ORGANIZATION AND ESTABLISHMENT OF A GUIDANCE PROGRAM
FOR THE BAY D'ESPOIR INTEGRATED SCHOOL DISTRICT

MARGARET E. O'BRIEN

ORGANIZATION AND ESTABLISHMENT OF A GUIDANCE PROGRAM

FOR THE BAY D'ESPOIR INTEGRATED SCHOOL DISTRICT

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Margaret E. O'Brien

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ABSTRACT

The purpose of this project was to plan, organize and recommend for the purpose of implementation a program of guidance services that would best meet the needs of the Bay D'Espoir-Fortune Bay Integrated School District.

The designed program was based upon the organization of the District, the resources available and the basic needs of the educational system.

The guidance priorities of the District were established. Questionnaires were designed and administered to the teachers and administrators within the school system. The Mooney Problem Checklist was also administered to a group of grade nine students in the English Harbor West System. The results of both the questionnaires and the checklists were then tabulated. As a result a great degree of correlation was found to exist between the results of the needs listed by teachers on the questionnaire and the problems that appeared most important to the students.

The guidance priorities were then established for each school system. A recommended program was designed around the most important needs listed. This program was designed on a one year basis with the hope that the people concerned would then continue to develop a program once the greater needs have been satisfied.

The most important recommendations concerned the role of the district supervisor of guidance. His function would be to plan and

organize programs and conduct in-service training for a corps of
teacher-counselors to be recruited in the various schools of the
District.

ACKNOWLEDGEMENTS

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SECTION I

STATEMENT OF PURPOSE

The purpose of this project was to recommend a program of guidance services for the Bay D'Espoir, Hermitage, Fortune Bay Integrated School Board. This program was to be based on the organization of the district, the basic needs of the educational system and the resources available at the time the project was initiated.

The project was undertaken in response to a recognized need and a request for assistance by board members for the installation of a guidance program within the District.

Background and Significance

The Bay D'Espoir, Hermitage, Fortune Bay Integrated School District (hereafter referred to as the District) is remotely located on the Connaigre Peninsula, with several communities accessible only by air and water. For the purpose of this study, the District was divided into four systems of schools (See Appendix A).

The majority of schools are very small and widely dispersed throughout the District. Some of these schools are isolated and have limited access to the rest of the Connaigre Peninsula.

Teacher allocation, based on the above did not permit a great degree of specialization within the District. In addition, the amount of financial resources that were provided for each school was limited.

As a result, the District was faced with inadequate educational facilities, and a lack of funds to provide special materials or to finance travel within the District. The difficulty of slow communications within the District further compounded these problems.

"These conditions had a direct influence on the students of the District. The educational systems were small and were only able to offer the students the academic program. Low achievement and the drop-out rate were alarmingly high (Bay D'Espoir School Board Brief, 1971, p.3)." Consequently remedial problems were a dominant concern of the school systems.

At the time the project was initiated, no organized system of guidance services had been implemented in the Province of Newfoundland and Labrador in a district with characteristics similar to this.

Guidance was one type of service which would help solve some of the problems suggested above. For these reasons the school system requested assistance in planning the inauguration of a guidance service in its District.

Objectives

The following objectives were established for this project:

1. To establish priorities for the provision of guidance services within the District.

2. To determine the resources available for guidance within the District.

3. To recommend a guidance program for the District based on the established priorities and available resources.

Philosophy of Guidance

The establishment of an organized guidance program is reflective of a sound guidance philosophy.

As early as 1867, John Stuart Mill stated:

"Men are men before they are lawyers or physicians or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers and physicians (Hollis and Hollis, 1965, p.4)."

"Guidance, then, is a continuous process of helping every individual, through his own efforts and interests, to discover, release and develop his potentialities, thereby gaining personal satisfactions and contributing to society (Strang and Morris, 1971, p.3)."

Miller (1968) defined guidance as "the process of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home and community (p.7)."

There are several principles of guidance that serve to outline the basic function and aims to be followed in setting up a guidance program. They are as follows:

1. The main concern of guidance is with the person as a unique individual capable of dignity and worth.

2. Guidance recognizes that each individual is different and that the way he behaves is a result of his attempt to satisfy his needs in accordance with his own frame of reference.

3. "Guidance is for all students. It is not just for the abnormal or maladjusted student (Miller, 1968, p.7)."

4. "Guidance helps the individual in determining, analyzing and understanding his interests, abilities, aptitudes, limitations, opportunities and needs in the light of making wise choices and adjustments (Erickson and Happ, 1946, p. 47)".

5. Guidance is the process where each individual is extended the proper care and understanding that will ensure his greatest success.

6. Guidance is associated with the total educational environment. It is not separate but has an influence and permeates all school activities.

7. "Guidance is concerned with all areas of pupil growth. It provides services which will help the student develop physically, mentally, socially, emotionally and academically to the limit of his individual capacity for growth (Miller, 1968, p. 10)."

8. Guidance services involve every educator in the school in a teamwork approach to education.

Erikson and Happ (1946) stated that it becomes increasingly clear that the guidance program serves two important functions:

1. It provides a program of supplemental services beyond those now being carried on by the school. These services facilitate the development of each student. It does this through a well-organized structure of services designed to meet the needs of each individual.

2. It helps the members of the school staff do their jobs in more effective ways. The guidance program makes it possible for teachers to learn more about their pupils, to learn how to use tests and records more effectively, and in many other ways attempts to be of service to teachers (p. 1).

SECTION II

PROCEDURES

The preliminary phase of planning for the guidance program involved gathering information on the guidance priorities, the available resources, and the programs already in operation in the District.

The teacher questionnaire was sent to all teachers in order to obtain their opinions about the most important needs of the District. The Mooney Problem Checklist was administered to the students of Grade nine and Grade ten at Conrad Fitzgerald High in order to obtain an overview of the areas where most students were having problems. A survey was made of the administrators in order to ascertain the resources and personnel that were available, the types of programs that were in existence and the determination of the most important needs of the District.

In order to gain insight into procedures, organizational patterns and limitations of other guidance programs, interviews were conducted with counselors in established programs in the Central Newfoundland Districts.

The information was compiled and interpreted and the priorities for guidance services were then established for the various school systems and on a District-wide basis.

Recommendations were made for the establishment of services and programs based on the priorities which were established and resources which were available.

Teacher Questionnaire

General

The development of the teacher questionnaire was divided into four phases. The first phase was to define a set of guidance services. The second phase was to design a pilot questionnaire that was administered to teachers to help them indicate the guidance needs in their schools.

The third phase was the development of an instrument based upon the 2-Sort technique to determine priorities of guidance needs. The final phase was the actual development of the teacher questionnaire on guidance priorities. This included combining the basic material collected and presenting the material in a format that was most descriptive and fairly specific concerning the type of services which could be offered.

Guidance Services

A set of guidance services was established which were believed to be typical of those recommended in the guidance literature.

Some of the various guidance systems that were studied in order to make the list of guidance services were as follows:

1. Miller (1968) listed his services as: (1) Student Appraisal Service; (2) Counseling Service; (3) Informational Service; and (4) Research and Evaluation Services.

2. Kennedy (1971) listed guidance services as: (1) Inventory Service; (2) Information Service; (3) Counseling Service; (4) Placement Service; and (5) Follow-up and Research Service.

3. Downing (1968) listed his services as: (1) The Pupil Inventory; (2) Pupil Appraisal Through Testing; (3) Counseling Service; (4) Educational and Vocational Information Service; and (5) Placement and Follow-Up Activities.

4. Zeran and Riccio (1962) listed their services as: (1) Analysis of the Individual; (2) Counseling; (3) Informational Services; and (4) Placement and Follow-Up.

From the list of services above, it is easy to see that most authors have concentrated on similar services even though the names of some services may be different.

The five basic services that were concentrated on in the questionnaire were: (1) Appraisal Service; (2) Information Service; (3) Counseling Service; (4) Placement Service; and (5) Follow-Up Service.

The Appraisal Service was implemented because it was felt that the school needed to learn some essential facts about the individual student: "The school needs to have some means of determining how each student differs from other students in the school on pertinent variables such as abilities, aptitudes, interests and attitudes (Riccio and Quaranta, 1968, p.5)."

An Information Service was necessary to provide students with educational, vocational and personal-social information so that students

would be better prepared to take their place in the world as it exists.
Riccio and Quaranta (1968) stated that the information service "is also
a means of informing the student about the demands and expectations of
his school environment as well as preparing him for scholastic and
occupational requirements (p.5)."

The Counseling Service was offered so that the student would be
able to talk to a professional person on either a group or a one-to-one
basis for the purpose of gaining better understanding of himself as an
individual.

Students need to be placed in a situation where it is felt that
they achieve and progress at a pace that would help facilitate their
growth. The Placement Service helps provide the student with this
type of service.

The Follow-Up Service was necessary to help counselors to
evaluate the progress and results of the programs they have implemented.

Instruments Used In The Study

Initial Questionnaire

The initial questionnaire was really a needs' questionnaire which
was administered in three school districts during the year. It was ad-
ministered in the Conception Bay Centre District to 50 teachers; in the
Burin District to 150 teachers; in the Bay D'Espoir District to 90 teachers.

The purpose of the initial questionnaire was: (1) to gather
opinions from teachers about guidance needs for teachers; (2) to provide
information to teachers about the purposes of guidance and the services
offered by guidance.

The outcome of the administration of the initial questionnaire in all districts including Bay D'Espoir was the same. The outcome was that teacher opinion saw a pressing need for all services suggested in the questionnaire.

The conclusion was that an instrument was required to establish priorities for guidance services rather than needs.

The questionnaire is included as Appendix B.

Q-Sort

The Q-Sort is a technique which was developed by Stephenson and Rogers (1953). It was originally developed to study the structure of individual opinion and feeling. It requires the subject to rank a set of related statements in the order of their importance to him.

To assist in the ranking, and to help overcome the problem of dealing with tied judgements about two items, the subject is required to place the items in a set of ranked categories. For example, he may be asked to put 20% of the items in the "most important" category, 60% in the "important" category, and 20% in the "least important" category.

The procedure forces a choice of opinions and tends to ensure attention to the problem because the subject is required to consider all items together before he can make a decision.

Teacher Questionnaire on Guidance Priorities

Based on the description of guidance services, forty-two items were written which were descriptions of fairly specific guidance services which could be offered.

These items were examined and twenty-two were selected based on the need to ensure that all services were represented in the final questionnaire. The selection of final items was also based on the need to have representing services that were clearly different from each other. More than twenty-two items would be tedious to rank and so, might reduce the reliability of responses.

The items were submitted to a panel of seven experts, including counselor educators, students in guidance and classroom teachers. The experts judged the items for their representativeness of guidance services and understanding of their meaning. Based on these judgements a final set of items was written.

A questionnaire was developed with one item on each page so the subject could shuffle the items or order them according to his ranking.

The questionnaire is included as Appendix C.

An instruction and answer sheet was included. Subjects were asked to place each item into one of five categories as defined below. They were required to place a specific number in each category:

Category

A. These are the three most needed services in the school. They should be done before anything else.

B. These are four much needed services in the school. They should be done after doing those listed in A.

C. These eight are needed in the school, but are not as important as those listed in A and B.

D. There is not nearly as much need for these four as
there is for those in categories A, B or C.

E. These are the three least needed in the school. IF
they are done, it should only be after those listed in
categories, A, B, C or D.

Mooney Problem Checklist

The checklist presents a series of problems common to students
of the age range fourteen to twenty. The degree of personal adjustment
is determined by the number of problems which the testee checks as
applying to him.

The Mooney Problem Checklist "was developed in 1942 and revised
in 1950. The items were selected from a master list of, over five
thousand items from reliable sources, such as analysis of case records,
interviews, review of literature on student problems and experiences
of counselors (Mooney and Gordon, 1950, p.4-5)."

Eleven problem areas each composed of thirty items each make up the
test. The areas are: (1) Health and Physical Development; (2) Finances,
Living Conditions, and Employment; (3) Social and Recreational Activities;
(4) Courtship, Sex and Marriage; (5) Social-Psychological Relations;
(6) Personal-Psychological Relations; (7) Morals and Religion;
(8) Home and Family; (9) Vocational and Educational Needs; (10) Adjust-
ment to School and Work; (11) Curriculum and Teaching Procedure.

"The person filling out the inventory had to underline the
problems which bother him or her. He/she then had to answer four short
questions related to his/her feelings about the questonnaire. This

process usually takes forty-five to fifty minutes (Mooney and Gordon, 1950, p. 4-5)."

The checklist was used in the study as a screening device to identify students in need of guidance services, and to find problem areas where guidance services should be concentrated.

Brooks (1971) stated in his thesis that

"the checklist was preferred to other personality inventories because it appeared to be more oriented towards the school situation. The simple language and procedures geared toward each grade level was another characteristic in favour of choosing the checklist (p.11)."

Interviews

Interviews were conducted with the supervisors of guidance of two Central Newfoundland School Districts.

The purposes of the interviews were as follows:

1. To examine the organization of programs already in existence and to obtain insight into procedures followed in their initiation and implementation.

2. To learn about problems of implementation and organization, especially as related to schools in outlying areas.

3. To obtain ideas about guidance needs and workable programs that have satisfied these needs as implemented in these districts.

The general procedure for conducting the interview consisted of four phases:

1. A list of topics were presented for discussion such as:

   (a) How were the needs of the student in your district identified?

(b) How were the programs organized?

(c) How were the priorities established for the program?

(d) Were there teacher-counselors in the system?

(e) What were the teacher-counselors' responsibilities?

(f) What were some of the guidance materials used?

(g) What were the procedures followed for referral?

(h) How were vocational-educational programs organized?

2. The interviews were tape-recorded.

3. A tour of facilities was conducted.

4. The program's ideas and materials used were discussed with each district supervisor.

Administrator's Questionnaire

The administrator's questionnaire consisted of twenty-two questions about existing programs, resources and personnel.

The questions were decided upon after careful assessment of administrator's questionnaires and descriptions of needed resources noted in the guidance literature (Roeber, Smith and Erikson, 1955; Miller, 1968).

The questionnaire was designed to ascertain the following:

1. Teacher personnel with interest and/or training in guidance.

2. Funds available.

3. Space, facilities and materials available.

4. Guidance services already in operation.

5. Types of information the school had access to and the types of tests already administered.

The questionnaire was returned from approximately 60% of the administrators.

The questionnaire is included as Appendix D.

SECTION III

DESCRIPTION OF BAY D'ESPOIR COMMUNITIES

Background Information

The purpose of this section is to give a general description of the schools and the various communities of the District. Most of the material presented in this section has been extracted from a pamphlet prepared by the Bay D'Espoir School Board (1971).

School and Community Descriptions

English Harbour West And The Surrounding Communities Of Belleoram, Boxey, Coombs Cove, Wreck Cove.

Industry. Most people in the area are engaged in fishing or a related industry. Others are truck-drivers, carpenters or crew members of the boats which service the wholesale trade along the coast. The firm of J. Petite and Sons Ltd. employ most of the people in the area.

Degree of Isolation. Road links to all communities were completed this year. There is a regular coastal boat and mail service, going both east and west three times a week.

Television and radio reception is excellent in all areas. All communities have dial telephones and receive the weekend edition of the paper.

Population. The total population of the area is approximately twelve hundred.

Description of School System.

Conrad Fitzgerald Central High School, situated at English Harbour West was built in 1967. It has six classrooms, a library, science room, three cafeterias, auditorium, gymnasium, staff room, and principal's office. Grades seven to eleven are bused to this school.

Elementary feeder schools in the English Harbour West and the surrounding communities are as follows:

1.	English Harbour West	3 rooms	Grades 1 - 6
2.	Belleoram	5 rooms	Grades 1 - 6
3.	Boxey	1 room	Grades 1 - 5
4.	Coomb's Cove	1 room	Grades 1 - 5
5.	Wreck Cove	1 room	Grades 1 - 5
6.	St. Jacques	1 room	Grades 1 - 4

Pool's Cove

Industry.

Fishing is one of the main industries.

Isolation.

Road links to nearby communities and to the Trans Canada Highway were completed this year. Boats serving the south coast visit Pool's Cove every second day.

Television and radio reception are very good. There is local government in the community, dial telephones and the mail is delivered three times per week.

Community Population.

Pool's Cove has a population of two hundred and fifty with approximately sixty families.

4

Description of School. There is a two room school with a total enrollment of thirty-seven students.

Gaultois

Industry. The fish plant, which operates draggers, provides year-round employment for the people.

Isolation. Being situated on an island, Gaultois is isolated from its neighbouring communities. However, it is only three miles by water to Hermitage.

Radio and television reception is excellent. All homes have dial telephones and there is regular Canadian National Coastal Boat and mail service.

Community Population. There are approximately six hundred and fifty people in the community.

Religious Affiliation. The people of Gaultois are Anglican except for a few families who are Roman Catholic.

Description of School. There is an all-grade school consisting of six classrooms, staff room, principal's office, library and science room. The school population is approximately one hundred and sixty-three students.

Hermitage and Sandyville

Industry. Fishing is the main industry in Hermitage and Sandy-ville. There is also a Canadian National Telecommunications Branch which employs some of the people.

Isolation. Road linkage was completed this year connecting the communities with the rest of the peninsula and the Trans-Canada Highway. Coastal boats make weekly trips. Telephone and television are also available.

Community Population. There are approximately six hundred in both communities.

Religious Affiliation. The residents of these communities are predominantly Anglican.

Description of School. A modern centralized high school was opened in Hermitage in the winter of 1973.

Seal Cove

Industry. About ninety per cent of the working population are employed with the woods' cutting operations at Grand Falls. The other ten per cent are engaged in the main industry of fishing.

Isolation. A highway connects Seal Cove with the rest of the province. Regular mail service, telephones, television and radio reception are also available.

Community Population. Seal Cove has approximately five hundred citizens.

Religious Affiliation. The main faith is Salvation Army.

Description of School. There is an all-grade school consisting of four classrooms. The enrollment is approximately one hundred.

Milltown, Bay D'Espoir

The communities of Milltown, Head of Bay D'Espoir and Morrisville are clustered at the very head of Bay D'Espoir on the province's South Coast.

Industry. Although no major industries are apparent in the Milltown area, the hydro-electric complex was recently constructed and employs some of the people.

Isolation. Milltown is connected by a ninety mile highway from Central Newfoundland and the Trans Canada Highway. Coastal boats also make regular trips to Milltown.

Community Population. There are approximately fifteen hundred people in the Milltown area.

Religious Affiliation. The faith of Milltown is dominantly Anglican. Other faiths include Roman Catholic, United Church and Presbyterian.

Description of School. The Milltown area is served by two large schools which are situated close together. They include: (1) a six room Central High School with nine teachers including one physical education teacher, and (2) a ten room Central Elementary School with twelve teachers including one special education teacher.

Students are bused to these schools from the neighbouring communities of the Head of Bay D'Espoir and Morrisville.

Francois, Parson's Harbour, McCallum

Industry. The only industry of these communities is the inshore fishing.

Isolation. These communities are accessible only by water, since rugged terrain makes road links almost virtually impossible.

Regular coastal boat service and mail service is provided twice a week.

There is only one mobile telephone in each community. All homes have television and radio reception.

Community Populations. There are two hundred and fifty people in Francois, eighty people at Parson's Harbour and two hundred and fifty at McCallum.

Religious Affiliation. The faith of all three communities is Anglican.

Description of School. Francois has an all-grade (K-11) school with three rooms. Parson's Harbour has an all-grade school with one room. McCallum has an all-grade school with two rooms.

Table I summarizes the total number of boys and girls that are present in the District.

TABLE I

TOTAL NUMBER OF BOYS AND GIRLS IN EACH SCHOOL

SCHOOL	BOYS	GIRLS	TOTAL
Pass Island	18	19	37
Hermitage High	42	39	81
McCallum	38	25	63
Milltown Elementary	163	153	316
Milltown High	92	89	181
St. Jacques	13	14	27
Rencontre East	34	49	83
Gaultois	77	96	173
Francois	41	30	71
Harbour Breton High	56	56	112
Harbour Breton Elementary	151	149	300
Pool's Cove	31	36	67
Coomb's Cove	6	8	14
Wreck Cove	14	8	22
Belleoram	78	55	133
Boxey	8	4	12
English Harbour High	84	67	151
English Harbour Elementary	56	49	105
Seal Cove	75	57	132
Hermitage Elementary	65	72	137

SECTION IV

DATA COMPILATION

Introduction

The purpose of this section is to present the findings of the surveys of teachers, students, administrators and counselors. First, the guidance priorities as indicated by the teachers are presented. Next, the survey of student problems is discussed. This is followed up by a consideration of opinions in both groups to develop overall priorities in the District. The finding of the administrator's survey of available options and the interviews with counselors are then presented.

Teacher Questionnaire

The purpose of this section is to define the priorities as indicated by the teachers in the District. High school teachers and elementary school teachers were considered separately. Where appropriate, deviations from the district-wide priorities were developed for each system.

Table II indicates the median responses to the teacher questionnaire on guidance priorities.

TABLE 2

MEDIAN RESPONSES OF TEACHERS TO THE TEACHER
QUESTIONNAIRE ON GUIDANCE PRIORITIES

Guidance Services	District Teachers	Primary Elementary Teachers	High School Teachers
1. To develop decision-making skills	2.841	2.818	2.900
2. To present special information program	3.000	3.692	2.400
3. To present school orientation program	3.028	2.727	3.060
4. To help improve study habits and skills	2.531	2.333	1.750
5. To present occupational information	3.087	3.455	2.955
6. To find placement in jobs	3.333	2.778	3.500
7. To help dropouts find employment	3.733	3.222	3.833
8. To screen for special education	2.281	2.286	2.625
9. To establish cumulative records	2.931	2.750	3.000
10. To conduct student appraisal	2.950	3.036	2.722
11. To conduct a testing program	2.975	2.889	2.929
12. To help teachers with personal problems	3.028	3.417	3.045
13. To train teachers to recognize behaviour	2.862	2.893	2.900
14. To conduct follow-up programs	3.139	2.850	3.167
15. To group students by ability	3.538	3.500	3.333
16. To contact students' homes	3.229	3.107	3.250
17. To conduct individual counseling	2.827	3.036	2.000
18. To consult with the staff	2.941	3.450	2.786
19. To conduct orientations about guidance programs and activities	2.844	2.750	3.167
20. To present educational information	3.019	3.050	2.944
21. To help students select non-academic activities	3.385	2.857	3.500
22. To organize referral procedures	2.875	2.818	3.250

Elementary Teachers

Elementary teachers felt that priorites for guidance services should be as follows:

1. To help screen students for special education classes.

2. To establish a cumulative record system for the District. Records would be updated and information collected on the students' background, health, academic progress and personal-social development.

3. To develop an orientation program for all students. Students would be provided information on school rules, programs offered, and school policies when changing from grade to grade, entering a new school or beginning a kindergarten program.

4. To establish in-service training for teachers, especially about the purposes of guidance and guidance processes; referral and observation of pupil behaviour.

5. To establish appraisal activities including testing for the schools.

High School

Referring again to Table 2, high school teachers listed their priorities as follows:

1. To help students improve their study habits and skills.

2. To work with individuals in a counseling relationship for help with personal, behaviour and achievement problems.

3. To present social information relevant to the developmental

stage of students at all school levels. Students learn
to understand themselves, about drugs and sex and how to
deal with interpersonal relationships.

4. To help screen students for special education classes.

5. To conduct in-service work for teachers especially con-
cerning the establishment of cumulative records; the
recognition of student behaviour disorders; consultation
with teachers and the types of problems teachers have.

6. To provide students with educational and occupational
information, as well as to help them learn decision-making
skills.

Referral and orientations about guidance activities were given
low priorities by the high school teachers.

There appeared to be some differences in the primary/elementary
and high school priorities. The high school teachers differed from
primary/elementary teachers in that they felt that a social information
program, individual counseling, information for students and different
aspects of in-service work were more important. The elementary school
teachers differed from high school teachers in that they felt school
orientation programs, establishing cumulative record systems and con-
ducting appraisal activities were more important.

Overall District

Combining the opinions of all teachers in the District the
following are the district-wide priorities:

1. To screen students for special education programs.

2. To help students improve their study habits and skills.

3. To work with individuals in a counseling relationship for personal behaviour and achievement problems.

4. To conduct in-service work for teachers based upon the purposes of guidance and guidance processes; the establishment of cumulative records; referral procedures and the types of pupil behaviour to observe.

5. To conduct appraisal activities along with organizing and implementing a testing program for the schools.

Mooney Problem Checklist

The purpose of this section is to describe the guidance needs as seen by students in the English Harbour West System.

Table 3 indicates the mean number of responses made in each problem area. An examination of this table indicates that there are three general problem areas, based on the mean number of problems checked by each student in each of the problem areas.

TABLE 3

MEAN NUMBER OF STUDENT PROBLEMS

	Categories	Mean
1.	Health and Physical Development	4.05
2.	Finances	3.78
3.	Living Conditions	1.07
4.	Courtship, Sex	4.04
5.	Morals	2.52
6.	Social Psychological Adjustment	4.07
7.	Personal Psychological Adjustment	5.07
8.	Religion	2.44
9.	Vocational	4.50
10.	Educational	4.31
11.	Adjustment to School	5.09
12.	Family, Home Relations	1.93
13.	Recreation Activities	2.71
14.	Social Activities	2.13

* 1=Least Important; 5=Most Important

The first area that was checked the most by students included the two categories personal psychological adjustment and adjustment to school. These problem areas are characterized by concerns such as the following taken from the checklist: "Being nervous; Afraid to be left alone; Lacking self-confidence; Wanting subjects not offered by the school (Mooney and Gordon, 1950, p.1)."

In the comments' section of the checklist students said: "I feel as if I'm left out in most cases in a crowd. Can't keep my mind on subjects."

This was by far the most important of the problem areas in terms of the actual number of problems checked.

The second problem area that was checked was the vocational and educational opportunities' section. This problem area is characterized by student comments such as: "Choosing the best subjects to prepare for a job .... I need advice on what to do after I finish high school."

The third area checked was problems concerning health, finances, courtship and social adjustment. This section did not receive as much emphasis as the other two problem sections. Some of the concerns taken from the checklist itself were as follows: "Family worried about money; Frequent headaches; Wondering if I'll ever get married (Mooney and Gordon, 1950, p. 1 and 2)."

The validity of the Mooney Problem Checklist for use in this district would appear high in that the list seems comprehensive enough to cover most concerns of students. The results of the survey suggested that the students were conscientious in filling out the checklist.

Comparison of Student and Teacher Priorities

The purpose of this section is to compare student and teacher opinions about guidance needs and priorities and to define the priorities that were used in developing the program.

The students who were surveyed were from High School, and assuming that students district-wide had concerns similiar to those in the school surveyed, the best comparison would be with the priorities of the district High School teachers.

Table 3 shows that the priorities of the teachers and the most needed areas checked by students, in general, coincide. That is, both students and high school teachers surveyed tended to agree about priorities for services.

The fact that teacher and student opinion appears to be consistent is additional evidence that the instruments employed to gather the information were valid for the purpose of establishing guidance priorities.

TABLE 4

COMPARISON OF TEACHER AND STUDENT PRIORITIES

Area	District Teacher Priorities	Student Priorities
1	1. To help students improve study skills	1. Personal and Social Adjustments.
2	2. To work with individuals in a counseling relationship	2. Educational Problems
3	3. To present social information relevant to the developmental stages of all students.	3. Health, Finances, Sex, Courtship, Social Adjustment.
4	4. To screen students for special education classes.	
5	5. To conduct teacher in-service work on guidance purposes and processes, referral and pupil observation.	
6	6. To provide student informational services.	2. Vocational and Educational Problems.

1-High priority; 6-Low priority

Interviews

Information was collected on the basic organizational and implementation patterns from two counselors in operating guidance programs. The two programs were similar in many of the services provided even though they had evolved separately.

The basis of organization in both districts evolved around the teacher-counselors. Teacher-counselors were generally teachers who were interested in learning about guidance. They were usually appointed to work in the schools in which they were employed. These people were appointed by the principal in consultation with the guidance supervisor. They often had to be willing to give up free periods to devote time to the guidance work.

Teacher-counselors were responsible for part-time guidance activities in their school. All teacher-counselors received released time from teaching certain classes and also participated in in-service training work in the field of guidance.

Guidance committees were formed that consisted of the teacher-counselors and the guidance supervisor. The basic function of the committee was to provide in-service training for all the teacher-counselors.

The districts had organized several types of programs. They included:

1. Social orientation programs were designed for Grades
   VII to XI. Topics covered included religion, sex,
   drugs, family living and planning, and developmental
   vocational and educational programs.

2. Developmental testing programs were instituted. Students were administered certain tests as they progressed from year to year. Adjustment, academic achievement, general intelligence and personality tests were administered. Evaluation of these areas was considered necessary if information was to be made available about the student as a whole person.

3. Informational services which consisted of programs were designed to provide students with information on vocational and educational opportunities.

Administrator's Questionnaire

Data was compiled on the administrator's questionnaires to which 60% of the administrators responded. The results are shown in Appendix D.

There was a general consensus on the following points:

1. There were no teacher personnel with training in guidance; but, most administrators indicated that some teachers in their schools were interested in guidance and in setting up programs.

2. Due to teacher cutbacks most administrators felt that they would be unable to provide personnel to conduct guidance activities on a part-time basis.

3. There appeared to be some space available in most schools as well as resources such as audio-visual equipment and libraries.

4. The schools appeared to be willing to provide funds to establish services and most felt that there is a definite need for guidance services.

5. Cumulative record systems have been set up in most schools and some standardized tests have been administered in all schools. However, the records appear to be quite inconsistent in format and content and the testing data has not been formalized to provide needed longitudinal data. These observations on cumulative records and testing have been supported by Duncan (1973) in a preliminary report of a survey conducted in the District.

SECTION V

PROGRAM RECOMMENDATIONS

The main purpose of this section is to present the objectives,
the organizational pattern and recommendations for a program of guidance
activities to be implemented in the District.

Long Term Objectives

The long term objectives for guidance in the District should be
to establish and conduct services dedicated to optimizing the development
of individual students.

The following long-term objectives are proposed:

1. To implement an appraisal service. This service should
   involve the gathering, collecting and recording of essential
   information which may help to develop the pupils' potentialities
   to their optimum. This service would include testing; establish-
   ing and interpreting cumulative records, and the use of infor-
   mation collected to provide a basis for educational follow-
   through and evaluation.

2. To implement a service of individual and group counseling.
   The purpose would be to provide specialized assistance to
   students to facilitate their development in all areas and to
   help them overcome remedial problems. This would be
   accomplished through a one-to-one and/or small group
   relationship emphasizing the emotional and attitudinal

aspects of the students.

3. To implement an information service in the District. This would provide the school with some means of informing students about personal-social, occupational and educational opportunities and to help them learn decision-making skills in the utilization of the information provided.

4. To implement a placement service for the District. This would provide the school with a service which would make it possible to facilitate the students' entrance into a specific job or educational program upon completion or early leaving of the educational programs offered by the school.

5. To implement a follow-up service in the District. This service should provide the school with some means for determining the effectiveness of the services it is providing. It should also focus on determining needs for new services and on assuring that individual students receive the full benefits of services that are offered.

Short Term Objectives

The short term objectives which follow are recommended for the first two years subsequent to the formal initiation of a guidance program in the District. The objectives are based upon the priorities of the students and teachers in the District.

The following short term objectives are proposed:

1. To organize the District for guidance programming and

implementation.

2. To organize and implement a screening program for placement of students in special education classes.

3. To organize and implement a program for high school students to help improve their study habits and skills.

4. To establish a common cumulative records system for the District.

5. To organize and implement a testing program for the District.

6. To conduct appraisal of teacher-referred problems of individual students.

7. To provide counseling for individual students, self and teacher referred for personal, social and school related concerns.

Implicated in these short-term objectives is the fact that teacher in-service would be conducted on a longitudinal basis. This training would include orientation to guidance purposes, programs and functions; special education referral procedures; establishment of cumulative records; and the administration and interpretation of standardized tests.

These are the objectives which the District should strive to achieve in the first two years of guidance activities. Once programs were established, a schedule should be developed for sustaining programs that appear to be making an impact and satisfying the needs of the District. The needs of the District should be reassessed, and further programs developed to meet those needs.

ORGANIZATION FOR GUIDANCE

Responsibilities

Figure I is a chart describing the proposed District organization for guidance. Table 5 lists the important responsibilities of the superintendent, supervisor of guidance, teacher-counselors and teachers.

FIGURE I

DISTRICT ORGANIZATION FOR GUIDANCE

```
                    Superintendent ——————— Supervisor


                                        Guidance  Committee


                    Principal ——————————


Teacher ———————————— Teacher-Counselor


        ———————— line of responsibility
        — — — — staff relationship
```
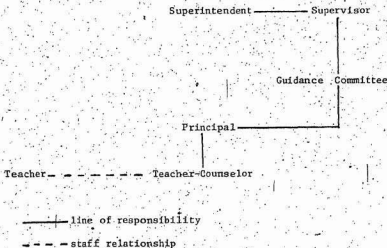
TABLE 5

RESPONSIBILITIES AND GUIDANCE ROLES

Superintendent	Supervisor	Principal	Teacher-Counselor	Teacher
1. Approves Guidance Policy and Objectives	1. Responsible to the Superintendent	1. Responsible to the Superintendent	1. Responsible to the Principal	1. Responsible to the Principal
2. Approves District-wide Programs	2. Develops and Implements District Programs	2. Approves School Guidance Policy, Objectives and Programs	2. Represents Principal in Guidance Matters	2. Administers Group Tests
3. Oversees Resource Expenditures	3. Assesses District Needs for Guidance	3. Approves Resource Expenditures	3. Assesses System Guidance Needs	3. Updates Student Records
4. Approves District Priorities	4. Assesses System Needs	4. Approves System Priorities	4. Develop and Implement Programs	4. Conducts Group Guidance
5. Reconciles District Policies	5. Develops Programs		5. Determines Resource Requirements	5. Initiates Referral
	6. Supervises District Guidance Programs		6. Recommends Priorities	
	7. Provides Services Individual Intelligence Testing, In-service, Training Students, Records Case Study Supervision		7. Provides Services Supervisor Group, Testing Group, Counseling Student, Records Case Study Development In-Service Training, Expedite referral	

TABLE 5 (CONTINUED)

Superintendent	Supervisor	Principal	Teacher-Counselor	Teacher
8.	8. Determines District Resource Requirements	8.	8.	8.
9.	9. Recommends District Guidance Priorities	9.	9.	9.

40

The superintendent would have overall responsibility for initiating and providing direction and resources for the conduct of guidance programs in the District. He would also be responsible for reconciling the needs of the individual systems with the policy of the District as a whole.

The supervisor of guidance is the board representative with full time responsibility for the development, implementation and supervision of guidance services in the District.

The principal has overall responsibility for initiation and providing direction and resources for the conduct of guidance programs in the school. His responsibility in this respect is to the superintendent.

The teacher counselor is a teacher in the school, ideally with freed time, who will implement and supervise guidance services in the school.

The teacher, as the person most knowledgeable about the students, will have many responsibilities in the implementation of guidance programs. Frequently this will involve formalizing activities already under way in classrooms.

The guidance committee, composed of the supervisor of guidance and the teacher-counselors, will have a two-fold purpose. First, it will help to advise the superintendent concerning guidance policy and help to plan guidance programs. Second, it will be the mechanism for in-service training of teacher-counselors and for transmition of guidance information and expertise to the schools.

Selection of Teacher-Counselors

Teacher-counselors would be selected by the principal in consultation with the supervisor. The teacher-counselor should be a person who is interested in guidance work and preferably would have some academic training in guidance related areas. He should have some released time, preferably one day monthly for in-service work (or at night as an alternative) and a minimum of one half day weekly for guidance activity in the school.

Since a large number of one room schools are located in the English Harbor West area, the teacher-counselor for that area could be provided with additional released time to assist in the feeder elementary schools. A one room school would find it impossible to assign the only teacher for guidance. If the teacher-counselor is unable to receive the released time to travel to these schools, the supervisor should maintain jurisdiction over the provision of guidance services in the schools.

In order to maximize his effectiveness the supervisor of guidance should focus on work with teachers and teacher-counselors rather than on providing direct service to students.

RECOMMENDED GUIDANCE ACTIVITIES

Table 5 describes the proposed program of guidance activities to be implemented in the two years following the initiation of guidance services. The table also lists the persons participating

in the activities, the person responsible for their initiation, and the month these programs should be initiated following the start of the program.

These program activities are recommended based upon the organization predicted in the preceding paragraphs. If this minimum organizational base is not possible, then more reliance will have to be placed on the supervisor of guidance, with a corresponding reduction in the services offered.

The initiation of the programs is highly dependent upon the in-service work which is accomplished with teacher-counselors. The schedule is arranged accordingly. The supervisor of guidance should be prepared to spend a considerable amount of his time in the schools helping the teacher-counselors with their responsibilities in implementing the various activities, particularly where in-service work with teachers is involved. Plans should be made for several visits to isolated schools for this purpose, as work with teacher-counselors will be difficult to arrange otherwise.

Orientation

The main purpose of an orientation program will be to make students, teachers and parents aware of the main functions, purposes and processes of guidance. As such, it will comprise one aspect of the in-service program.

The actual implementation, design and activities which comprise such a program may be found in Miller (1968).

TABLE 6

SCHEDULE OF ACTIVITIES IN A TWO YEAR PERIOD

OF IMPLEMENTING GUIDANCE SERVICES

Program Activity	Participants	Person Responsible	Month Initiated
1. Orientation			
a. Workshop	a. Teacher-Counselor, teacher, principal	a. Supervisor	a. 2
b. Bulletin	b. Teacher, teacher-counselor, principal	b. Supervisor	b. Monthly
c. Parental Contact (a) letter and/or (b) P.T.A. meetings	c. Parents	c. Teacher-counselor	c. 3 or 4
d. Student Orientation (a) Visits and talks to classes (b) Assemblies (talks and films)	d. Students	d. (a) Teacher-counselor (b) Supervisor	d. (a) 4 (b) 4
e. Teacher Meetings	e. Teachers	e. Supervisor	e. 3
2. Identify Community Resources a. Develop referral procedures	2. Teacher-counselor, Supervisor	2. Supervisor	2. 1, 2, 3, 4, 5, 6
3. Establish Guidance Committees	3. Teacher-counselors	3. Supervisor	3. 1

TABLE 6 (CONTINUED)

Program Activity	Participants	Person Responsible	Month Initiated
4. Conduct Special Education Screening	4.	4.	4.
a. Survey to determine areas where special education classes could be established (facilities, staff, potential students)	a. Principal, Teachers	a. Supervisor, Principal, Teacher-counselor	a. 1, 2, 3, 4, 5
b. In-service training of teachers, especially about special education referral	b. Teachers	b. Supervisor, Teacher-counselor	b. 6
c. Special education referral	c. Teachers	c. Teachers	c. 7
d. Individual case studies (including psychological and physical examinations)	d. Nurse, Teachers, Principal	d. Teacher-counselor, Supervisor	d. 7, 8, 9
e. Develop recommendations, programs (including in-service training)	e. Teacher-counselor, Supervisor	e. Teacher-counselor, Supervisor	e. 10

TABLE 6 (CONTINUED)

Program Activity	Participants	Person Responsible	Month, Initiated
5. Study Habits	5.	5.	5.
a. Assessing student study habits	a. Students	a. Teacher-counselor, Teacher	a. 15
b. Conduct in-service, organize materials	b. Teachers, Teacher-counselors	b. Teacher-counselors	b. 14
c. Group guidance	c. Students	c. Teachers	c. 15 to 20
d. Follow-up	d. Students	d. Teacher-counselors, Teachers	d. 20
6. Cumulative Records System	6.	6.	6.
a. Evaluate present status of the record system	a. Principals, Teachers	a. Supervisor, Teacher-counselors	a. 2 to 5
b. Develop requirements for cumulative records	b. Principal, Teacher-counselors, Supervisor	b. Supervisor, Teacher-counselor	b. 3
c. Develop format, plan implementation, policy for use	c. Supervisor, Teacher-counselor	c. Guidance Committee	c. 4, 5
d. Teacher in-service (for use of cumulative records)	d. Teachers	d. Supervisor, Teacher-counselor, Teacher	d. 8

TABLE 6 (CONTINUED)

Program Activity	Participants	Person Responsible	Month Initiated
7. Testing Program	7.	7.	7.
a. Determine testing requirements and priorities	a. Guidance Committee	a. Guidance Committee	a. 15
b. Organize, develop and order materials	b. Supervisor, Teacher-counselors	b. Supervisor	b. 16
c. Workshop (in-service)	c. Teachers, Teacher-counselors	c. Supervisor	c. 2
8. Individual Appraisal	8.	8.	8.
a. Teacher in-service	a. Teachers	a. Supervisor, Teacher-counselors, Teachers	a. 2
b. Develop referral procedures	b. Guidance Committee	b. Guidance Committee	b. 3
c. Conduct case studies	c. Teachers, Teacher-counselors	c. Supervisor, Teacher, Teacher-counselors	c. 4 to 7
d. Conduct follow-up	d. Teachers	d. Supervisor, Teacher, Teacher-counselor	d. 7 to 10

TABLE 6. (CONTINUED)

Program Activity	Participants	Person Responsible	Month Initiated
9. Individual Counseling	9.	9.	9.
a. Develop referral procedures within schools	a. Teachers	a. Teacher-counselors	a. 3
b. Conduct counseling	b. Students	b. Teacher-counselors, Supervisor	b. Monthly
c. In-service	c. Teacher-counselor	c. Supervisor, Teacher-counselor	c. Monthly

Organizing and Implementing
Screening For Special Education

The main purpose of these activities will be to set up a program which would ensure that students receive the proper educational placement in programs designed to contribute to an optimum of positive development and growth.

Many of the activities involved in this work will relate to overall appraisal work so that in-service training should have a carry-over into the broader areas of student appraisal. Naturally, a final decision to implement this program activity will depend on the decision to implement special education classes. However, work of this nature will be required in any case to help classroom teachers with the academic problems that they have in their classrooms.

Reference should be made to the Department of Education procedures in setting up special education classes.

To Help Students Improve
Study Habits

The main purpose of this activity will be to help students investigate, understand and develop skills that would aid them in improving study habits and in turn their overall academic achievement.

Reference should be made to Brown (1970.)

Establish Cumulative
Records

The main purpose in implementing this service will be to ensure
that all schools have the same content and format for accumulating
information on all students in the District. This will provide the
District with the basis for further pupil appraisal, case study and
follow-up work with students. A cumulative record system is an
essential feature of most of the other work recommended. Its
implementation as such, should have the highest priority.

Testing Program

The main purpose in establishing a testing program would be to
provide a service where students are properly assessed and data properly
utilized. This would help assist students toward better self-under-
standing and in making realistic educational and vocational choices.

Testing programs may be found in Downing (1968); Hollis and
Hollis (1965) or reference may be made to the program developed by
Haire (1972), Supervisor with the Gander Board.

Information may be acquired on such a program by referring to
Downing (1968).

Individual Counseling

The individual counseling service will be implemented for the
purpose of helping students through a one-to-one relationship resolve

developmental problems which face them.

The teacher-counselor will be primarily responsible for this activity. Priorities for counseling will be determined within each school. The supervisor of guidance will not normally become directly involved in individual counseling. He will instead devote his attention to in-service training with teacher-counselors, particularly at monthly guidance committees, a portion of which would be devoted to case discussions. Students requiring counseling beyond the competency of the teacher-counselor would be referred to another agency providing psychological services.

The counseling service will have decided limitations in the first few years of operation of guidance services. However, based on the priorities in the District, and the availability of trained personnel, the return in terms of benefits to students would be less than if efforts were placed in other areas.

Individual Appraisal

The purpose of this will be to appraise the development of individual students who seem to pose significant problems beyond the scope of the classroom teacher. These problems might include underachievement, emotional problems, social adjustment problems and others. The appraisal routine would include the development of programs aimed at the resolution of the presenting problem and the follow-up of the student as the program is implemented.

The teacher-counselor with the assistance of the supervisor will be responsible for developing case studies in consultation with the teacher and others as necessary. Priorities for case work of this type would be established by the principal.

This will be a very important activity, the success of which will depend considerably on the successful development of the cumulative records system and the testing program.

It would be necessary to provide some basic in-service training to teachers and teacher-counselors on the conduct of appraisal activities. A referral system should be developed with priorities established which consider the limited time available for case study work. Once this were accomplished, appraisal work and follow-up could be conducted on a limited but continuous basis. Teacher experience in this activity, supervised by the guidance supervisor, would provide additional in-service training.

SUMMARY

The program recommended in this section was developed based upon the stated priorities of the teachers of the Bay D'Espoir, Hermitage, Fortune Bay Integrated School District; the expressed needs of the students, the resources available in the District at the time of the study, and the relevant geographical factors impinging on the program development.

Initially, any program of guidance services in this District will be limited by the non-availability of trained personnel and the

lack of time available to utilize personnel already employed. The introduction of the recommended program will require some adjustments in the routines of the schools involved; a re-consideration of priorities for the use of teacher time, and a willingness to do work which initially shows little return, but which will be necessary for the ultimate success of guidance work.

Major reliance must be placed upon the teacher-counselor. However, considering his circumstance, his success will be wholly dependent upon the support he receives from the school board, and especially the supervisor of guidance. This individual should not regard the teacher-counselor as someone to remove part of the burden so that he, the supervisor can do other more important functions. The supervisor of guidance has his most important role in support of the teacher-counselor. If he is not successful in doing this the total guidance program will undoubtedly fail.

The school board needs to seek resources to support the work of the supervisor of guidance. Travel within the District is extremely necessary. It therefore deserves very high priority in determining expenditures. The unique problems of travel within the District should be used as the basis for appeals for additional funds. If necessary, funds from the guidance allotment should be used for this purpose.

The programs and recommendations discussed in this report are in a sense aimed at the improvement of the District's ability to deliver quality education. The decision to implement this type of

program rests with the final opinions of the school board of the District.

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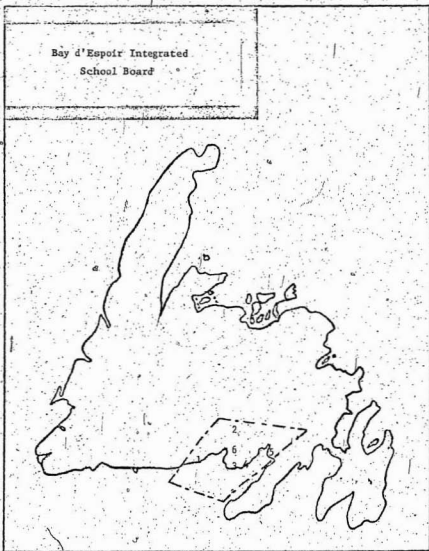
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APPENDICES

APPENDIX A

Bay d'Espoir Integrated
School Board

1 - Gaultois-Francois   3 - Harbour Breton   5 - Rencontre East
2 - Milltown   4 - English Harbour West   6 - Hermitage

APPENDIX B

Questionnaire to Teachers

The following questionnaire is meant not only to generate an assessment of the needs that you might have which the guidance program can fulfill but also to generate discussion and lead to further assessment of basic teacher-guidance needs.

Understanding Students

1. Is more information required about the academic potential of your students? ___ yes ___ no ___ not sure

2. Is there enough information about students' interests and goals which may affect his learning? ___ yes ___ no ___ not sure

3. Is more help needed in interpreting achievement, intelligence, aptitude and interest tests? ___ yes ___ no ___ not sure

4. Is more help needed in detecting students who may have learning disabilities? ___ yes ___ no ___ not sure

5. Is more help needed in determining the educational needs of students which are not being met? ___ yes ___ no ___ not sure

6. Is there a need for greater communication between students and teachers? ___ yes ___ no ___ not sure

7. Are there possibly students in your class who might need special attention which you do not have the time to offer? ___ yes ___ no ___ not sure

8. Do students need assistance in understanding how school subjects and school activities may be related to future vocations? ___ yes ___ no ___ not sure

9. Are you aware of some of the characteristics of potential drop outs and what might be done to prevent these students from dropping out of school? ___ yes ___ no ___ not sure

10. Would it be beneficial to have case
    conferences on certain individuals
    in your classroom? ___ yes ___ no ___ not sure

11. Do you have any special interests
    in guidance activities? ___ yes ___ no ___ not sure

12. Would you be willing to participate
    in the planning and functioning of
    a guidance program? ___ yes ___ no ___ not sure

13. Is there a special area in a
    guidance program that you are
    particularly interested in? ___ yes ___ no ___ not sure
    Comments.

14. Are there any other special guidance needs in this district?

Further comments:

_____

_____

_____

_____

_____

APPENDIX. C.

Name: _____

School: _____

Grades Taught: _____

DIRECTIONS

Enclosed are twenty-two possible services which could be part of a district and a guidance program. Each service is listed on a separate page, and in some cases the service is described in detail. Sort the twenty-two services into the three you feel to be most important and the three you feel to be least important. Place the numbers corresponding to these services opposite category A, or category E. Take the remaining sixteen services and select the four you feel to be most important and the four you feel to be least important. Place the numbers corresponding to those services in categories B and D. Place the numbers of the remaining eight services in category C.

Category	Number of Services
A. These are the three most needed services in the school. They should be done before anything else.	___ ___ ___
B. These are the four much needed services in the school. They should be done after doing those listed in category A and B.	___ ___ ___ ___
C. These eight are needed in the school but are not as important as those listed in A and B.	___ ___ ___ ___ ___ ___ ___ ___
D. There is not nearly as much need for these four as there is for those in categories A, B or C.	___ ___ ___ ___
E. These are the three least needed in the school. If they are done it should only be after those listed in categories A, B, C or D.	___ ___ ___

1

1. To Help Students to Develop Skills In Decision Making.

   a. To help students make appropriate course selections
      when they are in high school.

   b. To help students select and prepare for an occupation.

2

2. To Present Social Information Relevant to the Developmental

   Stage of Students at all School Levels.

   a. To help students learn to deal with complicated
      interpersonal relationships.

   b. To present sex and drug education programs.

   c. To help students learn to understand themselves,
      their abilities and interests.

3

3. To Develop an Orientation Program for all Students in

   the School.

   a. To orient new students to the school regarding
      rules, academic and extra-curricular programs,
      teachers and administrative routines such as
      busing.

   b. To orient students when they change grades or
      move from elementary to high school regarding
      rules and procedures.

   c. To conduct necessary testing for proper placement
      of incoming students.

   d. To help orient students entering kindergarten by
      developing a program for them and their parents.

4.

4. To Help Students Improve Their Study Habits and Skills.

5.

5. To Present Occupational Information Relevant to the
   Developmental Stage of Students at All School Levels.

6.

6. To Assist Students in Finding Placement in Permanent
   and Part-time Employment.

7.

7. To Assist Those Students Who Do Not Continue in High School
   to Seek Employment on the Basis of Valid Information.

   a. To provide potential dropouts with information
       regarding employment and alternative educational
       opportunities.

   b. To help dropouts to find placement in gainful
       employment.

8.

8. To Help Screen Students for Special Education Classes.

   a. To help determine the placement of students in special
       education classes and the nature of the programs that
       are to be set up for them.

   b. To help monitor the progress of the students with a
       view to improving and changing programs.

9

9. To establish a cumulative record system.

   a. To provide a record of student's background.

   b. To provide a history of student's health.

   c. To provide a record of academic progress.

   d. To provide a record of personal-social development.

   e. To serve as a centralized point for collecting information about a student.

   f. To establish a policy regarding access to student information.

   g. To destroy information no longer needed or useful to the school.

   h. To provide for the updating of the record.

10

10. To Organize and Implement a Testing Program.

   a. To provide assistance to teachers in the interpretation of standardized text scores.

   b. To provide assistance to teachers in the development of valid, locally prepared tests to assess the progress of students in academic areas.

   c. To conduct a testing program to provide a continuing assessment of students achievement of basic skills.

   d. To provide an assessment of students interests for use by teachers in individualizing instruction or in vocational guidance.

   e. To provide a differential assessment of students' abilities for use by teachers in individualizing instruction or in vocational guidance.

11.

11. To Conduct an Appraisal of Students.

a. Assist teachers in the interpretation and integration of information on students.

b. To select relevant existing information and collection of specialized data needed on individual cases.

c. To determine student needs and to explain student behavior or academic progress, leading to individualized programs to help their students.

12

12. To Serve as a Consultant to Teachers with Personal Problems Related to their Work.

13

13. To Help Teachers and Principals Recognize Symptoms of Public Behavior which Suggest the Possible Need for Counseling.

a. To help school personnel to recognize behavior in students which requires special attention from teachers.

b. To help school personnel to recognize behavior in students which requires referral for attention from school personnel.

14

14. To Conduct a Follow-up on the Effectiveness of Counseling
and Guidance Services.

   a. To evaluate the effectiveness of guidance programs in
       contributing to the achievement of the goals of the school.

   b. To follow-up students who leave school to determine ways
       that guidance could have been of assistance to them.

   c. To follow-up students who leave school to determine ways
       that academic programs could have been of assistance to
       them.

   d. To maintain occasional contact with students once their
       direct involvement in special guidance activities ceases.

15

15. To Group Students Homogeneously According to Their Ability
To Do Various Subjects Such as Reading or Math.

16

16. To Counsel Students on a Group Basis.

   a. Small group counseling of students for common personal
       problems.

   b. Small group counseling of students for behavior
       problems in school.

   c. Small group counseling of students for achievement
       problems in school.

17

17. To Work with Individuals in a Counseling Relationship.

    a. Individual counseling of students for personal problems.

    b. Individual counseling of students for behavior problems.

    c. Individual counseling of students for achievement problems in school.

18

18. To Serve As A Consultant To The Staff.

    a. To serve as a consultant to teachers in helping them handle behavior and discipline in their classrooms.

    b. To serve as a consultant to teachers in helping them achieve educational objectives in their classrooms.

    c. To serve as a consultant to teachers in developing curricula.

    d. To help administrators understand the problems that teachers have in the school.

    e. To help parents understand and deal with problems of their children, particularly as they relate to the school.

19

19. To Develop A Program To Involve And Inform School Personnel About The Guidance Activities of The School.

    a. To periodically inform the staff of the purpose and progress of the various guidance programs in the schools.

    b. To periodically consult with teachers to determine areas for special emphasis of guidance programs.

    c. To report to concerned teachers regarding progress being made with individual students involved in guidance activities.

20

20. To Present Educational Information Relevant to the Developmental Stage of Students at All School Levels.

   a. To provide students with information about financial aid.

   b. To provide students with information about college and trade schools.

   c. To provide students with information about the different kinds of programs available in their schools.

21

21. To Help Students Select Nonacademic Activities.

22

22. To Organize Referral Procedures For the School.

   a. To develop procedures for referral of students by teachers for specialized attention.

   b. To screen students to determine those who may benefit from referral to specialist personnel.

   c. To follow-up on the referral of students and to feed information back to concerned personnel.

   d. To inform school personnel of the various referral policies and resources that are available.

   e. To develop a procedure for students to obtain guidance services on their own initiative.

   f. To consult with parents regarding the referral of students to agencies outside the school.

   g. To identify and develop a close liaison with referral resources available to the school.

   h. To prepare students who have been referred for specialized attention and assist them with problems they might have as a result of referral.

1. To compile and forward the necessary information required by a referral source in dealing with referral students.

APPENDIX D

Name: _____

School: _____

Administrator's Questionnaire

The questions below will help determine the kinds of guidance services that would be most practical and beneficial for your school. Please answer the questions below as accurately as possible.

1. Do you have anyone on your staff with training in guidance? Please give names.

_____

_____

_____

2. Do you have anyone on your staff interested in doing guidance on a part-time basis?

_____

_____

3. Do you have anyone on your staff interested in helping to set up a guidance program, perhaps by meeting in a committee to determine which programs are most needed.

_____

_____

4. Do you feel that it would be possible to make time for a part-time guidance person to work on your staff? If so, how much time? What subject would he or she teach besides doing guidance?

_____

_____

_____

5. Do you have any space available which would be used for individual or small group work? Please indicate if it is a classroom, office, hall or nearby public building.

_____

_____

_____

6. Do you have any audio-visual equipment available in your school? If so, what type of equipment?

_____

_____

7. Do you have a library or a book corner in your school?

_____

8. Is this library centralized or located in classrooms?

_____

9. Do you have books on careers, personal development and other occupational and educational information? Please indicate the nature and extent of the collection.

_____

_____

_____

10. Has any standardized testing ever been done in your school? If so in what year?

_____

_____

11. What types of standardized tests were administered and to what grades?

_____

_____

_____

12. Are there any standardized tests that could be administered available in your school? If so, what type?

_____

_____

_____

13. Would the school be able to spend some money on guidance materials, books etc.? If so, please give an estimate of the amount available?

_____

_____

_____

14. Does the school have any guidance services in operation at the present time? Include informal activities conducted in class.

_____

_____

_____

15. Does the school help students obtain employment at the present time? If so, how?

_____

_____

16. Is there presently a Parent Teacher Association organized in connection with your school? If so, how often do they have meetings? Briefly evaluate the effectiveness of Home-School interaction.

_____

_____

_____

17. Are there presently any extra-curricular activities being provided for the school? If so, what kinds?

_____

_____

18. Does the school have a cumulative record system in operation?

_____

19. Is this system centralized at the board level or located in the schools?

_____

20. What types of information are recorded on these cumulative record folders?

_____

21. Who is responsible for the organization of the cumulative record system?

_____

22. Do you feel that there is a need for in-service training of teachers in the field of guidance?

_____

_____

23. Do you feel that there is a general need for guidance services in your school?

_____

_____

Please give any further comments that you feel are necessary.

_____

_____

_____