times weekly when he was picked up after school and driven home at which times the mother or grandmother, whichever one was home at the time, was also seen briefly to discuss the day's work at school and the progress being made. Efforts were also made to have mother and grandmother agree on methods of handling him. Weekly sessions were also held with the teacher to discuss changes in the child's behaviour.

During this period it was possible to gain the mother's confidence to the extent that she consented to ask her pediatrician for a

psychiatric referral. The psychiatrist's opinion given to the social worker after his assessment was that the problem was behavioural and resulted from inconsistent handling and poor management at home.

There was an incident during the first week of work with this child involving his stealing three bicycles from the school neighbourhood. This was dealt with immediately - the parents and the police were also involved. There was one further occurrence of stealing which involved one bicycle the following week.

Data collection

Data was collected by the classroom teacher by using a sheet designed to show the daily results regarding the four behavioural items identified during the initial discussions with him. There was clarification of the definition of each of these categories so that recording would be consistently done. The class consisted of only twelve children so the observation of behaviour would not be a problem as the classroom was small and the teacher, because he did a lot of individual instruction, could readily see what was happening at each desk. The number of items measured was kept to four in order to simplify the recording procedure. The items selected were considered to be good indicators of conforming to classroom expectations.

Experimental design and procedure

This study uses a single-subject AB design. The reasons for using this method are as follows:

1. Using the child as his own control ensures that any statistically significant results are more likely the results of the intervention procedure rather than due to any external factors.
2. Continuous monitoring of the behaviour is possible with single-subject design so feedback concerning the effectiveness of the intervention strategy is more available to the social worker, teacher and student.
3. Constant availability of feedback allows giving immediate attention to undesirable behaviours which is essential in behavioural change treatment.
4. Single-subject design is appropriate for measuring hyperactivity as each child displays a different degree of maladjustment and his needs therefore are specific to his own situation.

During the baseline period of two weeks recording was done but no changes were made in the existing classroom procedures, neither did any counselling take place. Beginning on week three the re-inforcement procedures described previously were implemented in school and at home and data continued to be collected by the classroom teacher for four more weeks. Following which time there were two weeks of follow up recorded. Counselling took place during weeks three to six inclusive. There was no counselling given during the final two weeks of data collection but the re-inforcement procedures were maintained.

Summary and conclusions re casestudy

The specific purpose of this casestudy was to assess the effectiveness of behaviour therapy as shown from the data collected by the class-

room teacher. In this section the results of the casestudy are examined and discussed, statistical tests explained and the positive results of the intervention stated.

Findings

All data was subjected to the two-standard deviation procedure. (Jayaratne, 1978) This test shows that the results are significant if there are two or more successive scores during the intervention phase which are two standard deviations from the mean at baseline. This test is sufficient to establish that there had been a positive effect on the child's behaviour and this was the purpose of the study. This method of testing for results is useful when dealing with individual behaviours as it is not possible to set definite limits on the degree of improvement necessary.

The results have been shown on separate graphs for each of the behaviour categories measured in Figures 1 to 4 (p.p. 59-62). The graphs depict the weekly scores obtained for each behaviour during the three phases; baseline, intervention and follow-up. As can be seen there is a positive decline in the scores for each type of behaviour, except for week six, when the child was ill and each graph shows a slight upward trend for that period.

Table One shows the weekly scores for Not Listening to Instructions when class was in session, during baseline, the counselling period and two

weeks of follow up. The second week during which counselling took place this behaviour had decreased by 58 per cent and remained at that level the following week. During the fourth week of counselling there was an increase of 100 per cent over the previous week. This increase was accounted for by the fact that the student was ill most of that week and was absent from school for a day at mid-week. Week seven again showed a decrease in the number of times he was not listening to instruction even though counselling had been discontinued at the end of the previous week. The final week during which recording took place there was an incidence of less than once a day for the occurrence of this behaviour category. By week eight, the final week of the project, there was an overall reduction of 67 per cent in this category, which was less than once a day.

Table Two indicates the weekly scores for the Number of Times Out of Seat Without Permission when class was being conducted, for the baseline period, counselling period and follow up. The second week of counselling the score for this behaviour showed a decrease of 87 per cent. There was an increase of 125 per cent the following week and another increase of 111 per cent in week four. By the end of week eight, the final week of the project there was an overall reduction of 88 per cent in this category.

Table Three displays the weekly scores for the Number of Times Written Homework was not Completed during the baseline, counselling and follow up period. The second week of counselling showed a decrease in this behaviour of 100 per cent. Weeks three and four showed no change.

As in Table One and Two, the score for week five showed a slight increase. By the end of week eight, the final week of the project there was an overall reduction of 50 per cent in this category. This was the only variable which reflected the implementation of behavioural controls at home.

Table Four represents the Number of Episodes of Disruptive Behaviour in the classroom during baseline period, the four weeks of counselling and two weeks of follow up. The second week of counselling showed a decrease of 27 per cent in this behaviour, week three a decrease of 18 per cent and week four an increase of 11 per cent. By the end of week eight, the final week of the project there was an overall reduction of 73 per cent in this category.

It is also noted that there was simultaneous improvement in all behaviours which were measured during this period.

The horizontal lines on the graphs represent the numerical value of two standard deviations from the mean in each case. For each behaviour there are four or more observations located outside these bands of significance and this is considered (Jayaratne, 1978) to be sufficient to establish the statistical significance of the scores, therefore, the effectiveness of the intervention method. The means have also been calculated for each graph and are shown in the right hand side of the sheet.

There was then a steady overall improvement in the child's behaviour throughout the treatment period which was maintained after the

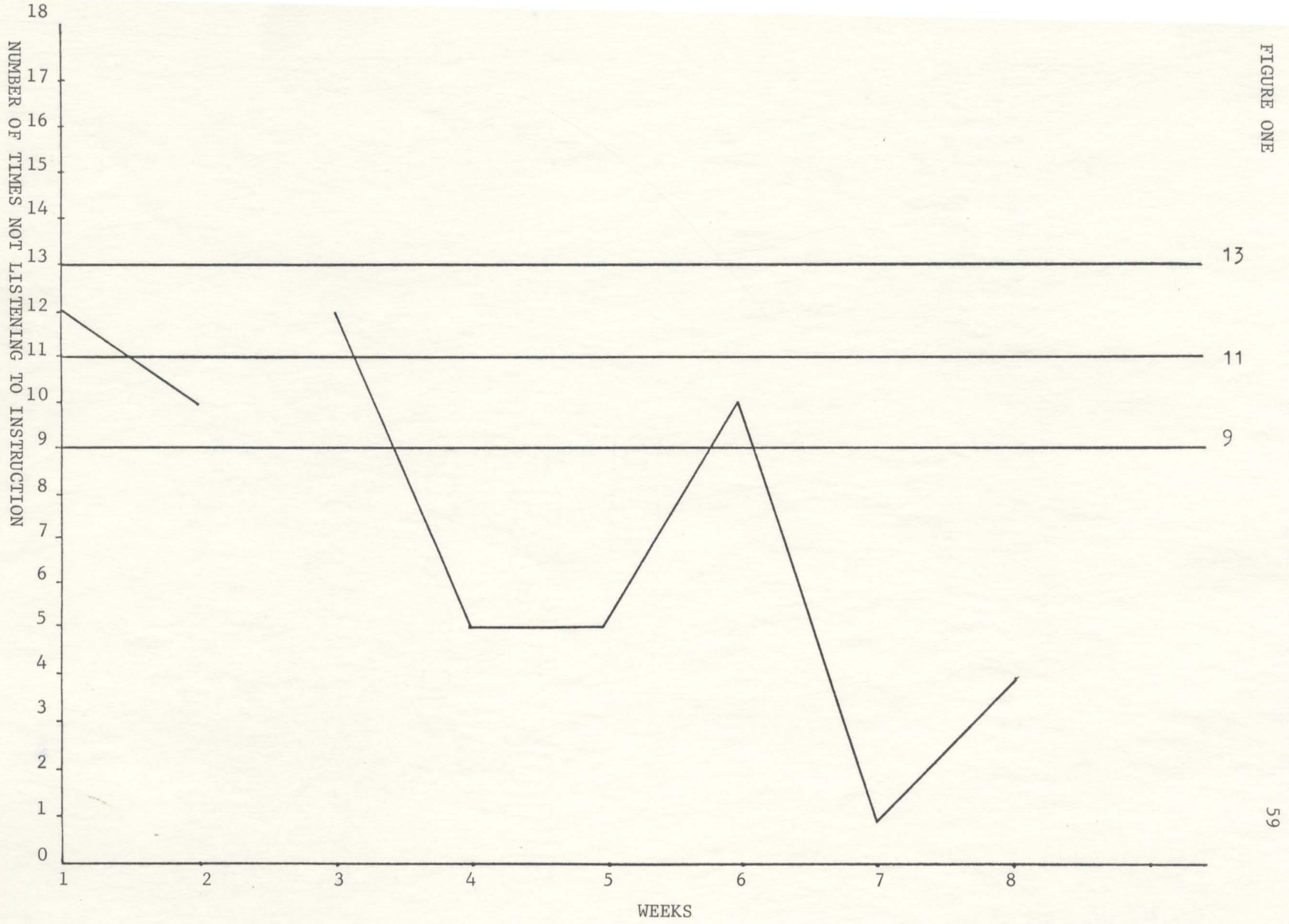

NUMBER OF TIMES NOT LISTENING TO INSTRUCTION
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
13
11
9
1
2
3
4
5
6
7
8
WEEKS

FIGURE ONE

FIGURE TWO

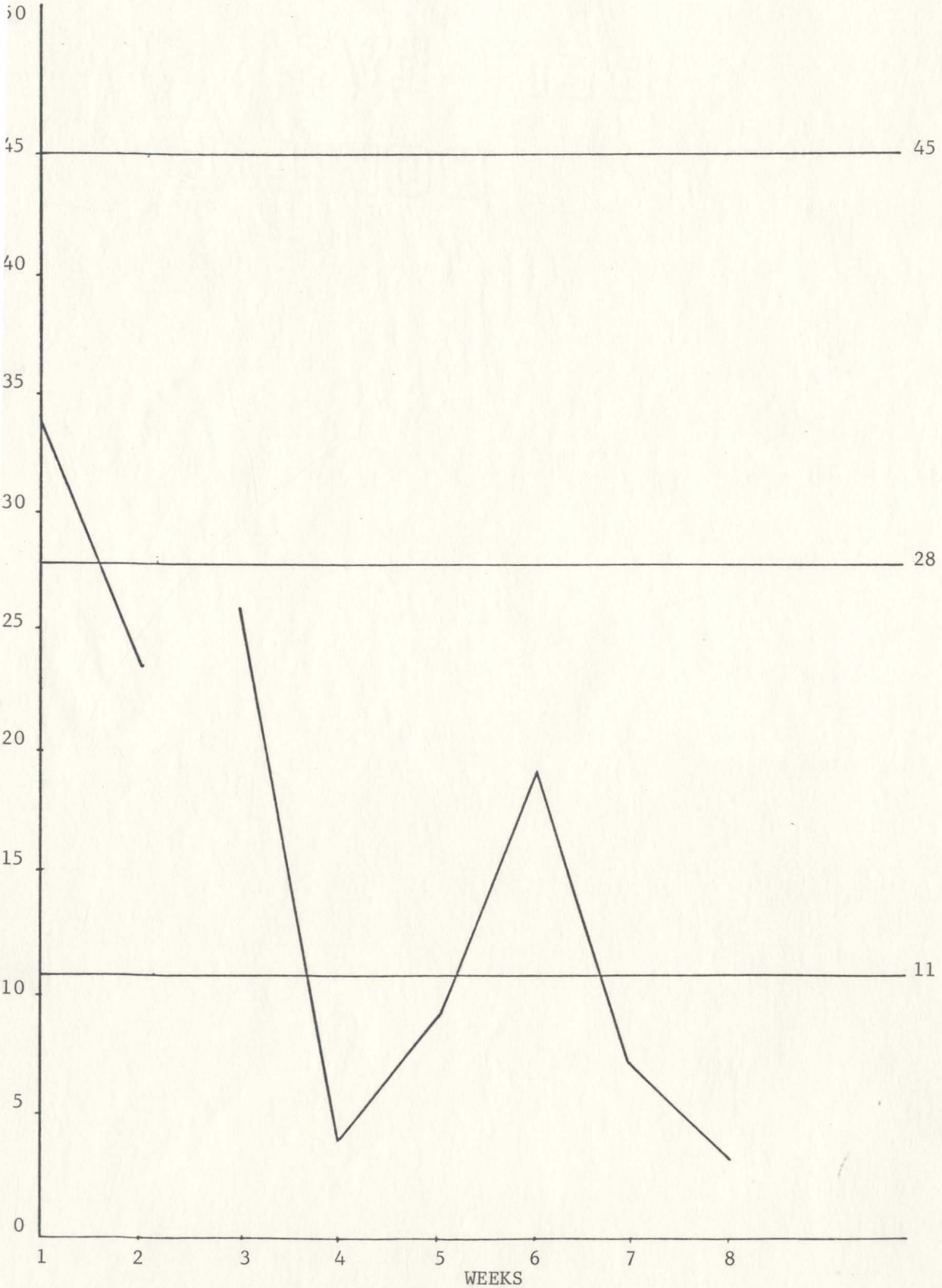

50
45
40
35
30
25
20
15
10
5
0
45
28
11
1
2
3
4
5
6
7
8
WEEKS
NUMBER OF TIMES OUT OF SEAT WITHOUT PERMISSION

FIGURE THREE

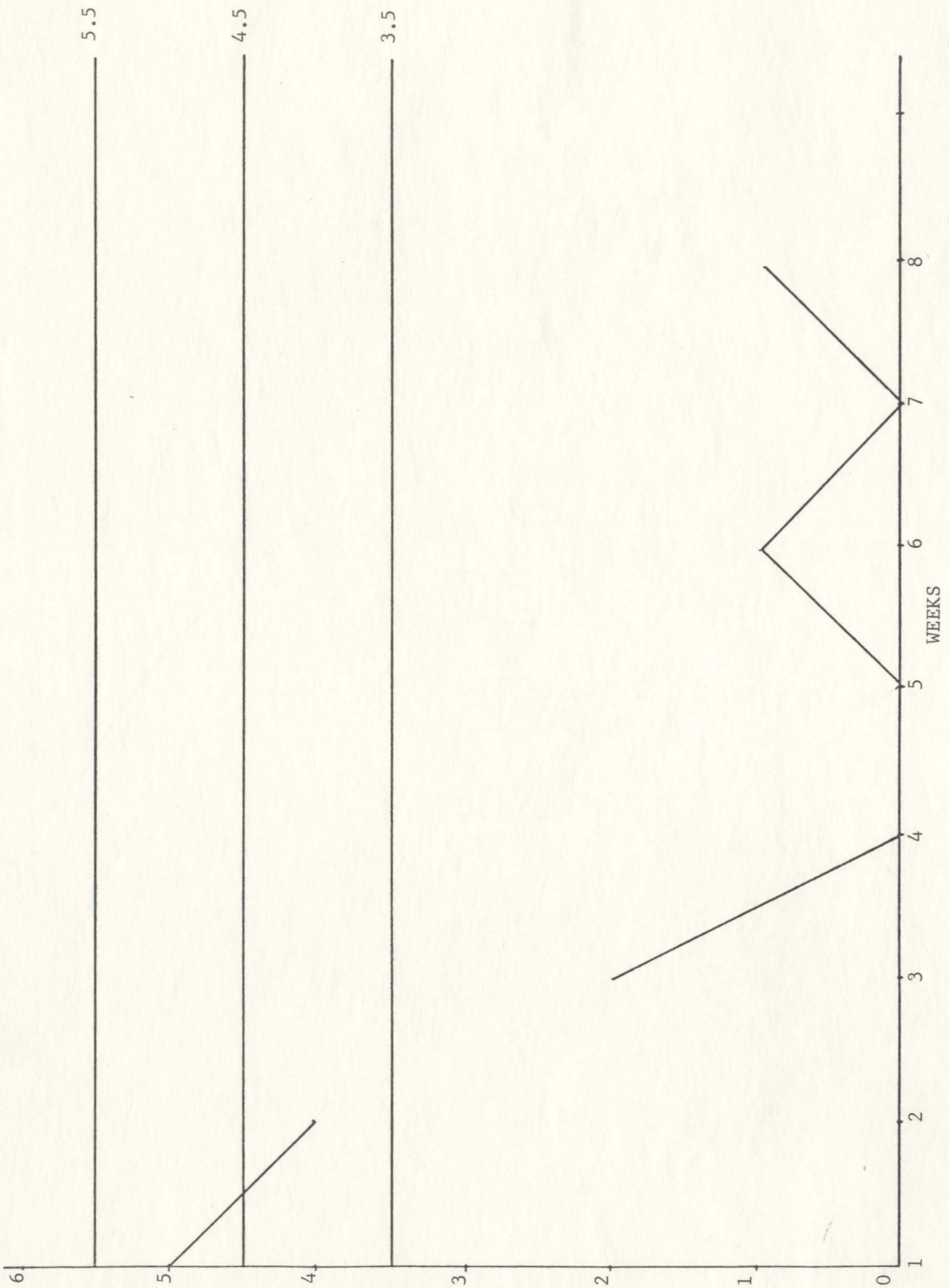
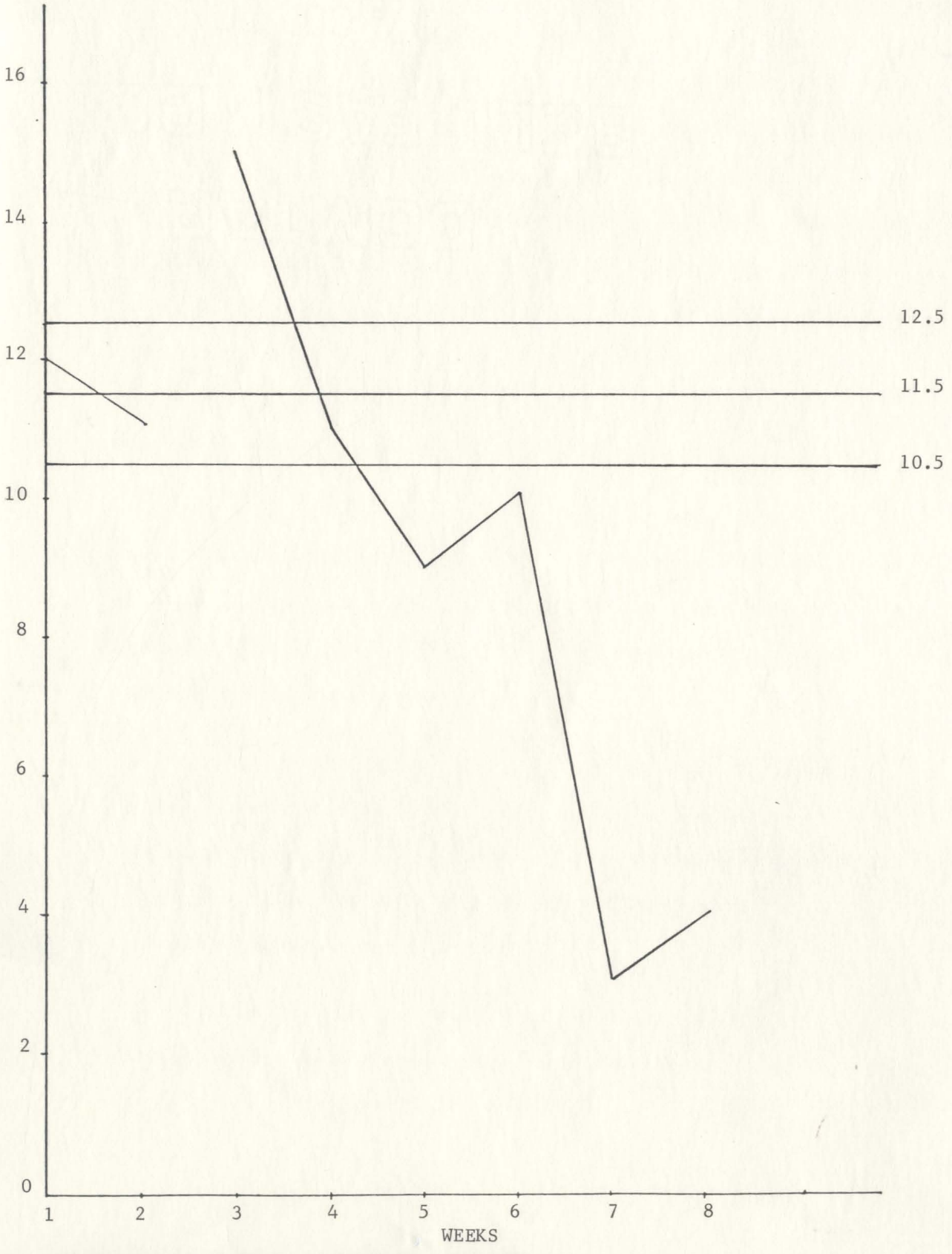


FIGURE FOUR


16
14
12
10
8
6
4
2
0
12.5
11.5
10.5
1
2
3
4
5
6
7
8
WEEKS
NUMBER OF EPISODES OF DISRUPTIVE BEHAVIOUR

counselling sessions were discontinued. Behaviour necessitating being sent to the principal's office was eliminated after the second week and there was no further occurrence of this kind of misbehaviour. It had been reported that prior to baseline week this had occurred at least once a week, sometimes oftener. The child also had been in the habit of leaving school and going home a couple of times each week at which time he stayed at home the remainder of the day. After the second week of treatment he was returned to school by the mother or grandmother whenever he arrived home; the next week he left school only once and then returned of his own accord; the fourth and subsequent weeks he had no further episodes of leaving school during study hours.

The results of this investigation indicate that consistent reinforcement of desirable behaviour in the classroom was associated with improved performance in that setting and in the school area. Support for the school program and where possible similar procedures at home strengthened the reinforcement procedures.

The role of behavioural therapy in the treatment of hyperactive children should be further examined with individual children, ideally when they first come to the attention of the school personnel as it is then that further complications such as failing grades, stigmatization and truancy problems may be avoided.

Behaviour therapy can be modified to suit a large variety of school problems and may be developed into programs for group use which might enable more of the unmanageable children to receive treatment. Further

use of this type of program might include a design where more structured reinforcement procedures are carried out at home and follow up is conducted for lengthier periods to determine the long range results of such treatment on the child's behavioural pattern and his academic achievement. This type of treatment is also suitable for children displaying various behavioural problems without the diagnosis of hyperactivity. While the study involved only one child, it is useful to establish that positive results are possible and support the idea that behaviour therapy can be used in a co-operative effort between the social worker, school and home.

Professionals dealing with the hyperactive child must recognize the parents' feelings of helplessness and despair, as well as their guilt and negative feelings toward the child. They must realize that helping the family should not end with the development of a program to manage the impulsiveness. The entire family situation must be taken into consideration and such extra help as occasional relief from care, especially in the case of single parent families, provided as part of the total treatment plan.

In the interest of understanding the child with behavioural problems, more dissemination of information about the hyperaggressive syndrome to the general public may lead to a more positive attitude towards these children by educators and others.

Total group of children

While this was only a very small group of students and the project was of short duration, the results were encouraging and there was indication that some changes had taken place in each case. In addition there was an opportunity to establish a relationship with the teaching staff and they repeatedly acknowledged their need for help with a great proportion of students in their classes. Some teachers had voluntarily taken on individual work with students similar to that done by the 'visiting teacher' several decades ago. Others were trying against great odds to teach children material which was obviously beyond their level, not only intellectually but because of lack of motivation or appreciation of the value of education by them and their parents.

The next chapter summarizes the findings about the need for social workers in the schools in Newfoundland with reference to the project undertaken to investigate this possibility.

CHAPTER V

SUMMARY AND CONCLUSIONS

This project was undertaken to explore the need for social workers in the schools in Newfoundland. A review of the literature failed to provide any evidence from the Canadian experience, even though there have been school social workers practising in several provinces for many years. However, the American literature proved useful in establishing that school social work began there in the early part of the twentieth century when rapidly changing conditions left many children without the support necessary to guide and sustain them through the process of obtaining an education.

It was also evident from the literature that social work in schools is increasingly being used in order to deal with the even greater variety of problems which are facing students today. These are problems caused by lack of parental guidance, inclusion of children with various disabilities into the school system, and the changing needs regarding types of educational systems.

Various structured programs have been developed to deal with the different patterns of underachievement including programs to encourage parental involvement and it has been deemed essential for school social workers to become involved in policy making and social action groups in order to be effective in making school a more rewarding experience for children.

Using the knowledge drawn from the literature, it was felt useful to investigate the situation in Newfoundland schools by actually spending some time carrying out the functions of a school social worker. The need for various types of intervention were assessed in two ways, one, by talking to teachers, students and parents to find out what is actually happening inside our schools and two, to find out what can be accomplished by a social worker dealing with school related problems and working in a school setting.

Interaction with school personnel gave insight regarding the school climate today. It was indicated that for some time school officials had been aware that there were many students in the school system whose progress was being hampered by problems other than those of academic origin. It was also acknowledged that because of the changing life-styles affecting family life in this City, and in fact the whole Province, there are more and more children facing problems of social adjustment such as living with only one parent, or trying to live part time with each parent and sometimes having very little parental supervision at all. It was reported that teachers are constantly citing examples from their own classrooms of social problems known to them but with which they are unable to help, neither do they have any idea where to look for help for their students. Therefore, problems were for the most part being left untreated and the casualties of this unavoidable neglect are increasing steadily.

The experience of working with a group of students was enlightening as it showed that the problems are very similar to those identified in

the literature and that the same types of intervention can be adapted and used with the children in the schools in this Province.

The specific case reported on in Chapter Four served to demonstrate that there are suitable means of social work intervention which can be used with specific serious problems, that co-operation between social workers and the school is possible and that both parents and teachers will accept social workers in a positive manner. The interest and co-operation of others in the community was also forthcoming.

There are, however, some unanswered problems associated with establishing a social work service in our schools and these are outlined in Chapter Three.

Regarding the problem of financing a possible solution would be to have the service provided by either the Department of Social Services in the same way that the school nurse comes under the budget of the Department of Health. Or, responsibility could be accepted by the Department of Health under the Division of Child Health Services. Another possibility is sponsorship by some of the family agencies dealing with a variety of family services.

Staffing problems would present difficulties should a school social work service come into existence so it would be advisable to phase in such a service on a planned long term basis. Built in evaluation and ongoing research into the actual needs being seen in the schools should also be considered. Effective use could be made of some of the already

tested programs which have been developed in the American schools over the past several years.

Under the denominational system should there be a problem of agreement among the various religious denominations this could be overcome by the Department of Education recommending to the school boards that programs of school social work be established in the various schools. If the Department of Education were willing to set up separate funding for this service there should be no difficulty in persuading the school boards to accept the service. On the other hand, the churches themselves might sponsor the service as did the independent outside agencies in the United States many years ago. This service could very well fit into the present family life agencies mentioned in the foregoing paragraph, except that limited funds might seriously limit the growth of such a program if left solely to the auspices of the churches.

Limitations of the study

The most obvious limitation of this study is that it took place in only one school and within a small age group of children. It is also felt that intervention at a slightly earlier age would have had several advantages.

1. Parents usually have more control and influence over their children in the early school years than they do later.
2. Younger students would have a chance to develop a better

foundation for academic work in the beginning of their school careers.

3. It is important for students to learn good study habits when they begin to have assigned homework. Study patterns established at this time should prevent ineffective attempts at a later stage when school work becomes more demanding and complex.

A third limitation is that teaching parenting skills on an individual basis is very time consuming, likewise explaining the details of re-inforcement procedures to teachers individually is difficult when their classroom time is of great importance. If each of these tasks could have been dealt with in a group setting there would have been more time available to include other children in the program.

Finally, a longer follow up period would have shown the durability of results expecially in the area of academic progress.

The findings did show that teachers would like to have social workers available in the schools, that it is possible to work with and enlist the help of outside agencies and that parents can be brought into helping their children achieve better results from their school program.

As the structure of the family changes, the school is called upon to fulfill more and more of the functions which were previously considered the responsibility of the home. Therefore, if children are not going to receive training in such skills as socialization, child rearing and

career selection at home then the school must undertake to provide personnel trained in these areas of instruction. That is not to say that the schools should permanently assume the duties of the parents, rather they have an excellent opportunity to teach parents the importance of the family in the child's development and education and to promote effective methods of child care.

In addition to special programs within the schools, there is a great need for practitioners to direct their attention towards the special needs of underachieving children by advocating for changes which will benefit students throughout their entire school careers.

This study has identified the needs for social workers in the schools in Newfoundland. Further study both in urban and rural areas needs to be conducted to verify the extent to which the results can be generalized. The present findings suggest that conditions in this Province warrant the use of social workers in the schools and suggests specific programs which can be beneficial to students.

It must be stressed that unless some means of dealing with the situations which lead to underachievement and drop-out in the schools can be found, the educational system will become increasingly ineffective in turning out mature, educated and responsible graduates. The social and economic costs of the increasing number of drop-outs are enormous.

It is vital, therefore, that educators understand the urgency and make a commitment to the special needs of the underachieving child.

In conclusion, this study has demonstrated that social work in the schools is necessary if children are to achieve according to their capabilities. Present services to school children are oriented towards crises rather than remedy or prevention. Only well planned and well implemented programs with a follow up component can fulfil the goal of maximum education for every child. There is, therefore a great need for more research and demonstration projects including social workers and directed towards identifying the needs of school children and adapting special programs with a view to providing preventative treatment.

BIBLIOGRAPHY

Alderson, John J. 1971 "The challenge for change in school social work". Social Casework, 52:1, 3-10

Alderson, John J. and Curtis H. Krishef. 1972 "Another perspective on tasks in school social work". Social Casework, 60:1-, 602-608.

Anderson, Gary D. 1979 "Enhancing listening skills for work with abusing parents". Social Casework, 60:10, 602-608.

Anderson, Robert P., Gary A. Williamson and Charles F. Sherman. 1977 "Ethnic, Cultural variables and attentional deficits". Texas Journal of Education, 4:1, 29-37.

Banchy, Nancy and Andrea Carter. 1979 "A home-based parent education program". Social Work in Education, 1:2, 36-46.

Balkwell, Carolyn and Charles F. Halverson Jr., 1980 "The hyperactive child as a source of stress in the family: Consequences and suggestions for intervention". Family Relations, 29, 550-557.

Barth, Richard 1980 "Report cards as a home-school communication system". Social Work in Education, 2, 44-58.

Berry, Juliet 1972 "Social Work with Children". London and Boston: Routledge and Kegan Paul.

Carroll, Mary 1980 "School practice and the mental health of pupils". Social Work in Education, 2:4, 12-28.

Carter, Darrell B. 1970 "Interdisciplinary Approaches to Learning Disorders", in Darrell B. Carter (ed), Academic Underachievement, Philadelphia: Chilton Book Company.

Coles, Robert and Maria Piers 1969 "Wages of Neglect". Chicago: Quadrangle Books.

Committee on Emotional and Learning Disorders in Children. 1969 "One Million Children". Toronto: Leonard Crainford.

Costin, Lela B. 1969 "A historical review of school social work". Social Casework, 50:8, 439-453.

Costin, Lela B. 1972 "Adaptations in the delivery of school social work services". Social Casework, 53:6, 348-354.

Costin, Lela B. 1975 "School social work practice; A new model". Social Work, 20, 135-139.

Curtis, Hugh 1976 Circular letter to participants in a National Study on social work services available to Canadian school systems, Winnipeg, Manitoba.

Davis, Lorraine I. 1979 "The Wisconsin experience". Social Work in Education, 2:1, 67-72.

Donahue, Geo. T. and Sol Nichtern 1965 "Teaching the Troubled Child". New York: The Free Press.

Doyle, Robert B, Robert Anderson and Charles Halcomb. 1976 "Attention deficits and the effects of visual distraction". Journal of Learning Disabilities. (Reprint, no further information given).

Effron, Anne Kurtzman 1980 "Children and divorce: Help from an elementary school". Social Casework, 61:5, 305-312.

Fischer, Joel 1973 "Interpersonal Helping". Illinois: Charles C. Thomas.

Fischer, Joel 1978 "Effective Casework Practice: An Electric Approach". New York: McGraw-Hill.

Franks, Cyril M. and Terence Wilson, (eds) 1975 "Annual Review of Behaviour Therapy Theory and Practice". New York: Brunner Matzel.

Franks, Cyril M. and Terence Wilson, (eds) 1976 "Annual Review of Behaviour Therapy Theory and Practice". New York: Brunner Matzel Inc.

Hartman, Ann 1971 "But what is social casework?" Social Casework, 52:7, 411-419.

Heller, Katherine J., Alfred A. Mijaris and Rosarie T. Mamone. 1979 "A pre-school program for physically handicapped infants". Social Work in Education, 1:2, 15.

Howard, Mary Ann Powell and Richard J. Anderson
1978 "Early identification of potential school drop-outs; A literature review". Child Welfare, 57:4, 221-231.

Howe, Michael W. 1974 "Casework self-evaluation: A single-subject approach". Social Service Review, 48:1, 1-23.

Husen, Torsten "Present Trends and Future Developments in Education". Occasional Papers No. 8, the Ontario Institute for Studies in Education.

Jayaratne, Srinika and Rona L. Levy
1979 "Empirical Clinical Practice". New York: Columbia University Press.

Jones, Joan M. and R. L. NcNeily
1980 "Mothers who neglect and those who do not; A comparative study". Social Casework, 61:9, 559-567.

Langsdorf, Richard, Robert P. Anderson, Donna Waechter, Julio F. Madrigal and Leo J. Juarez.
1979 "Ethnicity, Social Class and Perception of Hyperactivity". Psychology in the Schools, 16:2. 293-298.

Lippett, Ronald 1965 "Youth, Culture, School System, Socialization and Community". In Albert J. Reiss Jr. (ed). "Schools in a Changing Society". New York: The Free Press.

Lister, Ian 1975 "The Schools of the Future; Some Teachers Views on Education in the Year 2000. London: Council for Educational Technology for the United Kingdom Education Press Ltd.

McPherson, Sandra B. and Cyrille R. Samuels
1971 "Teaching behavioural methods to parents". Social Casework, 52:3, 148-153.

Meares, Paula Allan
1977 "Analysis of tasks in school social work". Social Work 22:3, 196-201.

Mishne, Judith 1971 "Group therapy in an elementary school". Social Gasework, 52;1, 18-25.

Newman, Ruth 1965 "Changes in Learning Patterns of Hyperaggressive Children". In Nicholas Long, William Morse, Ruth Newman (eds). "Conflict in the Classroom: The Education of Emotionally Disturbed Children". California: Wadsworth Publishing Co.

Ozolins, Delmar A. and Robert Anderson
1980 "Effects of feedback on the vigilance task performance of hyperactive and hypoactive children". Perceptual and Motor Skills, 50, 415-424.

Parham, Geraldine T.
1979 "Individualized educational programs; The New Jersey Model". Social Work in Education, 1;4, 35-43.

Parr, Gerard and Howard Alstein
1979 "Social work in a Catholic school system; A study". Social Work in Education, 1;4, 5-20.

Pietrofesa, John J. and John Vriend
1971 "The School Counsellor as a Professional". Illinois: F.E. Paccock, Inc.

Pincus, Allen and Anne Minahan
1973 "Social Work Practice; Model and Method". Illinois; F.E. Peacock Inc.

Polansky, Norman "Social Work Research Methods for the Helping
1960 Professions". Chicago and London: University of Chicago Press.

Polk, Kenneth and F. Lynn Richmond
1972 "Those Who Fail". In Kenneth Polk and Walter E. Schafer (eds) "Schools and Delinquency". New Jersey: Prentice-Hall Inc.

Polster and Pinkston
1979 "A delivery system for the treatment of under-achievement". Social Service Review, 53;1, 35-55.

Powledge, Fred "To Change a Child". A Report on the Institute for
1967 Developmental Studies. Chicago: Quadrangle Books.

Reid, Wm. J., Laura Epstein, Lester B. Brown, Eleanor Tolson and Ronald H. Rooney
1980 "Task-centered school social work". Social Work in Education, 2:2, 7-24.

Schneider, Jane E. "Training teachers to lead parents' groups" Social
1980 Work in Education, 2:4, 29-39.

Schofield Rod. "Parent group education and student self-esteem".
1979 Social Work in Education, 1:2, 26-33.

Sewell, Wm. H., Robert Hauser, David L. Featherman
1976 "Schooling and Achievement in American Society". New York: Academic Press.

Sherman, Robert A. "Behaviour Modification, Theory and Practice".
1973 California; Brooks-Cole Publishing Company.

Sherman, Charles F. and Robert Anderson
1980 "Modification of attending behaviour in hyperactive children". Psychology in the Schools. 17, 372-379.

Shorkey, Clayton T.
1979 "A review of methods used in the treatment of abusing parents". Social Casework, 60:6, 360-367.

Spence, Janet, Robert C. Carson and John W. Thibaut
1976 "Behavioural Approaches to Therapy". New Jersey: General Learning Press.

Stafford, W.B. "Schools Without Counsellors: Guidance Practices for
1974 Teachers". Chicago: Nelson-Hall Co.

Styslinger-Cernak, Mary Ann
1976 "Treatment of the hyperactive child". Social Work in Education, 1:4, 21-34.

Sundel, Martin and Sandra Stone Sundel
1975 "Behaviour Modification in the Human Services". New York: John Wiley and Sons.

Thomas, Edwin J. and Robert D. Carter
1971 "Instigative modification with a multiproblem family". Social Casework, 52:7, 444-454.

Vinter, Robert D. and Rosemary Sarri
1965 "Malperformance in the public schools. A group work approach". Social Work, 10:1, 3-13.

Wadsworth, H.G. "Social conditioning in a school setting". Social
1971 Casework, 52:1, 32-38.

Watson, Toy F. "Observations from the State of Virginia". Social
1976 Work in Education, 1:4, 66-69.

Williamson, Gary A., Robert Anderson and Charles F. Sherman
1977 "Attention training for hyperactive children in a classroom setting". Texas Journal of Education, 4:2, 109,117.

Williamson, Gary A., Robert Anderson and N. Catherine Lundy.
1980 "The ecological treatment of hyperkinesis". Psychology in the Schools, 17, 249-256.