A REPORT OF A COUNSELLING INTERNSHIP AT THE WEST ESSEX SECONDARY TUTORIAL UNIT, HARLOW, ENGLAND WITH A REPORT ON AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ASSERTIVE BEHAVIOR AND JOB SATISFACTION FOR STUDENT TEACHER INTERNS

CENTRE FOR NEWFOUNDLAND STUDIES

TOTAL OF 10 PAGES ONLY
MAY BE XEROXED

(Without Author's Permission)

RONALD K. WOODMAN, B.A.(Ed.)

A REPORT OF A COUNSELLING INTERNSHIP AT THE WEST ESSEX SECONDARY TUTORIAL UNIT, HARLOW, ENGLAND WITH A REPORT ON AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ASSERTIVE BEHAVIOR AND JOB SATISFACTION FOR STUDENT TEACHER INTERNS

by

Ronald K. Woodman B.A.(Ed.)

A Report submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Department of Education
Memorial University
April 1991

St. John's Newfoundland

National Library of Canada | Bibliothèque nationale du Canada

Canadian Theses Service | Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-73339-X

Canada

ABSTRACT

The internship was carried out at the West Essex Secondary Tutorial Unit, Harlow, England, from April 1985 to July 1985. Memorial University of Newfoundland operates a campus in Harlow for students who wish to complete an internship program as partial fulfillment of a degree program. The Harlow campus consists of a library, lecture facilities, dormitory, kitchen, and dinning hall.

The main purpose of the internship program was to enhance the skills of the intern and to apply theory to real life situations.

During the course of the internship program the intern experienced and improved his skills in the areas of: individual counselling; group counselling; case conferencing; parent meetings; and, report writing. The intern also further developed his skills in communication with community agencies; worked with students at all levels of the educational continuum; and attended information sessions on multiculturalism, Gypsy education, the Spastic Society, and the British education system.

The intern studied a special topics course entitled Counselling Parents of Exceptional Children, 6852 and completed several presentations to undergraduate student

teacher interns on this topic.

The research component of the internship was conducted to determine if a relationship exists between assertiveness and job satisfaction for student teacher interns. The results show a significant negative correlation for the subjects ($r = -.41$, $p,>.05$, $N = 19$) and suggest the need for further research in this area.

The report concludes with a summary of the internship program.

ACKNOWLEDGEMENTS

I would like to thank Dr. Glenn Sheppard, Head of the Department of Educational Psychology at the time of the internship program, and Dr. Norm Garlie, university supervisor, for their assistance in structuring the internship program and without whose help this would not have been possible.

Thanks is also extended to Larry Ryan, Dr. Wayne Nesbitt and Dr. Roy Kelliher for their advice and encouragement; to Jane Russell, cooperating supervisor, and Sean Clark, Head at the West Essex Secondary Tutorial Unit, who gave so freely of their time, energy and expertise throughout the entire internship program. A very special thank-you is extended to the student teacher interns for their assistance with the research project, but mostly for the kindness they showed towards my children and the friendships which were forged.

I will forever be grateful to my wife Norah who always supported me in my studies and my children Ronald and Sarah to whom I will always feel a degree of guilt for the long hours spent away from them during the graduate program.

Table of Contents

	Page
Abstract	ii
Acknowledgements	iv
List of Tables	x
CHAPTER I STATEMENT OF THE OBJECTIVES	1
Introduction	1
Objectives of The Internship Program	1
General Objective 1	1
General Objective 2	2
General Objective 3	3
General Objective 4	3
General Objective 5	4
General Objective 6	5
General Objective 7	5
Structure and Administration of The Internship Program	6
Introduction	6
Setting	7
Selection	7
Supervision	10

CHAPTER II DISCUSSION OF THE OBJECTIVES 12
Introduction 12
General Objective 1 12
Activity A 12
Activity B 16
Activity C 17
Activity D 18
General Objective 2 19
Activity A 19
Activity B 20
Activity C 22
General Objective 3 25
Activity A 25
Activity B 27
Activity C 28
Activity D 29
Activity E 30
Activity F 31
Activity G 32
General Objective 4 35
Activity A 35
Activity B 37
Activity C 38

General Objective 5 39

Activity A 39

Activity B 40

Activity C 41

General Objective 6 42

Activity A 42

Activity B 42

General Objective 7 44

Summary 45

CHAPTER III THE RESEARCH COMPONENT: AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ASSERTIVE BEHAVIOUR AND JOB SATISFACTION FOR STUDENT TEACHER INTERNS 46

Introduction 46

Purpose of The Study 48

Definitions 48

Limitations of The Study 50

Review of The Literature 51

Instrumentation 56

Sample 58

Procedure 60

Analysis of The Results 61

Section One: The Purdue Student Teacher Opinionaire, Form B 62

Section Two: The Rathus Assertiveness Schedule 70

Results and Discussion 80

Summary 83

CHAPTER IV SUMMARY OF THE INTERNSHIP PROGRAM 85

BIBLIOGRAPHY 88

APPENDICES 94

Appendix A 95

Appendix B 103

Appendix C 112

Appendix D 118

Appendix E 125

Appendix F 158

Appendix G 172

Appendix H 176

Appendix I 179

Appendix J 184

Appendix K 193

Appendix L 197

Appendix M 200

Appendix N 203

Appendix O 206

Appendix P 212
Appendix Q 214
Appendix R 218
Appendix S 220
Appendix T 222
Appendix U 224

List of Tables

		Page
TABLE 1	Student Teacher Intern Years of Teaching Experience and Sex	59
TABLE 2	Student Teacher Intern by University Training and Sex	60
TABLE 3	Rapport with Supervising Teacher	63
TABLE 4	Rapport with Principal	64
TABLE 5	Rapport with University Supervisor	65
TABLE 6	Teaching as a Profession	65
TABLE 7	School Facilities and Services	66
TABLE 8	Professional Preparation	67
TABLE 9	Rapport with Students	68
TABLE 10	Rapport with other Teachers	69
TABLE 11	Student Teacher Load	70
TABLE 12	Item Analysis (RAS)	72

CHAPTER I

INTRODUCTION

The rationale basic to an internship in guidance and counselling is that counsellor effectiveness will be enhanced by varied experiences, through the application of the intern's skills, in a practical situation, under the supervision of professionals in the field. The internship provides the intern with the opportunity to apply and evaluate the procedures and theories learned in formal study. Through supervision the intern is provided with feedback and direction from the cooperating counsellor, school head, other teachers, and the university supervisor.

I. OBJECTIVES OF THE INTERNSHIP PROGRAM

The following objectives were formulated to enhance the intern's knowledge of recent developments in guidance and counselling.

General Objective 1.

To develop a broader view of counselling by becoming aware of the guidance and counselling services provided in British schools, specifically in Harlow, England.

Activities

A. To visit at least two schools with counselling services and to discuss their approach with appropriate staff.

B. To observe the field supervisor in counselling sessions within the internship setting.

C. To observe at least two other professionals in counselling sessions.

D. To read at least one book concerning counselling in Britian.

General Objective 2.

To become aware of community services in the field of guidance and counselling in Harlow, England.

Activities

A. To discuss with School Psychological Services (SPS) the procedure for referral of students who require special services.

B. To visit and consult with at least two community service centres in the Harlow area.

C. To visit and discuss current issues in special services with at least two professionals involved in the education of people requiring special services.

General Objective 3.

To participate in a counselling and therapy program for adolescents who are emotionally disturbed.

Activities

A. To counsel at least four students for a minimum of five sessions each.

B. To lead a therapy group for a minimum of six sessions.

C. To be available for crisis counselling during the duration of the internship.

D. To aid in the overall therapy program for adolescents who were emotionally disturbed.

E. To consult with the parents of at least one student.

F. To consult with the cooperating counsellor on a daily basis for the duration of the internship.

G. To avail of opportunities which the cooperating counsellor, and/or university supervisor felt would enhance the intern's understanding of the counselling process.

General Objective 4.

To gain experience in working cooperatively with agencies and/or schools served by the intern's

placement.

Activities

A. To participate in at least two case conferences conducted to determine if a particular student requires special placement.

B. To participate in at least one meeting involving the mainstreaming of a student in a regular school.

C. To discuss with at least one school head served by the West Essex Secondary Tutorial Unit, his perception of the role of the Unit.

General Objective 5.

To increase the intern's understanding and knowledge of special education.

Activities

A. To have formal and informal discussions with the special education interns concerning special education in the Harlow area.

B. To visit at least two special education interns in their settings and participate in the ongoing activities.

C. To read at least two articles concerning current issues in special education.

General Objective 6.

To take a special topic course while in Harlow.

Activities

A. To select a special topic for study while in Harlow.

B. To meet the requirements of the course as outlined by the university supervisor.

General Objective 7.

To conduct a research study into the relationship between assertive behaviour and job satisfaction for student teacher interns.

Activities

A. To collect data on assertiveness by administering the Rathus Assertiveness Schedule (RAS) to student teacher interns during the last week of their internship program.

B. To collect data on student teacher job satisfaction by administering the Purdue Student-Teacher Oppinionaire (PSTO) during the last week of their internship program.

C. To review the literature on job satisfaction, assertiveness, and student teaching.

D. To analyze the data collected from the student teacher interns.

E. To report and discuss the results of the research project.

II. STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAM

INTRODUCTION

The intern first approached Dr. Glenn Sheppard, Head of the Department of Educational Psychology, with the possibility of doing an internship program in partial fulfillment of the requirements for a masters degree in Educational Psychology. The intern had read several reports of previous internships (Cooper, 1982; Barry, 1983; Murphy, 1983) and felt that this experience would best help the intern fulfill his professional aspirations.

The possibility of completing an internship at Memorial's Harlow Campus was discussed. Dr. Sheppard said this could be possible if a suitable supervisor could be arranged and suggested the intern talk to Dr. Norman Garlie to see if he would be available to take on this extra duty. Dr. Garlie would be in Harlow supervising a group of special education student teachers and agreed to supervise the intern.

SETTING

The town of Harlow is located in Essex county, England. Harlow is relatively a new town and developed to relieve the pressure of housing and factory space in London. Since the town's incorporation in 1936 the population has grown to approximately one hundred thousand. The County Council of Essex provided a description of the establishment of the town in a publication provided to visitors (Appendix A). The town's location provides easy access to facilities in London and Cambridge.

Memorial University has converted an old brewery, known locally as "The Maltings", into a residence for approximately thirty-one students. The building also houses a library, television room, kitchens, dining room, laundry room, and seminar room. Since 1972 education students have been going to Harlow to complete a teaching practicum.

SELECTION

In preparation for the internship the intern met with the undergraduate special education student teachers and Dr. Garlie on several occasions. These orientation meetings provided a forum for those travelling to Harlow

to discuss travel arrangements, accommodations, types of placements available and a history on the development of the town of Harlow. Several handouts were provided at these meetings concerning schools in Harlow (Appendix B), the Harlow Campus Trust (Appendix C), and other assorted items (Appendix D).

The intern asked the special education interns for their assistance in collecting data for his research project. The nature of the research was not discussed so as not to influence the responses of the student teachers.

The intern also met with Dr. Royston Kelleher and a group of regular classroom student teachers to ask for their assistance in the research project. All student teachers, special education and regular, were very cooperative and supportive of the intern in his project.

One other meeting prior to leaving for Harlow was held between Dr. Wayne Nesbit, professor with the Department of Educational Psychology, Mr. Larry Ryan, Psychologist for the Roman Catholic School Board for St. John's, Dr. Garlie, and the intern to discuss possible placement settings in Harlow. Dr. Nesbit had acted as supervisor for undergraduate special education student teachers in Harlow and therefore was familiar with the

schools in Harlow. Mr. Ryan had been in Harlow as a graduate intern. Their advice was welcomed and proved to be beneficial. Both men suggested and stressed the importance of being placed in one setting only, so the full impact and participation of a single setting could be experienced.

Initial correspondence failed to secure a placement for the intern before arrival at Harlow and the first four days were spent in considering all possible settings. Mr. Hugh Bliss, Area Education Officer for West Essex, Dr. Garlie and the intern had a meeting to discuss the intern's interests and what possible placement settings were available. Dr. Garlie contacted Mr. Sean Clark, Head of West Essex Secondary Tutorial Unit. After a brief meeting in which Mr. Clark talked about the philosophy of the Unit and the intern discussed his interests the Unit was decided upon as the placement setting.

The Unit was first established at Springhills, Harlow but was later moved to Tany's Dell, in the centre of Harlow, when more suitable accommodations were available. The Unit serves all the secondary schools in West Essex.

The Units founder, Mr. Sean Clark, prepared a brief outlining the reasons for the establishment of the Unit, terms of reference, admission arrangements, problems and stigmas, day to day running of the Unit, and the Units relevance to education in West Essex (Appendix E).

The Unit can have an enrolment of twenty students, but during the stay of the intern there were fifteen students, a staff of three teachers, a secretary and a parttime volunteer assistant welfare worker.

The West Essex Secondary Tutorial Unit provided the intern with opportunities to explore his interests, allowed flexibility so the intern could visit other schools, and provided access to School Psychological Services (SPS) and other community agencies.

SUPERVISION

Supervision during the internship was continuous. Field supervisor, Ms. Jane Russel and school head, Mr. Sean Clark, were consulted on a daily basis. Mr. Bill Whalen, a teacher at the Unit, also provided the intern with advice and encouragement throughout the internship. Formal meetings were held regularly to discuss cases and plan strategies for therapy and evaluative purposes. Dr. Garlie met with the intern on several occasions

throughout the internship to discuss the direction of the internship, to go over seminar preparations, to discuss the research project, and to discuss cases with which the intern was involved.

CHAPTER II

DISCUSSION OF THE OBJECTIVES

INTRODUCTION

To discuss the objectives outlined in Chapter I each activity related to a particular objective will be examined by identifying those experiences which fulfill that activity. Due to the range of experiences within the interns setting only the major experiences will be discussed for each objective.

General Objective 1.

To develop a broader view of counselling by becoming aware of the guidance and counselling services provided in British schools, specifically in Harlow, England.

Activity A.

To visit at least two schools with counselling services and to discuss their approach with appropriate staff.

One school visited by the intern was Passmores Comprehensive School in Harlow. Mr. Peter Jarman, Headmaster, explained the house system in place in his school. The school is divided into three houses or schools, a lower school, a middle school and an upper school. When a student enters Passmores Comprehensive

school he is placed with a home room teacher who will stay with the class for three to five years. The teachers in the school have a holistic approach. A student who requires assistance with social, academic, personal, and family concerns will first go to the home room teacher for help. Other school personnel will also make initial referrals to the home room teacher. If the home room teacher feels the student requires assistance he is unable to provide, he will refer the student to the house head. The house head is ultimately responsible for counselling students belonging to his house. The more serious problems are discussed in a team meeting and a course of action initiated to help the student. This system is rooted in the pastoral care system, which believes that all staff are responsible for the academic, social and emotional well being of students.

Mr. Jarman said there were times when it was necessary for him to perform in a counsellors role, but this was mostly in crisis situations. He did not counsel students on a long term basis. The house heads were also responsible for administering discipline and only the most serious discipline problems were sent to the Headmaster. Other duties of the Headmaster included

acting as a liaison person between the school and community agencies, and, school and parents. Mr. Jarman was concerned there was not a full time counsellor at the school and not enough time was available to house heads for counselling purposes. Therefore, only the most serious concerns of students received attention.

A second school visited was King Harold Comprehensive School. At this school the intern spoke with two house heads, Mr. C. Seymour and Mrs. M. Gatehouse, who were responsible for counselling students belonging to their respective houses. Mr. Seymour and Mrs. Gatehouse had the same concern as that of Mr. Jarman of Passmores Comprehensive School.

Mr. Seymour, Mrs. Gatehouse and Mr. Jarman expressed a desire to see fulltime counsellors hired as they felt that many concerns of students were not met under the existing system. They stated that counsellors with training in family counselling would be most beneficial.

In Newfoundland schools, guidance and counselling is carried out by trained counsellors, educational therapists and educational psychologists. The trained counsellors in Newfoundland perform such duties as:

(a) academic, behaviourial, and social assessments; (b) individual interviews; (c) group counselling; (d) vocational counselling; (d) liaison between the school and community agencies; and (e) liaison between the school and home. Counselling programs are determined through a process of needs assessment involving students, teachers, and parents.

In schools without trained counsellors the principals and teachers deal with situations as they arise and refer the more serious concerns to personnel outside the school. However, all schools carry out components of a guidance and counselling program depending upon the school resources, community resources, and needs of the students. These programs are usually preventive in nature and cover such topics as child abuse, alcohol and drug abuse, and suicide. Outside agencies may also be involved in providing expertise to schools who request assistance on any of these programs.

The current allocation of one counsellor per one thousand students is inadequate to meet the needs of Newfoundland student. The result is counsellors are often shared between two to six schools and having to spend valuable time travelling. It also makes it impossible and impractical to provide trained counsellors to many rural

schools.

Career education in British schools is not a primary function of school staff. The Harlow Careers Office (HCO) provides a career education program to all schools in the Harlow area. Career Officers from HCO provides direction to students in exploration of interests, vocational training possibilities, and help in making realistic career decisions.

In Newfoundland schools, career education is a major focus of the guidance counsellor. If there is no guidance counsellor assigned to the school a member of the teaching staff is assigned to look after career education. All high schools in Newfoundland have information on setting up career resource centres as supplied by the provincial Department of Education. They also have computerised career information.

ACTIVITY B.

To observe the field supervisor in counselling sessions within the internship setting.

The intern observed the field supervisor, Mrs. Jane Russell, in numerous counselling sessions in a variety of settings (office, classroom, outside and while playing games). The intern also observed her counselling parents on how to act as agents of change for their children.

One series of sessions which lasted several weeks involved a fourteen year old girl who was involved in exhibitionist acts and flirting with boys. The girl in question was concerned about getting a "bad reputation" but was unable to understand how her actions contributed to the town gossip concerning her. The counselling focused on the client identifying those behaviours which may be interpreted by others as exhibitionist or flirting acts.

Once she acknowledged inappropriate behaviour existed, she was taught to generate alternative behaviours, and role play what would happen if each one were selected. This process was found to be beneficial for this client and she felt the gossip concerning her decreased as she became more selective in her behaviours.

ACTIVITY C.

To observe at least two other professionals in counselling sessions.

The intern had the opportunity to observe several other professionals in counselling sessions. Two of the sessions were conducted by Mr. San Clark at the West Essex Secondary Tutorial Unit and Mr. Jarman, Headmaster at Passmoores Comprehensive School.

Mr. Clark's approach was based upon Reality Therapy. He had the students explore possible consequences for their behaviour and discussed with them what alternative action they could have taken. The clients are confronted in ways that help them decide what was best for them and to take responsibility for their decisions.

In counselling sessions Mr. Clark would stop the client from justifying their behaviour because of other people or past events. He was concerned with focusing on the present in order to change behaviour in the future.

Mr. Jarman takes a more humanistic approach. He had the student discuss his concerns and was very emphatic in his response. He felt the relationship with a client has to be one of acceptance of the presenting problems as expressed by the client and uses reflection of the clients feelings to help develop a sense of understanding and acceptance.

ACTIVITY D.

To read at least one book concerning counselling in Britain.

To gain more insight and broaden the intern's knowledge about counselling in Britain the intern read following book:

Bolger, A. W. (Eds.). (1982). Counselling in Britain: A Reader. London: Batsford Academic and Educational.

Bolger selected articles from professionals in the field which covered a broad range of concerns under ten headings:

1. Beginnings
2. A Question of Definition
3. Counselling in Education: Schools
4. Counselling in Education: After Schools
5. Counselling for Work
6. Counselling in Personal Matters
7. Counselling in Medical Settings
8. Pastoral Counselling
9. Counselling Training and Counselling Methods
10. Professional and Ethical Matters

A summary of this text is provided in Appendix F.

General Objective 2.

To become aware of community services in the field of guidance and counselling in Harlow.

ACTIVITY A.

To discuss with School Psychological Services (SPS), the procedure for referral of students who require special services.

The intern visited School Psychological Services (SPS) and discussed referral procedures with Mr. Peter Penrose, Head School Psychologist. Mr. Penrose stated the initial referral comes from the classroom teacher. The teacher files a comprehensive report to SPS the

psychologist determines if formal assessment would be conducted. The psychologist completes a formal report after home visits, interviews with the student, and teachers. A case conference is held to discuss to discuss the report. This case conference is similar to team meetings which are held in Newfoundland schools. At the case conference it is determined whether the child could be helped in regular school or if he would benefit by a special placement. The psychologist completes a report based upon the teachers observation, case conference, and sessions with the child. This report is sent to a special unit and the personnel at that unit reviews the report, interviews the teachers, the child, and parents. The final step involves the child's parents visiting the special unit which is planing to help their child. If all parties agree, the child is placed in the unit for a predetermined time and progress monitored to determine when mainstreaming into regular school could take place.

Mr Penrose also spoke of the function of the West Essex Secondary Tutorial Unit and prepared a brief on changes he feels are necessary for the Unit (Appendix G).

ACTIVITY B.

To visit and consult with at least two community service centres in the Harlow area.

Two service centres visited by the intern in Harlow were the Harlow Advice Centre (HAC) and the Citizens Advice Bureau Services (CABS).

HAC is run by the Harlow Council through the Department of Information Services. HAC provides assistance to citizens on a wide range of issues including consumer information, legal matters, taxation, employment, welfare rights, housing, tourist information, voluntary help, and council services.

Two other services provided by HAC are the publication of a community newspaper for one parent families and aid to voluntary organizations such as the Harlow Shared Care, Harlow Alcohol Advisory Service, and the Care Attendant Scheme. Aid to these organizations include advice on running groups, information on similar national organizations, assistance in finding accommodations, financial support, professional advice and guidance with problems, recruitment of volunteers, and provision of transportation when needed (HAC pamphlet, 1983).

CABS provides some of the same services as HAC, however, CABS program is national and covers the entire United Kingdom. The aims of CABS as outlined in an information pamphlet are:

1. To ensure that individuals do not suffer through ignorance of their rights and responsibilities of services available; or through an inability to express their needs effectively.

2. To exercise a responsible influence on the development of social policies and services, both locally and nationally. (CABS pamphlet, 1984)

The function of CABS is described as providing impartial advice, information, referral, action, advocacy and feedback, free of charge to any individual who request such assistance. Although the emphasis is upon self-help, wherever possible, CABS takes action and acts as advocates for citizens unable to speak for themselves.

ACTIVITY C.

To visit and discuss current issues in special services with at least two professionals involved in the education of people requiring special services.

One special unit visited by the intern was the School Encouragement Program (SEP). Mrs. Joanne Oakley, Head Tutor at the unit, explained the main purpose of the unit was to help school phobics between the ages of eleven and sixteen overcome their fear of schools. Mrs. Oakley stated the main aim of the SEP program was to:

> "...provide education within a small group of children who are school phobic, or have a related disability making them incapable of coping in school, with the ultimate aim to get

> them back into full time schooling within a normal school and capable of coping with life and society." (SEP pamphlet, 1985)

At the time of the interns visit there were two groups of six students attending the unit for two hours per day. Mrs. Oakley prepared a brief for the Area Education Office to have the time spent with each group increased to five hours per day, the same as for regular school students, and for the hiring of a male tutor (Appendix H).

An outline of the SEP program was also prepared by Mrs. Oakley and is presented in Appendix I.

Another unit visited by the intern was Hare Street Junior Remedial Unit with Mrs. G. Withrington as Head Tutor. The students in this unit were much like our remedial special education students in Newfoundland. However, in this unit the students are taken out of regular school completely, for a period of up to one year, for a comprehensive remedial program. Mrs. Withrington said the unit had great success in returning students to regular school with the necessary skills to perform academically and socially.

The intern found the students at the unit to be very interested in their work and highly motivated. All were keen to share their projects with the intern. Mrs.

Withrington and the intern discussed the concept of mainstreaming and both agreed that it was difficult to take students away from their regular school, friends and environment. However, Mrs. Withrington was not sure that the students her unit served would have as great a success in regular school because they would not be able to receive the attention and continuous therapy needed for them to enjoy success. The intern stated that perhaps a class in regular school for these students would give them the advantage of being around a familiar environment while at the same time providing them with a service they require.

While at this unit, the intern had the opportunity to discuss the unit's philosophy with a parent of one of the students. The parent had great praise for the work at the unit and showed me examples of her child's work before he entered the unit and some examples of what he could do eight months later. It was obvious the student made great gains and when questioned, the mother attributed his success to the following factors:

1. small group instruction,
2. teacher dedication, motivation, love and understanding,
3. parental involvement.

The intern was most interested in how parents were involved in the child's work at the unit and asked the

parent to explain. She said all parents who have children at the unit come to the unit for a half day each week to spend time with their child. This time is spent in helping with projects, reading to him or being read to. The teacher also has time to spend with each parent to discuss the child's progress and to suggest ways the parents can help at home. This particular parent said she never really understood how important it was to read to children, to encourage them, or just to spend time with them in play activities. She said the unit was as much an education for her and her husband as it was for their son.

Despite the success of the unit, it was closed in September 1986 and all remedial work carried out by the unit now takes place in regular schools by an itinerant teacher.

General Objective 3.

To participate in a counselling and therapy program for adolescents who are emotionally disturbed.

ACTIVITY A.

To counsel at least four students for minimum of five sessions each.

The intern took advantage of the opportunity to do more individual counselling than was planned. The support and cooperation of the school head and field supervisor made the counselling of these very "disruptive" students a most rewarding experience. The students selected for individual counselling were from a variety of backgrounds and had exhibited an assortment of non-conforming behaviour. These included obscene language, destruction of property, tantrums, fist fights, arguments, shoplifting and other petty crimes were common behaviours for these students.

Due to the severity of the inappropriate behaviour of the students at the Unit, and the purpose of the Unit, reality therapy combined with behaviour modification was the selected approach. This does not mean that counsellors at the Unit were not empathetic. In fact on numerous occasions the intern observed the counsellors using reflective thinking as a technique to help students clarify their thoughts.

It was the feeling of the counsellors that for therapy to be successful the students would have to be the ones to recognize the need for change. The basic job of the counsellor was to help students modify their behaviour by getting them to face reality. The

counsellors did not make value judgements or decisions for the students, this was the responsibility of the student.

The experience of taking part in a counselling program of this nature provided the intern with the opportunity to develop, practice, and incooperate new skills with his personal style of counselling. The intern does not believe that any one type of therapy is the answer, but the counsellor must judge for himself the counselling process he will follow for a particular client.

Four case studies are presented in Appendix J.

ACTIVITY B.

To lead a therapy group for a minimum of six sessions.

The intern interviewed a number of students at the Tutorial Unit, read their files and discussed their cases with appropriate staff. From this, six students were selected who might benefit from an encounter group. Although they had similar problems they were at different stages of therapy at the Tutorial Unit. The aims of the therapy group were:

1. provide a forum for students to express their concerns about their progress in a non-threatening environment,
2. to hear others points of view about their behaviour,

3. provide a means for students to help each other understand themselves.

Rules for the group were kept to a minimum, basically members were asked to respect others when they were speaking, and not to discuss the group with others in the school. The intern encouraged the members to express their feelings and at times used direct confrontation to help members overcome their fear. It was important for the intern to provide the members with support so they would not feel threatened.

As the group progressed several members emerged as leaders at various times. This was evident by the support and understanding they developed for each other.

Resistance within the group was evident on several occasions and it was the leadership of other students which helped the group explore why this was so.

The intern found this activity to be one of the most challenging, rewarding and inspiring activities of the internship program. It enabled the intern to see the concern students develop for each other and the power of peer counselling.

ACTIVITY C.

To be available for crisis counselling during the duration of the internship.

Crisis counselling was a very important segment of

work at the Tutorial Unit. The characteristics and personalities of the students were such that a crisis situation could develop at any time. Crisis counselling often involved helping students settle disputes, counselling an individual student on some urgent matter, or getting to the bottom of who was to accept responsibility for destroying property. Crisis counselling occurred almost daily and was an effective means of therapy because the students received help when needed. It also allowed the counsellor to help the students formulate alternative solutions and select the most appropriate one in a situation which they presently face.

ACTIVITY D.

To aid in the overall therapy program for adolescents who were emotionally disturbed.

The therapy program at the Tutorial Unit was continuous. The counsellors at the Unit also taught academic subjects to students. This dual role appeared to be an advantage for the therapy program. The counsellors and students spent the entire school day together and this provided the counsellors with the opportunity to observe the students in real life situations.

A token reward system had been in place at the Tutorial Unit but due to mainstreaming of several students, and the short time remaining in the school year, this program was not in use during the interns stay. Discussions of its value on the overall therapy program at the Tutorial Unit were held with all staff members and they all agree that it was very effective in helping students develop appropriate behaviour patterns in threatening situations. The program will be started again in the next school year.

ACTIVITY E.

To consult with the parents of at least one student.

The intern became involved in three parent meetings. Several case conferences were held with the parents of a boy whom the intern was counselling regularly. The parents were upset at the slow pace of academic progress but were pleased with the improvement in their son's behaviour. Both parents displayed negative feelings about the Unit and expressed a desire for their son to return to regular school. The intern discussed the boy's learning difficulties and suggested to them that their son receive remedial help when he returned to regular school. Both parents were pleased with this suggestion and discussed it with the headmaster of the

child's school. Follow up with the school and parents indicated remedial help was provided to the student.

The progress of two other students was discussed with appropriate parents. In both cases the parents were pleased with the behaviourial gains being made, but had some concern as to whether the progress made would carry over to the regular school. The intern stressed the importance of close, regular contact with the school to show the student that the home and school were concerned about his progress and working together to help him. One of the parents was concerned that there was not enough emphasis placed upon academics and his son would be behind his mates when he returned to school. A full report on the academic standing of this student was presented to the parents so they would better understand his level of achievement. It was also impressed upon them that inappropriate behaviour was the reason their son was at the Unit and was the main point of concern.

The meetings the intern had with parents were very successful and allowed for greater cooperation between the Tutorial Unit and the home.

ACTIVITY F.

To consult with the cooperating counsellor on a daily basis for the duration of the internship.

The intern met with the field supervisor, Jane Russell, on a daily basis. These meetings were informal and consisted of discussions of student progress, evaluation of the therapy program and ways to improve delivery of services to students. Often the school head and other staff members who were involved with the student took part in these discussions.

ACTIVITY G.

To avail of opportunities which the cooperating counsellor, and/or university supervisor felt would enhance the intern's understanding of the counselling process.

The intern attended several presentations which the university supervisor felt would enhance his understanding of the counselling process and delivery of special services. They included:

(1) A talk by Dr. L. Karagianis of Memorial University, on multiculturism. Dr. Karagianis was in Britian as a guest of the British Council tour on multiculturism. (Appendix K)

(2) Mrs. Nesbit, on gypsy education services. (Appendix M)

(3) Spastic Society meeting at Tye Green. (Appendix N)

(4) Dr. H. Bliss, Area Education Official for West Essex, on the education system in Britian. (Appendix L)

The intern found the presentations on multiculturalism and Gypsy education to be very interesting. The intern's past experience in living and working in several multicultural communities afforded him with the opportunity to identify with the problems associated with minority rights. If racism and discrimination are to end then education will have to destroy the myths and stereotypes which different societies have concerning the minorities in their community.

The problems associated with educating the Gypsy and other travelling populations can be compared to education in outport Newfoundland a generation ago. The youth in the outports would leave school early in the spring to take part in the fishery. The need to provide had precedence over the luxury of education. As more families attached an importance to education more students completed their high school education. Newfoundlanders saw education as a way to improve their quality of life. The Gypsy population see education as a way to preserve their culture. This is evidenced in the number of Gypsy

organizations promoting their Romany background, and struggling to develop appropriate educational delivery systems based on their life style.

The intern was amazed at the scope of services provided to handicapped people through the Spastics Society. The network of support and services is the result of many years of dedicated work by parents and the handicapped. In Newfoundland, the Association for Community Living continues to lobby for the rights of the handicapped and have been successful in educating the public about the needs of the handicapped.

Two of the major goals of these two groups is community access and living, and employment.

The British and Newfoundland education systems are similar in their acknowledgment of every child's right to an education. The British Education Act, 1981, ensures every child has access to educational facilities and also gave parents a legal right to be involved in all aspects of their children's education. No more can a student be sent to special classes or denied a course without the parents consent.

In Newfoundland, the Department of Education has put a policy in place which governs the delivery of special services and programs to students. The program planning

team approach allows for all those involved in a child's education to take part in the development of the educational plan.

Mr. Bliss felt that this process is working much better in the primary schools than in the comprehensive schools, and it would take some time to filter through the entire system. The intern felt this statement applies to the Newfoundland situation when comparing the implementation of the policy in primary and elementary schools to that of high schools.

General Objective 4.

To gain experience working cooperatively with agencies and/or schools served by the intern's placement.

ACTIVITY A.

To participate in at least two case conferences conducted to determine if a particular student requires special placement.

The intern accompanied the field supervisor on several visits, to comprehensive schools, to interview students and teachers concerning possible placement at the Tutorial Unit. One such visit was to King Harold Comprehensive School where, on this particular accession, two case conferences were held. The intern and field

supervisor met two house heads, Mr. C. Seymour and Mrs. M. Gatehouse, and interviewed two students.

The teacher interviews consisted of a discussion of each student's major problems, the efforts of both the school and home to help the student, and the attitude of the student towards school, home, peers and the community in general.

One of these students was turned down for admission to the Tutorial Unit due to his excessive destructive behaviour and continued encounters with the law. It was felt that this particular student would be better served by a boarding institution set up to deal with these particular problems. During the student interview this student showed complete disregard and indifference to our attempts to discuss his situation. He would shout, refuse to sit still, and kept saying that if he went to the Unit he would destroy everything and start a riot. He did not in any way show that he wanted or would accept any sort of discipline. When asked what his parents felt about his problems, he said it was none of their business (with a few obscenities thrown in).

The second student, on the other hand, expressed acknowledgment of his predicament. He said he knew he was "messed up" but did not know how to get things

straightened out. He said he understood that if things continued he would end up in a residential school. He was concerned that his trouble might cause his parents to separate, and he did not want that to happen. The field supervisor and the intern felt that this type of disclosure in such a short interview was an indication of his determination to try and change things.

ACTIVITY B.

To participate in at least one meeting involving the mainstreaming of a student into a regular school.

The intern accompanied the field supervisor to Passmores Comprehensive School and met with Mrs. S. Scott, head of house, and Mr. T. Fiher, a teacher. We discussed the behaviourial and academic progress of a student who would be returning to Passmores after a year at the Unit. It was decided that the student would return to Passmores for two days a week, his progress monitored and time increased according to his performance.

The intern followed up on this student on several occasions and discovered the student was improving daily and very happy with his success. Although happy to be back with his friends, he did say that several students tried to get him involved in skipping classes, but without success. After one month this student was

attending Passmores full time.

ACTIVITY C.

To discuss with at least one school head served by the West Essex secondary Tutorial Unit, his perception of the role of the Tutorial Unit.

The intern discussed the role of The Tutorial Unit with Mr. Peter Jarman, Headmaster of Passmores Comprehensive School. Mr. Jarman reported a real need for such Tutorial Units but also felt that some of the students sent there could be helped in a regular school with proper guidance staff. He did say that his school had great success with students returning from the Tutorial Unit. Mr. Jarman also stated that the real purpose of the Tutorial Unit must be kept in mind, to help students with emotional and behaviourial problems control their actions. He felt that there was some danger the Tutorial Unit could become a dumping ground for problem students.

Mr. Jarman did say that a good referral procedure and a policy outlining maximum time limits for a students stay at the Tutorial Unit would help prevent this from happening. Mr. Jarman was very pleased with the Unit and had great praise for the staff.

General Objective 5.

To increase the intern's understanding and knowledge of special education.

ACTIVITY A.

To have formal and informal discussions with the special education interns concerning special education in the Harlow area.

Living arrangements for the intern and student teacher interns were such that contact occurred on a daily basis. In informal discussions, the special education teacher interns reviewed their impressions about the British system of special education, as well as their rewarding and not so rewarding moments.

The student teacher interns had a common feeling of praise for the British teachers commitment to their students, for the teacher aide system, and for the emphasis upon social skills training as opposed to a more academic, text book oriented teaching program. Many student teacher interns felt that integration or mainstreaming in Britian was behind the Newfoundland system but was gaining in popularity. They noted that in the previous year several special schools had closed down due to mainstreaming.

Many of the special education interns were impressed with facilities and programs for the handicapped. Some schools have swimming pools and all have extra-curricula programs such as horse riding, canoeing, camping, and a well organized sports activities.

ACTIVITY B.

To visit at least two special education interns in their placements and participate in the ongoing activities.

The intern visited several special education student teacher interns at their placements. One visit was to the Mead School for the Mentally Handicapped with interns Donna Reddick and Suzanne Crewe. A second visit was to Tye Green School for The Mentally Handicapped with interns Sharon Alexander and Doug Chassion.

While at these units, the intern spoke with teachers and teacher aides. He also spent some time with the students, usually on a one to one basis.

The programs at these two schools were similar. Both schools had a well organized program of life skills, and other activities planned for each week of the school year. However, the students at Tye Green were older and more emphasis placed upon community access.

This was the interns first experience with students with severe handicapping conditions, and it did take some time to get use to their behaviours. The intern felt that not everybody could help children with severe challenging needs, and those who did, were very special themselves.

ACTIVITY C.

To read at least two articles concerning current issues in special education.

The intern had taught special education in Newfoundland and completed several courses in this area of education. The intern was interested in learning more about current issues in special education so he would be better prepared to meet the needs of these pupils.

The intern read the following articles concerning current issues in special education and two of them are summarized in Appendix O.

Kerfoot, S., Barnett, S., & Giles, C. (1985). Problem solving at Barking Abbey. British Journal of Education, 12, 147-150.

Lorenz, S., Sloper, T., & Cunningham, C. (1985). Reading and Downs Syndrome. British Journal of Special Education, 12, 65-67.

Victor, T. (1985). Gypsy education: At the crossroads. British Journal of Special Education, 12, 6-8.

White ,T., & Miller,S. R. (1983). Dsylexia: A term in search of definition. Journal of Speciam Education, 17, (1), 5-10.

General Objective 6.

To take a special topic course while in Harlow.

ACTIVITY A.

To select a special topic for study while in Harlow.

The intern and the Department of Educational Psychology under Dr. Glen Sheppard discussed several areas which the intern could focus upon as a special topic. The purpose of such a course was to provide the intern with the opportunity to explore and study an area of interest which could be affiliated with the internship program. The intern's university supervisor suggested "Counselling Parents of Exceptional Children" as a topic due to the availability of material and the possibility of doing seminars with the special education interns who would be doing an undergraduate course entitled "Working with Parents of Exceptional Children" Education 3690. A proposal for this topic was presented to the School of Graduate Studies, and final approval was received from the Rules, Regulations and Courses Committee on April 25, 1985 (Appendix H).

ACTIVITY B.

To meet the requirements of the course as outlined by the university supervisor.

The intern and the university supervisor met to discuss the requirements and evaluation of the course. The following text was selected:

> Buscaglia, L. (1975). The disabled and their parents: A counselling challenge. Thorofare, NJ:Charles Slack.

Evaluation would be based upon (a) a book report on the text, (b) several presentations to students in Education 3630, "Working With Parents of Exceptional Children"; and, (c) discussions with the university supervisor.

The book report was completed and passed in to the university supervisor during the last week of the internship program. The intern received a "B" grade for the report.

Presentations to the special education student teacher interns included the following topics:

(1). Empathic listening
- guidelines
- how to listen
- common mistakes
- empathic phrases

(2) Direct feedback model

(3) Helping model by Carkhuff
- help the client to explore himself
- help the client to understand the problem
- help the client to act upon the understanding

(4) Egan's model
- focusing, exploration and clarification
- challenging skills, development of new perspectives and goal setting
- action

The presentations were well received and led to some intense discussion as to how theory would work in a conferencing situation. The students role played counselling parents of exceptional children and found this exercise to be beneficial in helping them understand the process.

Before each presentation the intern met with the instructor, Dr. N. Garlie, to discuss the presentation, and again at the end of each lesson for review.

The intern received a "B" grade as his final mark for the course.

General Objective 7.

To conduct a research study into the relationship between assertiveness and job satisfaction for student teacher interns.

The research component will be dealt with in detail in Chapter 3.

SUMMARY

Chapter two described how each activity facilitated the successful completion of each objective. The support and supervision of the intern by the Headmaster, cooperating teacher, and university supervisor provided the intern with the opportunity to further develop and strengthen his skills in all aspects of a comprehensive counselling program.

All of the interns experiences are not discussed within this report. There were many experiences which did not fall under any particular objective, but were a part of a more holistic counselling program.

CHAPTER III

THE RESEARCH COMPONENT: AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ASSERTIVE BEHAVIOUR AND JOB SATISFACTION FOR STUDENT TEACHER INTERNS

Chapter 3 will deal with; (a) purpose of the study; (b) definitions; (c) limitations of the study; (d) a review of the related literature; (e) instrumentation; (f) the sample; (g) the procedure; and, (h) an analysis of results.

INTRODUCTION

There has been great deal of research in recent times on job satisfaction and assertive behaviour. Researchers such as Chapman (1982) and Jorde-Bloom (1986) studied job satisfaction of teachers in general. Other researchers studied job satisfaction of primary teachers (Galloway, Boswell, Panckhurst, Boswell & Green, 1985); special educators (Abelson, 1986); middle school teachers (Watland, 1988); and female elementary teachers (Wangberg, Metzer, & Levitov, 1982). Other researchers have investigated the relationship between job satisfaction and particular issues within the field of

education such as teacher burnout (Retish, 1986), teacher retention (Matthes, 1989), productivity (Owuamanam, 1984), teacher shortage (Shreeve, Norby, Goetter, Stueckle, Midgley, & Goetter, 1988), and mainstreaning (Lombardo & Lambardo, 1987).

As well, assertive behaviour also received wide attention. Researchers have developed rating scales to measure assertiveness and training programs to develop what they see as appropriate assertive behaviour (Bates & Zimmerman, 1971; Wolpin, 1975), the equilibrium between passive acceptance and overt aggressiveness. Assertion training has been touted as the cure of many interpersonal communication problems (Hulbert, 1983). It can alleviate stress and anxiety (Bowers, Eicher, & Sacks 1983; Raschke, Dedrick, Strathe & Hawkes, 1985); and inappropriate responses (Rimm, Hill, Brown & Stuart, 1974; McCampbell & Ruback, 1985). The goal is to provide the individual with greater self-respect, dignity and communication skills to stand up for ones rights without violating the rights of others (Cotler, 1975).

PURPOSE OF THE STUDY

The literature reviewed establishes a link between poor job satisfaction and poor self-esteem, burnout, and stress. The implications may affect quality education, teacher retention, and professionalism. The student teacher intern must pocess effective interpersonal communication skills to adequately express his wishes, opinions and feelings to others. Research has shown the significance of assertive behaviour to effective communication (Hulbert, 1982; Hulbert, 1983; Haley, 1983; Robinson & Calhoun, 1984). Ramsey (1966) researched the importance of human relations to the student teacher and reported human relations skills would enable the student teacher to relate effectively to members of his classroom and of the school community.

The purpose of the present study was to determine if a relationship exists between job satisfaction and assertive behaviour and led to the following question:

1. Is there a relationship between job satisfaction and assertive behaviour for student teacher interns?

DEFINITIONS

1. Job Satisfaction

Price and Bently (1976) defined job morale as the

degree of professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

For the purpose of this study, job satisfaction refers to the mental and emotional reaction of a person to his job and is determined by the individuals perception of how satisfied he is with his job situation.

2. Assertiveness

Wolpe (1973) defined assertiveness as the proper expression of any emotion, other than anxiety, toward another person. Assertiveness is also described as standing up for one's rights without violating the rights of others, or as the ability of an individual to effectively convey personal positions, opinions, beliefs or feelings to another person (Kelly & Kelly, 1983). Alberti and Emmons (1974) defined assertiveness as behaviour which enables a person to act in his own best interest, to stand up for himself without due anxiety, to express his honest feelings comfortably or to exercise his own right without denying the rights of others.

Cotler (1975) looked at assertiveness not so much as a behaviouristic procedure, but as a philosophy of life with the goal of acquiring greater self-respect and dignity for the individual.

For the purpose of this study, assertiveness refers to the ability of an individual to stand up for one's rights without violating the rights of others.

3. Student Teacher Interns

For the purpose of this study, student teacher intern refers to a group of student teacher interns completing a three month internship component for partial fulfilment of an undergraduate degree in primary, elementary, high school or special education from the Faculty of Education at Memorial University of Newfoundland and placed in schools in West Essex County, England from April 25, 1985 to July 24, 1985.

LIMITATIONS OF THE STUDY

The results of the study was limited by the following factors:

1. The student teacher interns were placed in British schools and therefore generalization of the results to other locations is questionable.

2. The Subjects consisted of interns from a variety of university programs with varying periods of study. Therefore, the findings may not be generalized for any one particular group.

3. Several of the subjects worked for various periods of time in the Newfoundland school system and returned to university for further study. Teaching experience may have influenced their assertive behaviour and job satisfaction as student teacher interns.

4. The size of the sample was too small to allow for analysis of subgroups based upon training, placements, sex, or age, therefore generalizations cannot be made for any one group.

REVIEW OF RELATED LITERATURE

A review of the literature pertaining to job satisfaction, assertive behaviour, and student teacher interns revealed an abundance of research in these areas. However, this writer did not identify any research conducted to determine if a relationship exists between job satisfaction and assertiveness for student teacher interns.

The satisfaction of teachers both with their jobs and overall career progress is becoming an issue of increasing research interest (Chapman, 1983). The perceptions of teachers regarding professionalism and job satisfaction are important, particularly at a time when the public is calling for educational excellence at home

and abroad (Watland, 1988). Chapman (1983) also reported school teachers as the target of considerable criticism in the news media.

Burnout and stress has been described as a result of reduced job satisfaction (Sutton, Huberty, & Price, 1984; Retish, 1986; Ableson, 1986; Vance, Miller, Humphreys, & Reynolds, 1989). Burnout is defined as a state of emotional exhaustion, fatigue and/or cynicism that may result from individuals placing excessive demands on themselves (Retish, 1986). If self imposed expectations outpace performance, teachers will feel stress, frustration and anxiety (Goens & Kuciejczyk, 1981). The effects of burnout include absenteeism, sickness, lower quality of work, poor attitudes, alcohol and drug abuse and high teacher turnover (Retish, 1986).

Shreeve et al. (1988) believes job satisfaction is imperative in times of teacher shortages, and Chapman (1983) identified job satisfaction as vital in times of teacher surplus because there is less mobility. Shreeve et al. (1988) also identified the need for teachers, and subsequently the competition it will take to supply and keep them in schools, makes it essential to study the research regarding teacher job satisfaction.

The foundation of assertiveness training can be found in social learning theory (Bendura, 1969). The development of behaviour is learned, therefore, if we understand how a person learns a behaviour, we can unlearn old behaviours and learn new behaviours. The first assertion training program were developed in the 1950's and were based upon behaviour modification.

Researchers have studied the effects of assertiveness upon self-worth, anxiety, frustration, burnout, psyco-somatic disorders, stress, headaches, drug and alcohol abuse, absenteeism from the work place, and dissatisfaction with one's life and career. They have determined that emotionally healthy, fully functioning people believe they make an effective impact on the people in their environment. They do not feel that they are helpless victims of life's or other people's demands (Wolpe & Lazarus, 1966; Jabowski & Lange, 1978; Bower, et al., 1983; Retish, 1986). Instead they believe they can engage in direct behaviour which will effect other people in constructive ways. Assertive behaviour enables a person to interact productively to resolve interpersonal conflicts (Hulbert, 1983) and promotes satisfying relationships. Assertion training programs hope to help individuals unlearn manipulative, non-assertive and

aggressive behaviour and replace it with appropriate interpersonal communication skills (Retish, 1986). Communication apprehension, whatever its causes, may create stress or low morale (Francis, 1984).

On the organizational level, responsible behaviour increases opportunities for establishing and maintaining goodwill among personnel, customers and clients; and also for optimizing employee-employer relationships and increasing morale and productivity (Hulbert, 1983).

Although the research suggests that assertiveness training enhances a persons interpersonal skills, some, research questions whether assertiveness actually does enhance job satisfaction. Stead & Scamell (1981) conducted a study of the contribution of assertiveness training to job satisfaction for librarians and concluded that assertive behaviour may lead to a decrease in job satisfaction with co-workers and assertion training may not improve job satisfaction.

In a study of the relationship between assertiveness and college satisfaction in a multicultural population, (Abston & Wesley, 1982) no significant relationship was supported. However, the study did suggest assertiveness and college satisfaction may be inversely related.

Student teaching is a time for professional growth, fulfillment and expression. This is a period of socialization for the student teacher as he/she becomes an integral part of a new social unit. College supervisors, cooperating teachers, school administrators, teacher educators, first year teachers, and students report that student teaching is the single most important factor in a prospective teacher's professional preparation (Kirkpatrick, 1975). Teachers often refer to the practicum as the most beneficial component of their undergraduate training program (Goodman, 1984). Thus there seems to be an almost universal assumption among educators and students that their field experience is the most crucial aspect of teacher preparation (Conant, 1963).

In a field placement, the student teacher undergoes significant changes in his role expectations within a very short period of time. From a relatively passive existence as a student in a classroom, the student teacher becomes an active teacher in the school (Owuamanam, 1984).

INSTRUMENTATION

For the purpose of this investigation two instruments were used. The Purdue Student-Teacher Oppinionaire, Form B, (PSTO), (Appendix Q), and the Rathus Assertiveness Schedule (RAS), (Appendix R).

The PSTO was developed in 1969 by Price and revised in 1976 by Bently and Price. Form B of PSTO was used to measure the job satisfaction of student teachers by obtaining scores on nine factors:

1. Rapport with supervising teacher.
2. Rapport with principal.
3. Rapport with university supervisor.
4. Teaching as a profession.
5. School facilities and services.
6. Professional Preparation.
7. Rapport with students.
8. Rapport with other teachers.
9. Student teacher load.

Subjects respond to each item and select one of four options: agree, probably agree, probably disagree, and disagree. The subjects react to the oppinionaire in terms of their professional development and where they had their student teaching experience.

The reliability of the PSTO was established for each of the nine factors using the Cronbach Coefficient Alpha from the results of 179 student teachers. The coefficients ranged from .69 for Student teacher load to .93 on Rapport with principal and therefore is considered

a reliable instrument (Bently & Price, 1976).

The addendum to the manual (no date provided) reports that validity of the PSTO cannot be judged on an instrument of this type, because subjects are surveyed at the end of an internship program and consequently the end of a term. Subjects are unavailable for a retest. However the authors conclude content validity can be assumed to be adequate to the extent that responses are anonymous and self consistent. No norms are provided for Form B.

The (PSTO) is out of print and permission was received from the author to copy Form B (APPENDIX S).

The RAS is a thirty item schedule to measure assertive behaviour and was developed in 1973 by Rathus. Subjects responds to each item on a scale from -3 (extremely nondescriptive of me) to +3 (extremely descriptive of me). The author reports test-retest reliability at .78; $p<.01$ and split-half reliability at .77; $p<.01$. The validity of the RAS was established by comparing RAS scores to two external measures of assertiveness. In the first study, subjects who completed the scale were also rated by people who knew them well. Results indicate scores correlated significantly. The second study of RAS'S validity was determined by comparing the responses of forty-seven coeds to ratings

of their responses to five questions which require assertive responses. Questioning was conducted by neutral interviewers and responses recorded and judged by people who did not know the subjects or the results of the RAS. Results indicate that RAS is valid in terms of interrater impressions of subjects assertiveness.

Rock (1981) reported that subjects who completed the scale had a tendency to give socially desirable responses and caution should be taken in interpreting total score to reflect individual differences in assertiveness. Law, Wilson, & Crassini, (1979) reported that RAS measures situation specific assertiveness, aggressiveness, and a more general form of assertiveness, and does not provide a unidimensional index of assertiveness.

Despite these concerns, the RAS is widely used to measure assertiveness.

SAMPLE

The RAS and PSTO were administered to twenty-two student teacher interns from Memorial University of Newfoundland who were completing an internship program in schools in the West Essex area of England from April 25 to July 25, 1985.

The sample included four male and fifteen female

student teacher interns, and teaching experience ranged from none to twelve years. (Table one).

The professional training of the subjects also varied, and was classified as primary; elementary; high school; primary and special education; elementary and special education; and, high school and special education (Table two). Information on each subject was collected via an information sheet (Appendix T).

The placements of the interns covered the entire continuum of educational services - primary, elementary, subject teaching in a comprehensive school, and segregated schools for different levels of students with challenging needs.

TABLE 1

Student Teacher Intern Years of Teaching Experience, and Sex

SEX OF SUBJECT	Years of Teaching Experience			
	None	Six Yrs.	Ten Yrs.	Twelve Yrs.
Female	13	0	1	1
Male	2	1	0	1
Total	15	1	1	2

TABLE 2

Student Teacher Intern by University Training and Sex

University Program	Number of Male	Number of Female	Total Subjects
Primary	0	4	4
Elementary	0	2	2
High School	2	1	3
Primary with Special Education	0	3	3
Elementary with Special Education	2	4	6
High School with Special Education	0	1	1
Totals	4	15	19

PROCEDURE

The investigator met with all subjects and university supervisors prior to travel to Harlow to ask for their assistance and cooperation in the collection of data. During the first week at Harlow the intern contacted each student teacher intern, reminding them of the research and thanking them for their cooperation (Appendix U). The actual nature of the research project

was not discussed so as not to influence the responses of the subjects.

One week before the end of the internship program the intern met with all student teacher interns and provided them with a copy of the RAS and PSTO. The student teachers were asked to complete each form and return them to the intern before July 26, 1985.

On the RAS student teachers were instructed to indicate how descriptive or characteristic each of the thirty items are of them. There are no right or wrong answers. On the PSTO student teachers were asked to complete all sixty items and again told there were no right or wrong answers. Student teachers were instructed to read the instructions for each form and that all information will be kept confidential.

Analysis of The Results

The nine factors which make up the PSTO and thirty items on the RAS were tabulated for analysis. For the purposes of the tables percentages were rounded to the nearest hundredth, therefore total percentages may add to slightly more or less than 100. The next two sections consist of these tabulations.

The method of statistical analysis of the data was

the Pearson Product Moment Correlation Coefficient (r). Borg & Gall (1983) reports the Pearson Product is the most suitable correlation for a study involving two variables with continuous scores, such as the PSTO and RAS. A two tailed t-test was computed to determine the significance of the correlation.

Section One

Section one consists of the results for the nine factors which make up the PSTO. Each rating was based upon the responses of the nineteen subjects which made up the sample. Each statement was rated on a four point scale, agree, probably agree, probably disagree and disagree. To agree with a statement signifies satisfaction, while to disagree signifies dissatisfaction. At the end of this section the intern will provide a comparison of the factors.

Table 3 is an indication of the student teacher interns rating of rapport with supervising teacher:

Table 3

Rapport With Supervising Teacher

n=19/100%

Rating	Number Of People
agree	11/58
probably agree	5/26.3
probably disagree	2/10.5
disagree	1/05.3

Rapport with the supervising teacher deals with how satisfied the student teacher was with the competency of the supervising teacher, his abilities and willingness to work with student teachers, and satisfaction with his evaluation of their work. As can be seen from Table 3, 84.2% rated the rapport with supervising teacher as agree and probably agree, while only 15.8% indicated some degree of dissatisfaction.

Student teacher interns next rated rapport with principal.

Table 4

Rapport With Principal

n=19/100%

Rating	Number Of People
agree	8/42.1
probably agree	5/26.3
probably disagree	4/21.1
disagree	2/10.5

Rapport with principal deals with the student teacher interns satisfaction with the principal, his professional competency, interest in their ability to work, his ability to communicate, and skills in human relations. As can be seen from Table 4, 68.4% rated rapport with the principal as agree or probably agree.

Table 5 indicates the student teacher interns rating of rapport with university supervisor. Rapport with university supervisor deals with the student teacher interns satisfaction with the university supervisor based upon his working relationship with student teachers, adequacy of time spent with and in the student teaching school, and his evaluation of their work. The results show that 78.9% of student teachers rated rapport with supervisor as agree and probably agree, while 21.1%

expressed some degree of concern.

Table 5

Rapport With University Supervisor

n=19/100%

Rating	Number Of People
agree	8/42.1
probably agree	7/36.8
probably disagree	3/15.8
disagree	1/05.3

Teaching as a profession was the next factor which the student teachers rated.

Table 6

Teaching as a Profession

n=19/100%

Rating	Number Of People
agree	9/47.4
probably agree	6/31.5
probably disagree	3/15.8
disagree	1/05.3

Teaching as a profession deals with the student teacher interns satisfaction teaching as a profession. It pertains to the student teachers evaluation of teaching in terms of personal desires, contributions, satisfaction with teaching and demands and rewards of the teaching profession. As can be seen from Table 6. 78.9% of student teacher interns rated teaching as a profession as agree or probably agree. Just over 20% expressed some concern with their satisfaction of teaching as a profession.

Table 7 indicates the student teacher interns rating of school facilities and services.

Table 7

School Facilities and Services

n=19/100%

Rating	Number Of People
agree	9/47.4
probably agree	5/26.2
probably disagree	4/21.1
disagree	1/05.3

School facilities and services deals with the student teacher interns satisfaction with the adequacy of

facilities, supplies and equipment, and efficiency of the procedures for obtaining materials and services. As can be seen from Table 7, 73.6% of student teacher interns rated this item as agree and probably agree, while 26.4% has some concern regarding their work placement.

Professional preparation, the next factor surveyed, deals with the student teacher interns satisfaction with subject matter courses, lesson planning, training for extra-curricular activities, and adequacy of education courses. While 73.6% expressed satisfaction with their training, over 25% felt something was missing from their program (Table 8).

Table 8

Professional Preparation

n=19/100%

Rating	Number Of People
agree	8/42.1
probably agree	6/31.5
probably disagree	4/21.1
disagree	1/05.3

Table 9 indicates the student teacher interns rating

of rapport with students.

Table 9

Rapport With Students

Rating	Number Of People
agree	10/52.6
probably agree	8/42.1
probably disagree	1/05.3
disagree	0/00.0

Rapport with students deals with the student teacher interns feelings about treatment received from students, their reaction to student behaviour, acceptance by students, and the degree of satisfaction from contacts with students. As can be seen 52.6% agree, and 42.1% probably agree with rapport with students, a good indication of student teachers satisfaction with their rapport with students.

Rapport with other teachers was the next factor rated (Table 10).

Table 10

Rapport With Other Teachers

Rating	Number Of People
agree	10/52.6
probably agree	6/31.6
probably disagree	2/10.5
disagree	1/05.3

Rapport with other teachers deals with student teacher interns satisfaction with relationships with other teachers on the school faculty. The items pertain to student teacher interns' opinions regarding professional ethics, cooperativeness, helpfulness, and congeniality of teachers in the student teaching school. Just over 80% of student teachers expressed satisfaction with rapport with other teachers.

Table 11 indicates student teacher interns rating of student teacher load.

Table 11

Student Teacher Load

Rating	Number Of People
agree	13/68.5
probably agree	5/26.2
probably disagree	1/05.3
disagree	0/00.0

Student teacher load deals with such matters as time demands, restrictions on non-professional activities, record keeping and clerical work, and their load as compared to other teachers. As can be seen from Table 11, 94.5% of student teachers surveyed expressed satisfaction.

A comparison of the nine factors of the PSTO reveal the areas of greatest satisfaction for student teacher interns are rapport with students and student teacher load. The greatest dissatisfaction was with rapport with principal and school facilities and services.

Section two

Section two consists of the results of the thirty items on the RAS. Each item was rated as to how

descriptive or nondescriptive the statement was of them. A six point scale from extremely descriptive to extremely nondescriptive was utilized. The ratings for the thirty items is presented in Table 12.

For item 1, "Most people seem to be more aggressive and assertive than I am", 42.1% of student teacher interns felt this item was quite descriptive of them, while over 20% felt it was slightly nondescriptive or uncharacteristic of them.

Item 2, "I have hesitated to make or accept a date because of 'shyness'" was next rated by the student teacher interns. The results indicate 84.3% of student teachers have problems making or accepting dates. The sample included a disproportionate number of female subjects, and it has been part of their tradition that males are the ones who ask for dates. Only 10.5% rated this item on the nondescriptive side of the scale.

"When food served at a restaurant is not done to my satisfaction, I complain about it to the waitress", item 3, was the next item rated by the subjects. Over half the subjects responded, 57.9%, in the slightly descriptive

Table 12
Rathus Assertiveness Schedule

n=19/100%

Item #	Descriptors					
	extremely descriptive	quite descriptive	slightly descriptive	slightly nondescriptive	quite nondescriptive	extremely nondescriptive
1	1/05.3	8/42.1	5/26.3	4/21.1	1/05.3	0/00.0
2	12/63.2	4/21.1	1/05.3	2/10.5	0/00.0	0/00.0
3	1/05.3	3/15.8	8/42.1	3/15.8	2/10.5	2/10.5
4	1/05.3	1/05.3	1/05.3	3/15.8	10/52.6	3/15.8
5	8/42.1	3/15.8	2/10.5	6/31.6	0/00.0	0/00.0
6	2/10.5	4/21.1	11/57.9	1/05.3	0/00.0	1/05.3
7	2/10.5	6/31.1	3/15.8	3/15.8	4/21.1	1/05.3
8	7/36.8	11/57.9	1/05.3	0/00.0	0/00.0	0/00.0
9	4/21.1	4/21.1	4/21.1	3/15.8	3/15.8	1/05.3
10	6/31.6	8/42.0	4/21.1	1/05.3	0/00.0	0/00.0
11	3/15.3	11/57.9	1/05.3	1/05.3	3/15.8	0/00.0
12	6/31.6	3/15.8	1/05.3	7/36.8	1/05.3	1/05.3
13	8/42.1	2/10.5	3/15.8	4/21.1	1/05.3	1/05.3
14	11/57.9	5/26.3	0/00.0	1/05.3	2/10.5	0/00.0
15	1/05.3	5/26.3	2/10.5	8/42.1	2/10.5	1/05.3
16	3/15.8	6/31.6	2/10.5	7/36.8	1/05.3	0/00.0
17	6/31.6	4/21.1	1/05.3	7/36.8	1/05.3	0/00.0
18	2/10.5	4/21.1	9/47.4	2/10.5	2/10.5	0/00.0
19	1/05.3	6/31.6	3/15.8	4/21.1	3/15.8	2/10.5
20	1/05.3	3/15.8	7/36.8	1/05.3	6/31.6	1/05.3
21	3/15.8	11/57.9	2/10.5	3/15.8	0/00.0	0/00.0
22	3/15.8	9/47.4	3/15.8	0/00.0	3/15.8	1/05.3
23	4/21.1	2/10.5	1/05.3	7/36.8	4/21.1	1/05.3
24	1/05.3	2/10.5	2/10.5	2/10.5	9/47.4	3/15.8
25	2/10.5	3/15.8	6/31.6	4/21.1	2/10.5	2/10.5
26	2/10.5	3/15.8	2/10.5	7/36.8	4/21.1	1/05.3
27	2/10.5	7/36.9	6/31.6	0/00.0	4/21.1	0/00.0
28	3/15.8	4/21.1	4/21.1	4/21.1	1/05.3	3/15.8
29	3/15.8	6/31.6	5/26.3	2/10.5	2/10.5	1/05.3
30	1/05.3	3/15.8	5/26.3	3/15.8	2/10.5	5/26.3

and slightly nondescriptive categories. The researcher is of the opinion this indicates the subjects felt their response would depend upon the specific situation and the nature of the complaint.

Student teachers next rated item 4, "I am careful to avoid hurting other peoples feelings, even when I feel that I have been injured". Most subjects, 84.2%, felt that they would verbally defend themselves when someone was hurting them, even if it meant hurting someone else's feelings, Over 10% would avoid hurting someone else, even if it meant they were hurt themselves.

The next item rated by the student teachers was item 5, "If a salesman has gone to considerable trouble to show me some merchandise which is not quite suitable, I have a difficult time saying "No". Only 31.6% of the sample rated item 5 slightly nondescriptive. The remaining subjects demonstrated they would be uncomfortable in this situation and would be vulnerable to purchasing merchandise not quite suitable for them.

Student teacher ratings for item 6, "When I am asked to do something, I insist on knowing why", indicates over 60% of the subjects rated item 6 as slightly descriptive of them, The researcher suggests this may indicate the subjects regarded the item as being situation specific.

Item 7, "There are times when I look for a good vigorous argument" was the next statement rated by the student teachers. Over 40% indicated item 7 as extremely or quite descriptive of them, while 26% indicated item 7 as quite or extremely nondescriptive of them.

The subjects rating of item 8, "I strive to get ahead as well as most people in my position", reveals 94.7% of the subjects felt the statement was extremely or quite descriptive of them. This result was not surprising to the researcher because all student teacher interns lived in a university residence for three months, and were looking for employment for the following school year. They openly discussed their career search progress and aspirations with each other.

The next statement rated by the subjects was item 9, "To be honest, people often take advantage of me". Eight of the subjects (42.2%) rated this item as quite and extremely descriptive of them, while only one student (5.3%) rated this item as extremely nondescriptive. Student teacher interns next rated item 10, "I enjoy starting conversations with new acquaintances and strangers". Most subjects demonstrated they had no problems in starting conversations with acquaintances or strangers. One subject felt this item was slightly

nondescriptive of him\her. The results of the ratings for this item was not surprising to the researcher because all subjects were completing a three month internship program in a cross-cultural environment.

The subjects rating of item 11, "I often don't know what to say to attractive persons of the opposite sex", indicates fourteen of the subjects, over 70%, felt this statement was quite and extremely descriptive of them. Three subjects felt this item was quite nondescriptive of them. The researcher found these results surprising given the fact that over 90% indicated on item 10 that they enjoyed starting conversations with new acquaintances and strangers.

Item 12, "I will hesitate to make telephone calls to business establishments and institutions" was the next statement rated by the subjects. Student teachers ratings of this item was split between the descriptive and nondescriptive sides of the scale. However, over 40% revealed they hesitate telephoning business establishments and institutions.

Ratings for item 13, "I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews" revealed most subjects would prefer to write letters as opposed to

personal interviews, 68.4%. Most of the subjects were in their last term of teacher education and may have given a lot of thought to this item.

Item 14, "I find it embarrassing to return merchandise" was the next item rated. While 84.2% of the subjects would find it difficult to return merchandise, only 15.8% rated this item as slightly and quite nondescriptive of them.

The results of the ratings by the subjects to item 15, "If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance", indicates the subjects were split between the descriptive, 42.1%, and nondescriptive, 57.9%, sides of the scale. The two extremes of the scale was rated 5.3% each.

"I have avoided asking questions for fear of sounding stupid", item 16, was the next statement rated by the subjects. Just over 47% of the subjects felt this item was quite or extremely descriptive of them, while 36.8% felt it was slightly nondescriptive of them.

The results of the ratings by the subjects to item 17, "During an argument I am sometimes afraid that I will get so upset that I will shake all over", reveals the majority of subjects may be fearful of their reaction to

arguments. 52.7% of subjects rated this item as quite or extremely descriptive of them. One subject rated this item as quite nondescriptive. This may be an indication of the subjects insecurity in conflicting situations.

For item 18, "If a famed and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well", 47.4% of the subjects indicated this item was slightly descriptive of them, while two subjects rated this item as extremely descriptive of them. The researcher was surprised with the high percentage of subjects who rated this item on the descriptive side of the scale, over 79%.

Student teachers next rated item 19, "I avoid arguing over prices with clerks and salesmen". the survey shows the ratings were evenly distributed across the scale. However, the rating for quite descriptive was 31.6%.

The ratings for item 20, "When I have done something important or worthwhile, I manage to let others know about it", indicates over 36% of the subjects rated this item as slightly descriptive and another 31.6% rated it as quite nondescriptive or uncharacteristic of them.

"I am open and frank about my feelings", item 21, was rated next by the student teachers. Most subjects

felt item 21 was quite descriptive of them.

Item 22, "If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to "have a talk" about it", Reveals 47.4% of the subjects rated this item as quite descriptive of them, while only one student rated this item extremely nondescriptive of him.

The ratings for item 23, "I often have a hard time saying No", show well over half the subjects rated this item on the nondescriptive side of the scale, while 21.1% felt it was extremely descriptive or characteristic of them.

In response to item 24, "I tend to bottle up my feelings rather than make a scene", 47.4% of the subjects rated this statement as quite nondescriptive of them, and over 73% indicated they tend to express themselves rather than bottle up their feelings.

Item 25, I complain about poor service in a restaurant and elsewhere", was rated next. Ratings on this statement were split between the descriptive and nondescriptive sides of the scale. The opinion of the researcher is it may be an indication of the item being situation specific.

"When I get a compliment I sometimes just don't know what to say", item 26, was next rated by the student teachers interns. Most interns appear to feel comfortable with accepting compliments, while just over 25% indicated the statement was extremely or quite descriptive of them.

Subjects next rated item 27, "If a couple near me in a theatre or lecture were conversing rather loudly, I would ask them to be quiet or take their conversation elsewhere". While 21.1% rated this item as quite nondescriptive of them, the remaining subjects indicate the statement is characteristic of them to some degree.

Item 28, "Anyone pushing ahead of me in a line is in for a good battle", reveals over 55% rated this statement on the descriptive side of the scale, however, over 40% felt this item was not characteristic of their response in the situation described.

Student teachers ratings for item 29, "I am quick to express my opinion", reveals 31.6% of subjects surveyed felt this item was quite descriptive of them, while 25% felt the statement was uncharacteristic of them.

The last item rated by the subjects, "There are times when I just can't say anything", indicates the subjects were evenly divided between the descriptive and nondescriptive sides of the scale. While 5.3% rated this

statement as extremely descriptive, 26.3% felt this item was extremely nondescriptive or uncharacteristic of them.

Results and Discussion

Analysis of the data for total scores for the total sample on the PSTO and RAS revealed a significant negative Pearson Product Moment Correlation Coefficient ($r = -.41$, $n = 19$, $p < .05$).

This means as the score on one variable increases the score on the second variable decreases. The negative correlation coefficient ($r = -.41$, $N = 19$, $p > .05$) is an indication that teachers behaviour in interpersonal relationships is important in its impact upon job satisfaction and as teachers move toward highly assertive behaviour there may be a decrease in job satisfaction.

This is similar to the results of a study conducted by Stead & Scamell (1981). Their study showed that assertion training may decrease a persons job satisfaction with co-workers. The researcher cautions that a significant negative correlation does not imply that a cause and effect relationship exists, just that there may be a negative relationship between these two variables.

The findings could be influenced by the subjects

desire to provide socially acceptable responses on the RAS. Also some subjects may find it difficult to distinguish between passive, assertive and aggressive behaviours (Lange & Rimm, 1975).

Further research is needed to investigate if a relationship does exist between assertive behaviour and job satisfaction. This study provides direction to help clarify the design of such studies. The following recommendations for further research were formulated to provide such direction.

1. Future studies should investigate a homogenous group of subjects based upon training, sex, previous teaching experience, and placement, or, should contain a large enough sample that comparisons between groups would be valid.

2. An investigation to determine if assertive behaviour of student teachers changes during the course of an internship program would provide information on the socialization of student teachers in the work force.

3. The importance of job satisfaction and interpersonal communication skills for student teacher interns is important in shaping the expectations of future employment and may have a role to play in teacher education. Research is needed to determine if

assertiveness training programs are an effective means to promote better interpersonal communication for student teacher interns.

A comparison of the data for the thirty items on the RAS revealed student teacher assertiveness may be situation specific. While over 80% of subjects felt they enjoy starting conversations with strangers or new acquaintances, over 77% revealed they had difficulty in carrying on a conversation with an attractive person of the opposite sex.

When communication involved being assertive for the purpose of defending oneself from the comments of relatives, about 50% felt they would speak out. When the assertiveness was towards strangers, as in item 27, the number of respondents who would speak out increased by 20%.

If assertive responses is required towards an individual who is perceived as being knowledgeable on the topic of discussion, 80% indicated they would have their point of view heard, even if it differed from the speaker. This was surprising to the intern because over half of the subjects also stated they would avoid asking questions for fear of sounding stupid.

The responses of the subjects may well be influenced

by situational factors such as sex, relationship, and environment, and this may account for conflicting responses between similar items on the RAS.

Summary

The significant negative correlation between assertiveness and job satisfaction for student teacher interns does not mean a cause and effect relationship exists. However, a negative relationship between these two variables may suggest the more assertive a student teacher intern is, the less job satisfaction he\she may experience. These findings are not conclusive for any homogeneous group of teachers due to the diverse training, placements and experience of the subjects.

Nine of the interns were completing a regular teacher training program in primary, elementary or high school methods and ten subjects had already completed one of these programs and now were completing a program in special education. Also the experience of the subjects ranged from no experience to twelve years of teaching experience.

The suitability of such research is evidenced by the abundance of studies in all three domains and the concern of the public for quality education. It was also

suggested by the researcher that a larger sample be utilized so results could be generalized for particular populations.

CHAPTER IV

INTRODUCTION

This chapter consists of an overall summary of the internship, a review of the setting, objectives and research component.

1. Summary of The Internship

The internship took place at the West Essex Secondary Tutorial Unit, Harlow, England from April 24 to July 25, 1985.

The intern received advice, guidance and supervision from Dr. Norm Garlie, University supervisor, Jane Russell, cooperating counsellor, and Sean Clark, headmaster.

The setting was finalised four days after arriving at Harlow and additional activities were added to take advantage of the resources available. All objectives were met. During the course of the internship the intern visited other educational institutions and offices which provided community services for citizens.

The regular schools visited included Passmores Comprehensive School and King Harold Comprehensive School; several special schools, Mead School for the Mentally Handicapped, Tye Green School for the

Mentally Handicapped, and Square One for school phobics were also visited on several occasions. Several agencies which provided services to the general population and which the intern found to be most helpful were the Harlow Advice Centre (HAC), the Citizens Advice Bureau Services (CABC); and the offices of School Psychological Services.

The intern also took part in several meetings for the public and the student teacher interns, the Spastic Society, Gypsy Education, Multicultural Education, and the education system of Great Britian were informative in helping the intern develop an understanding of the educational needs of various groups within the community.

In addition to the visits and meetings the intern was very fortunate to have the complete cooperation of Jane Russell and Sean Clark in developing therapy sessions for individual students, groups of students, meeting with parents, partaking in case conferences and observing these professionals in counselling sessions with some of their clients. It is from their guidance that the intern was able to study various styles of counselling for different students and this experience helped the intern develop his own personal style.

The intern is very grateful to the student teacher interns for their support during the internship. They cooperated fully in the collection of data for the

research project and provided invaluable feed back on the sessions the intern had with them during their Special Education 3690 classes. The intern also met with Dr. Norm Garlie before each class to discuss the presentation and how it fits in with the objectives of the course.

Chapter three of this internship report consists of a research component. "An Investigating Into The Relationship Between Assertive Behaviour and Job Satisfaction for Student Teacher Interns". Data collected from two instruments, the Rathus Assertiveness Schedule (RAS) and the Purdue Student Teacher Oppinionaire (PSTO) indicate a significant negative correlation, ($r = -.41$, $N=19$, $p > .05$). The findings cannot be generalised for any one particular group of student teacher interns and indicates the need for further research in this area.

In conclusion the intern would like to express his concern for the need for more graduate students in counselling to take advantage of the resources in the Harlow area. Today more than ever we will be living in a multicultural community and have to provide guidance and counselling services to students with an array of different cultural morals, values, and social problems. By experiencing guidance and counselling in a cross cultural setting we will be better prepared to provide quality service to these individuals.

BIBLIOGRAPHY

REFERENCES

Abelson, A. G. (1986). A factor-analytic study of job satisfaction among special educators. Educational and Psychological Measurement, 46, 37-43.

Abston, N. & Wesley, A. (1982). The relationship between assertiveness and college satisfaction in a multicultural population. Paper presented at the Annual Meeting of the Southeastern Psychological Association, New Orleans, LA.

Alberti, R.E. & Emmons, M.L. (1979). Your perfect right (end ed.). San Luis Obispo, California: Impact,

Bandura, A. (1969). Principles of behaviour modification. New York: Holt, Rinehart & Winston.

Barry W. A., (1983). A report of a counselling internship and associated research undertaken in Harlow, England. Unpublished master's thesis, Memorial University Of Newfoundland, St. John's, Nf.

Bates, H. D., & Zimmerman, S. F. (1971). Toward the development of a screening scale for assertion training, Psychological Reports, 28, 99-107.

Bently, R., & Price, J. (1976). The purdue student-teacher oppinionaire. West Lafayette, Indiana: Purdue Research Foundation.

Borg, W. R., & Gall, M. D. (1987). Educational research: An introduction (4th. ed.). New York: Longman.

Bowers, H. C., Eicher, B. K., & Sacks, A. L. (1983). Reducing stress in student teachers, Teacher Education, 19, 19-21.

Buscaglia, L. (1975). The disabled and their parents: A counselling challenge. Thorofare, NJ: charles B. Slack.

Chapman, D. W. (1982). Career satisfaction of teachers. Educational-Research Quarterly, 7, (3), 40-50.

Citizens Advice Bureau Services (1984). Information Pamphlet. Harlow: Harlow Publishers

Conant, J. (1963). The education of American teachers. New York: McGraw Hill.

Cooper, L. T., (1982). A internship in guidance and counselling at Beaconsfield High School, including research on the effectiveness of counsellor - initiated counselling on self-concept enhancement with low self-concept students. Unpublished master's thesis, Memorial University Of Newfoundland, St. John's, Nf.

Cotler, S. B. (1975). Assertion training: a road leading Were? The Counselling Psychologist, 1975, 5, (4), 20-28.

Cunningham, W. G. (1983). Teacher burnout -- solutions for the 1980's: A review of the literaure. Urban Review, 15, (1), 37-51.

Francis, D. (1984). Communication apprehension as a cause of stress and low morale, Unicorn, Bulletin of the Australian College of Education, 19, 255-260.

Galloway, K., Boswell, K., Panckhurst, F., Boswell, C., & Green, K. (1985). Sources of satisfaction and dissatisfaction for New Zealand primary school teachers, Educationl Research, 27, 44-51.

Goens, G. A., & Kuciejczyk, J. (1981). Supervisors -- do they induce or reduce teacher stress, NASSP-Bulletin, 65, (449), 24-27.

Goodman, J. (1984). Field based experience: a study of social control and student teachers' response to institutional constraints. Paper presented at the Annual Meeting of the American Educationl Research Association. New Orleans, LA.

Harlow Advice Centre (1983). Information pamphlet. Harlow: Harlow Publishers

Holly, C., & Kirkpatrick, S. W. (1987). Job satisfaction and stress of home economics teachers. Home Economics Research Journal, 16, 109-119.

Hulbert, J.E. (1982). Interpersonal communication: replacing passive behacviour with assertive behaviour. Business Education Forum, 36, (5), 25-26, 28-29.

Hulbert, J.E. (1983). Responsible assertive behavior promotes effective interpersonal communication. Business Education Forum, 37, (7), 20-23.

Jabukowski, P. & Lange, A. J. (1976) Responsible assertive behavior. Champaign: Research Press.

Jorde-Bloom, P. (1986). Teacher job saticfaction: a framework for analysis. Early Childhood Research Quarterly, 1, 167-183.

Kelly, B., & Kelly, N. (1983). Improving the student teaching experience: a cooperative effort.

Kerfoot. S. & Giles, C. (1985). Problem solving at Barking Abbey. British Journal of Education, 12, 147-150.

Kirkpatrick, D.L. (1975). A study of the competencies for cooperating teachers as perceived by elementary education, physical education, and secondary social studies student teachers (Research paper for 1975-76 research award). Association of Research Educators.

Lange, A. J., & Rimm, D. C. (1975). Cognitive-behavioural assertion training procedures. The Counselling Psychologist, 5, (4), 37-41.

Law, H.G., Wilson, E., & Crassini, B. (1979). A principle components analysis of the Rathus Assertiveness Schedule, Journal of Consulting and Clinical Psychology, 47, 631-633.

Lombardo, E., & Lombardo, V. (1987), Attitudes of elementary, middle, and high school teachers toward mainstreaming: implications for job satisfaction. International Journal of Rehabilitation Research, 10, 405-410.

Lornez, S., Soper, T., & Cunningham, C. (1985). Reading and Downs Syndrome. British Journal of Special Education, 12, 65-67.

Matthes, W. A., & Duffy, W. E. (1989). Teacher retention and satisfaction: a comparison of M.A.T. and B.S./B.A. graduates in teacher education. Research In Rural Education, 6, (1), 1-5.

McCampbell, E. & Ruback, R. B. (1985). Social consequence of apologetic, assertive, and aggressive requests. Journal of Counselling Psychology, 32, (1), 68-73.

Mott, D.L. (1976). The real world of the student teacher, Business Education Forum, 30, 5-6.

Murphy, M. (1983). A report of a counselling internship at the Memorial University Counselling Centre, with a report of an assessment of the Vocational Choice Group Counselling Plan. Unpublished master's thesis, Memorial University Of Newfoundland, St. John's, Nf.

Owuamanam, D. O. (1984). Providing for job tenure, job satisfaction and productivity in teachers. Adolescence, 19, 221-224.

Price, J. (1969). The development of an instrument to measure student teacher morale. Dissertation Abstracts International, 30, 4861A.

Ramsey, I. L. (1966). The student teacher and human relations (AST Bulletin, No. 26). Cedar Falls, IA: Association for Student Teaching.

Raschke, D. B., Dedrick, C. H., Strathe, M. I., & Hawkes, R. R. (1985). Teacher stress: The elementary teachers perspective. Elementary School Journal, 85, 459-564.

Rathus, S. A. (1973). A 30-item schedule for assessing assertive behavior. Behaviour Therapy, 4, 398-406.

Rathus, S. A. (1975). Principles and practices of assertive training: An electic overview. The Counselling Psychologist, 5, (4), 9-20.

Retish, P. (1986). Burnout and stress among special educators and others. B. C. Journal Of Special Education, 10, 267-270.

Rimm,D.D., Hill, G. A., Brown, N. N., & Stuart, J. E. (1974). Group assertiveness training in the treatment of inappropriate anger expression, Psychological Reports, 34, 791-798.

Robinson, W., & Calhoun, K. (1984). Assertiveness and cognitive processing in interpersonal situtations. Journal of Behavioural Assessment, 6, 81-96.

Rock, D.L. (1981). The confounding of two self-report assertion measures with the tendency to give socially desirable responses in self-description. Journal of Counselling and Cliniical Psychology, 49, 743-744.

Shreeve, W. C., Norby, J. R., Goetter, W. G., Stueckle, A. F., Midgley, T. K., & Goettet, P. S. (1988). Job satisfaction: An imperative for the coming teacher shortage. Early Childhood Development and Care, 36, 181-195.

Stead, B. A., & Scamell, R. W. (1981). A note on the contribution of assertiveness training to job satisfaction of professional librarians. Library Quarterly, 51, 380-389.

Sutton, G. W., Huberty, T. J., & Price, R. (1984). An evaluation of teacher stress and job satisfaction. Education, 105, 189-192.

Vance, B., Miller, S., Humphreys, S., & Reynolds, F. (1989). Sources and manifistation of occupational stress as reported by fulltime teachers working in a BIA school. Journal of American Indian Education, 28, (2), 21-31.

Victor, T. (1985). Gypsy education: At the crossroads. British Journal of Education, 12, 6-8.

Wangberg, E. G., Metzer, D. J., & Levitov, J. E. (1982). Working conditions and career options lead to female elementary teachers job satisfaction. Journal of Teacher Education, 33, (5), 37-40.

Watland, A. E. (1988). Professionalism and job satisfaction perceptions of middle school teachers in Alaska, Norway, and Wales. Clearing House, 61, 358-362.

White, T., & Miller, S. R. (1983). Dsylexia: A term in search of definition. Journal of Special Education, 17, 5-10.

Wlope, J. & Lazarus, A. (1963). Behaviour theraypy techniques. New York: Pergamon Press.

Wolpe, J. (1973). Supervision transcript: V-mainly about assertive training. Journal of Behavioural Therapy and Experimental Psychiartry, 1, 141-148

Wolpin, M. (1975). On assertion training. The Counselling Psychologist, 5, (4), 42-45.

APPENDICES

Appendix A

Town of Harlow

AN INTRODUCTION TO HARLOW (1969)

Every year the new town of Harlow welcomes more than 4,000 visitors from all parts of the world, which in not surprising because, as the town has been built on an unusual plan, there are many interesting features.

Site of the New Town

Harlow is one of the new towns being built to help in dispersing the people and industries of London. It is situated 37 km north of London on the A.11 road. The site of the town extends over 2,500 hectares (6,400 acres) and lies on the borders of Hertfordshire and Essex and a few kilometres north of Epping Forest, which forms part of London's Green Belt.

Harlow has been designed as a largely self-contained town, with an ultimate population of 90,000 people, by the Harlow Development Corporation, a Government-sponsored body set up under the New Towns Act of 1946. The Development Corporation, which came into being in 1947, has full powers to acquire land and provide all the basic services, as well as to build houses, factories, shops, and other necessary amenities. The Corporation is financed by the Government through the Treasury which makes loans for a period of 60 years at a rate of interest parallel to the current bank rate. For all large projects, the consent of the Minister of Housing and Local Government must be given and then approval is sought for the financial backing for the project. So far, Harlow has borrowed 75 million pounds for the building of the town, the majority of the money being used for the development of housing.

Master Plan

In 1947 the Development Corporation invited Mr. Frederick Gibberd, now Sir Frederick Gibberd, the well-known Architect/Planner who has also been responsible for the design of the London Airport buildings, and the Liverpool's Roman Catholic Cathedral, to undertake the Master Plan for Harlow. Mr. Gibberd has been associated with Harlow as Architect Planner from the beginning without any break, and he still remains the Consultant to the Corporation. The distinctive feature of Harlow is that it had a very small original population, less than 5,000 in the whole of the designated area. Most of the people were concentrated in

the north-east corner of the site, in the village which is now called Old Harlow. The Master Plan proposed the building of a new Town Centre some 5 km west of the original village, nearly 1 km from the railway station, which was to be rebuilt and enlarged, and about 2.5 km from the two main industrial estates. These, in turn, were to be linked by a fast motor road which passed by the railway station.

Landscape Plan

Grouped around the Town Centre are four large residential groups or clusters of neighbourhoods, each with its own schools, shopping centres, social facilities, sports fields, etc. Separating these residential quarters are broad stretches of open green land which carry the main town roads to the Town Centre and the to industrial areas. To the north of the Town Centre a steep wooded valley has been used as the Town Park, and on the north- west side another valley contains the Golf Course. The site for the town was chosen because it was pleasantly undulating and not too difficult to develop, and it contains some fine examples of forest trees and woodlands. These have been retained in the design of the town, and many more trees have been planted.

Neighbourhood Clusters

The various neighbourhood clusters consist of two, three, or four neighbourhoods grouped together, each neighbourhood containing, on average, about 5,000 inhabitants. At the heart of each neighbourhood is the primary school for the youngest children, aged 5 to 11, and close to this there is a small group of 3 or 4 shops for everyday needs. Close at hand, also, is the local public house and usually a small club room for social activities. This is managed by the residents under their Community Association. Where the group of neighbourhoods meet, there is a neighbourhood centre with 30 or 40 shops, e.g., The Stow, Bush Fair, and Staple Tye. Here there are more social facilities, such as the community centre, 1 or 2 churches, a dance hall, a restaurant, a medical centre, besides a small are for service industry.

The two northern quarters of the town and the south-east
quarter are virtually complete and work is now well advanced on the fourth quarter in the south-west, generally known as Great Pardon. Each quarter has approximately 20,000 people but the Great Pardon quarter will be the largest, with about

25,000.

Town Centre

The Town Centre is planned as pedestrian shopping centre, with all the main schools grouped down Broad Walk from which cars are excluded. There are 6 car parks at ground level for shopping and for people coming to work in the offices and shops, and it is expected that the present 2,600 parking spaces will ultimately be increased to over 5.000 by building in multi-storey car parks. At present there are 167 shops in the Town Centre, including 2 department stores. Ultimately there will be about 200. There are also shops, as previously explained, in the neighbourhood centres and in the small sub-centres.

Industry

Industry in the town is located in two main areas north and west of the town, with smaller secondary developments in the south and south-west. It is mainly light industry, varied in size and type but electrical engineering and electronics are the most predominant. Most of the factories have been designed by architects of the Development Corporation but it is possible for industrialists to design and build their own premises. They cannot, however, buy the ground but must rent it from the Development Corporation on a 99 year lease. Similarly, shops in the Town Centre are on leases of varying length.

Housing

The Corporation has deliberately planned a very varied range of housing accommodation in order to try to achieve as balanced a population as possible. This means that it has designed a very wide range of dwelling types running into several hundreds, mostly in 2-storey development but also in 3, 4, 6, 8, 12 and 16 storeys in blocks or flats, and varying in family size from the 1-person flat to the family house with 5 bedrooms. The majority of the buildings, however, are 2-bedroom and 3-bedroom houses on 2-storey level, each with a small private back garden.

Homes for Sale and to let

Rents range from about 2 pounds per week up to 6 or 7 pounds per week for a fully detached house with central

heating. it is also possible to buy one's house in Harlow, and there are a number of houses built by private developers as well as by the Corporation. Two self-build housing groups have also been given areas in which to provide houses for their members. Most dwellings are rented, but there are about 1,650 new and 700 older dwellings in private ownership; 18000 rented flats and houses have been built and the population in December 1969 of the town, including those in pre-New Town and Urban District Council dwellings, was approximately 76,500.

Densities in the town vary considerably, being highest near the built-up shopping areas and lowest at the perimeter of the town, but the average new density in housing areas is about 15 dwellings to the acre, or 50 people, or this could be described as 125 people to the hectare.

Local Government

There are two authorities in the town, the Development Corporation already mentioned and the local elected authority, the Urban District Council. This was created in 1955 and there are now 35 local councillors. The functions of the Council are to maintain the parts of the town already built, to act as Highway Authority, to be responsible for Public Health, and to provide various services such as Police, Health, and Fire Service, etc., and to meet the housing demands of pre-New Town families. The Council is also responsible for the amenities of the town, for the design of the Town Theatre, and in developing the Town Park, which includes a fine Municipal Swimming Pool. The administrative offices of the Council are located at the Town Hall overlooking the Town Centre.

Education

The County Council of Essex is responsible for the building of the schools in Harlow and for the Technical College which is situated in the Town Centre; there are now 23 primary schools and 8 large secondary schools. Owing to the temporary preponderance of the young people in the town, it has been necessary to provide additional schools and as the town becomes more mature these can be given up in favour of additional housing. In addition, a large Technical College and two Evening Institutes provide further education for the adults, and there is a special school for handicapped children.

A full-time Youth Officer co-ordinates the leisure programmes for young people run by the four Youth Centres

and numerous voluntary organizations.

Suport

Harlow is very proud of its social amenities, in particular of the Sport Centre, which is the result of joint co-operative efforts by Local Authorities, local residents, employers, and many users of sport. All citizens, by paying a small annual subscription, can belong to the Sport Centre and play a very wide variety of sports. The Sports Hall, which is open 7 days a week and virtually all the year round, is used to capacity. It has already been the site for a number of regional, national, and international events. Generous provision of playing fields, junior football grounds, and children's playgrounds is made in the neighbourhoods by the Urban District Council, who also sponsor an imaginative Children's Play Scheme which runs throughout the year.

Journey to Work

When the town was designed it was thought that, if homes were placed close to the industrial estates, quite a number of people would walk to work and others would use bicycles. It was expected that buses would keep to the main town roads and that private cars would use these and also the service roads. In the past 5 years there has been in Harlow, as elsewhere in Britain, a tremendous increase in car ownership and now 65% of the families own a car, so that the Corporation has changed its original policy of providing only 20% car-parking facilities in residential areas to 100%, plus 25% for visitors' car parking. The town has a whole network of short-cuts for pedestrians and cyclists and these have proved invaluable from the point of road safety, particularly for children. It has also helped to cut down the congestion on town roads at peak hours when people are travelling to work, but there are undoubtedly more people using cars to travel to work than were originally.

The Working Population

Since the reason for establishing Harlow was to provide homes and work for people from London, houses are therefore available either to rent or for sale to those who are working in Harlow and have come from the London Area, and to the retired parents of tenants and to their married sons and daughters where the husband is working in Harlow. There are, however, some people who live in Harlow who have since found jobs outside the town but 80% of the working population are working in Harlow itself. Less than 10% travel in to London to work either by car or by rail. About 6,500 people come into Harlow daily to Work. Most of the

occupations are skilled or semi-skilled and Harlow has a higher proportion of professional people than the national average, and a lower proportion of unskilled. Less than 5% of the population moves out each year and very few of these return to London; most of them are moving to other part of Britain through promotion in employment, and about a quarter are emigrating overseas. This is not unexpected, since a new town will obviously attract people of a pioneering nature.

Possible Expansion

The development Corporation was asked by the Government to prepare a plan for possible expansion of the ultimate population to a size of 130,000 but no decision has yet been announced by the Minister on Harlow's possible expansion. Should this be agreed, it is proposed that four additional neighbourhoods should be built on the western side and two on the eastern side of the existing town without modifying the Master Plan; in order to carry out this plan, however, further powers will have to be sought through Parliament for an extension of the town's Designated Area. Originally it was thought that the M.11 motorway would be built in the 1960's and would pass to the north-west of the town, but in 1967 the Government announced a new route to the east of the town to enable easier access from London to Stansted Airport, which may become a major airport in this area. It is proposed, therefore, to design and build a link road on the souther outskirts of the town to connect with the new line of the motorway.

The Town Matures

Harlow resident are quite used to being asked how they like living in harlow,and most of them will reply that they are quite satisfied, although it is a big change if they have been living in London. It takes about two years for a family to settle down, and if a family remains after this period of adjustment, the chances are that it will settle for good. Our problems now include provision for the second generation, and so far we have been able to offer jobs to all who need them. Newly-married couples, if the husband is working in Harlow, can obtain a flat soon after marriage. Nearly 50% of Harlow's families have a relative also living in the town in another dwelling, and we have now housed over 1,000 retired parents of tenants and more than 1,700 second-generation couples, in addition to the normal immigrants from London. There is no doubt that the town is a success both economically and socially, and, in fact, is no longer described as Harlow New Town but simply as Harlow. In 1968 the town celebrated its 'Coming of Age' with various events and publications, among them being the 'History of Harlow', going back to pre-Roman times, and sets of coloured

transparencies illustrating the many aspects of the town's development.

Appendix B

Schools In Harlow

"S C H O O L S

I N

H A R L O W"

County Council of Essex,
Harlow Division,
Divisional Education Office,
Town Hall,
Harlow.

COUNTY COUNCIL OF ESSEX
HARLOW DIVISION
"SCHOOLS IN HARLOW"

ADMINISTRATION

The local Education Authority for the area is the Essex county council, whose headquarters are at County Hall, Chelmsford.

Day-to-day administration of the schools in Harlow is carried out by the Harlow Divisional Executive for Education, on which are represented both the Essex County Council and the Harlow Urban District Council. The Divisional Offices are in the Town Hall, Harlow.

PRIMARY SCHOOLS

All the schools in Harlow, except two in the old town, are in new premises built since 1950. Each neighbourhood has its own infant school and junior school, each taking in approximately 80 children each year.

Because of the present abnormally high proportion of young children in the town, there are several additional temporary schools, all in properly planned premises, some of which are combined junior and infant schools.

The infant schools admit children at the beginning of the term after they reach their fifth birthday. Wherever possible, children are admitted earlier, but this facility cannot be relied upon in the newer parts of the town because of the pressure of numbers; in the older parts of the new town, the initial "bulge" has passed through the infant schools and it is more often possible to allow admission at the beginning of the term in which the children become five.

The infant schools are very lively and informal places of work. Very great attention is paid to reading and each classroom has its library of books. Special help is given to children who have difficulty. There is a strong interest in Mathematics, and the schools are building up stocks of structural apparatus which help the young children to get a grasp on underlying mathematical concepts. The halls are equipped with Physical Education apparatus designed to develop agility; music-making with simple instruments is a great source of delight.

When they are seven years old, the children transfer to the junior schools which provide a four-year course. The junior schools continue the lively tradition of the infant schools; not only are the normal academic subjects of English, Arithmetic, History, and Geography developed, but subjects not everywhere generally taught in junior schools are introduced.

Mathematics is taken a stage further, and the children are not confined to Arithmetic; Elementary Science is introduced, and there is a growing interest in modern languages; some schools are already teaching French very successfully to the older juniors, and all the junior schools are gradually being equipped with audio-visual aids so that fluency in conversational French may be achieved.

Sport is encouraged; nearly every school has its own football pitch, and the very few that have no pitch use the Harlow Sport Centre; girls play netball and rounders, and all the top junior forms go every week throughout the year to the Harlow Baths, which are indoors and heated, for swimming lessons.

Some schools have built their own swimming pools through the generosity of parents so that all age groups can learn to swim. Music is important, and children are given the opportunity of learning to play violins and recorders, as well as having singing lessons.

STAFF

Harlow is fortunate in that it is not an area of particular staff shortage, compared with some areas of the country, and in the light of the national situation the schools are very well staffed. So far, the beginning of each school year has seen all the primary schools fully staffed with qualified teachers; however, difficulties do arise sometimes during the school year because, like all areas today, Harlow has to rely on married-women teachers whose family commitments sometimes force them to give up teaching temporarily. The Division has tackled this situation by providing two nursery classes primarily for women teachers who could not otherwise return to the classroom.

The size of classes varies quite widely, not just from school to school, but frequently within schools, because of the very "bumpy" distribution of age groups in the town. The most normal class size is 38, but at present it is possible to find, within the same school, classes ranging in size from 31 to 46. Whenever there are large classes, the schools are given additional part-time teachers to help with group work.

SECONDARY SCHOOLS

Secondary education in Harlow is organized on a comprehensive basis. There are eight secondary schools, each serving its own area, and all the children in the area may be admitted to their own area school. Each school provides courses for both academic and non-academic children.

Those children with ability to profit from a full seven-year course take the Advanced Level examination, and can then go on to university or to other forms of higher education.

Places have been won by Harlow scholars at Oxford

and Cambridge, at London and at provincial universities. Others have gone to Teacher-Training Colleges, to Technical Colleges, to Agricultural Colleges, and to Nursing Schools.

At present, two-thirds of all the children admitted to the Comprehensive schools remain at least for a full five- year course, and at the end, most take the Ordinary Level General Certificate of Education, of the Certificate of Secondary Education.

Pupils who find 'O' Level rather too much to achieve in five years often stay into the sixth year and obtain a creditable 'O' Level Certificate in this longer period. Some pupils who have completed a five-year course find that they prefer to go on to the Technical College rather than take the more academic work of the sixth form, though most of the secondary schools are developing General Sixth Forms for those pupils who want to continue their general education but are perhaps not capable of a full advanced Level course.

The Harlow Comprehensive Schools each have about 1,000 pupils on roll, though it is planned to enlarge each of them to take 1,300. The buildings are all modern, the earliest having been opened in 1954, and all conform fully to the current standards of the Department of Education and Science. The range of subjects they can offer is very wide, and their equipment and general facilities are modern. There are good science laboratories, libraries, domestic science rooms, wood and metal workshops, art and craft rooms; there is a wide range of sports, with rugby and association football, hockey, netball, rounders, tennis, swimming, athletics, and all have their own playing fields. Older pupils are given the opportunity of learning golf, judo, badminton, squash, sailing, canoeing, and other more adult sports. The pupils of one school have reached the National trials in Trampolining; some pupils have reached County Standard in athletics and sports.

Music is flourishing, and there is a rapid development in voluntary Saturday morning music classes, where musical children can learn to play instruments varying from the trumpet to the oboe; a brass group from one of the schools has played at the Albert Hall and broadcast on several occasions. A Town Youth Orchestra has recently been established.

There is very little difference between the Comprehensive Schools in the first five years of their courses; all offer a broad general education related to the intellectual abilities of their pupils, leading to 'O' Level for those who are academically inclined, with less emphasis on examinations for less academic pupils, and paying particular attention to remedial work with very slow learners.

All the schools teach modern languages, and the use of audio-visual equipment is becoming general. The approach

to Mathematics is modern and schools are building up stocks of calculating machines; new syllabuses to include modern mathematical ideas have been introduced.

At the sixth-form level, all schools provide the hard core of Advanced Level subjects (English, French, Mathematics, Science, etc.) and more specialised subjects such as Commerce and Engineering are offered in some of the schools.

STAFF

Each school has about fifty full-time members of staff, all fully qualified, and half having a graduate qualification. In addition, each school has a number of part-time teachers who help with certain specialist subjects. The pupil/teacher ratio varies slightly, from 17 to 20; the size of teaching groups depends on the age of the pupils and the subjects being taught: the younger pupils are generally taught in groups of about thirty for classroom subjects, while for practical subjects they are split into groups of about twenty; classes for backward pupils are kept much smaller; at the sixth-form level the teaching groups may be anything from 1 to about 15, depending on the subject.

GENERAL ADMISSION EXAMINATION

Because of the comprehensive organization of the Secondary Schools, it is not essential that the children take the "11+" examination if they wish to obtain a selective-type education, that is, if they wish to follow an academic course which could lead eventually to a university course. They are admitted to their own area of Comprehensive School without the "11+" examination and are graded by the Secondary heads into forms largely on the basis of primary school records; as they progress through the school they have the opportunity to take their school work to the highest level of which they are capable.

A child who was initially placed in a low stream may, through hard work and a later blossoming of interest, eventually do academic work in the sixth form, and some of the pupils who had gone to University and Training College began their secondary school career in forms that had not, at 11+, shown a great deal of academic promise.

Pupils are required to take the "11+" examination if they wish to go to a selective school which is not their own area school. Some parents prefer the more traditional type of single-sex grammar school to the co-educational Comprehensive School, and their children can compete in the normal way for places in grammar schools outside Harlow; for example, at Buckhurst Hill, Loughton, Bishop's Stortford, and Newport, though, in fact, very few children opt to go to schools outside the town.

Some parents are concerned about the 11+ because

they think they may move from Harlow before their child has completed his Secondary education. This is, on the whole, not a problem. If a family moves to another area, the new area will place the pupil in a school offering a course similar to the one the pupil has been following in Harlow; if a pupil has been following a course which would lead to 'O' Level at the end of five years, and has been holding his own on that course, a selective place will be offered by the new authority if it is not organized on a Comprehensive basis.

The only pupils who would be advised to take the 11+ examination because of possible removal are those who may move in their last year in the junior school, before they have started their Secondary School course.

CHOICE OF SCHOOL

It is the policy of the Divisional Executive that each Comprehensive School should be permanently associated with its own group of contributory primary schools. The close liaison between the Primary and Comprehensive schools ensures continuity in the curriculum and in teaching methods, and it is felt that there are positive advantages if pupils proceed from the Primary School to their own Comprehensive school.

If, however, parents have particular reasons for wishing their child to attend a different Comprehensive School, they may apply to the Divisional Executive at the Town Hall, Harlow, at the beginning of the Summer Term before their child is due to go to the Secondary School. All applications will be carefully considered, and they will be approved, provided there is room at the school of the parent's choice. This last proviso is, however, particularly important at the present time. There is no surplus of places in the Harlow schools; the accommodation matches the number of pupils very closely.

In general, therefore, a pupil from outside a school's area can only secure a place at that school if he can be "paired" with a pupil from the school's area applying to go to another school.

If there are more pupils applying for admission to a particular Comprehensive School than there are places available, the Divisional Executive has to decide which applications can be accepted. The Executive will always try to maintain family connections, and brothers and sisters of pupils already in the school will be admitted wherever possible, cases of particular hardship will also be treated sympathetically.

CATCHMENT AREAS

It is planned that eventually each Primary School should be wholly associated with one Comprehensive School;

this has been achieved in the older parts of the town, but in the newer parts of the town adjustments in catchment area have to be made from time to time because of the abnormally large numbers that affect each new area in turn.
The area for September 1967 will be:-

Comprehensive School	Contributory Primary Schools
Brays Grove	Potter Street
	Purford Green
	Part of Waterhouse Moor
Burnt Mill	Little Parndon
	Rivermill
	Spring Hills
	Tany's Dell
Latton Bush	Latton Green
	Pear Tree Mead
	Part of Waterhouse Moor
	Part of William Martin C. of E.
Mark Hall	The Spinney
	Churchgate C. of E.
	Fawbert & Barnard's
	Matching
	Sheering
Netteswell	Broadfields
	The Downs
	Part of Hare Street
Passmores	Abootsweld
	Part of Waterhouse Moor
	Part of William Martin C. of E.
	Part of Hare Street
Stewards	Kingsmoor
	Jerounds
	Peterswood
	Nazeing
	Roydon
	Part of Hare Street

Comprehensive School	Contributory Primary Schools
St. Mark's, R.C.	Holy Cross R.C.
	St. Alban's R.C.
	St. Luke's R.C.

SPECIAL SCHOOLS

In any area there will be some children who, through physical or mental handicaps, have a much more difficult life than others, and who need specially understanding teaching, and a very carefully selected physical environment. The location of special schools of different kinds is a County responsibility, and various schools have been established throughout the County.

Harlow has one special school, and some special units are planned.

The Mead

The Mead is a special school for pupils who cannot keep pace intellectually with the majority of pupils of their own age in the ordinary school. Children are normally admitted at the age of six and remain there until the special school-leaving age of 16. If progress is exceptional, a pupil may return to the ordinary secondary school.

There is a primary and a secondary department, and the work of the school is similar to that followed by all other Primary and Secondary schools. Classes never exceed twenty, and are less if possible. There are no external examinations, and every child is able to proceed at his own pace and make a success of those things which interest him most.

Partially-hearing Units

It is planned to set up units for partially-hearing children of all ages. In September 1966, it is planned to open units at Tany's Dell Infant and Junior Schools and a Secondary School unit will be provided at Burnt Mill Comprehensive School by 1968/9. The classrooms will be fitted with the individual audio-equipment, and sound-proofed, and small groups of partially-hearing pupils will be given special teaching, but with the opportunity of mixing in normal school life as well.

Further information can be obtained from the Divisional Education Office, Town Hall, Harlow, Essex.

Appendix C

Harlow Campus Trust

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
HARLOW CAMPUS TRUST

Notes for M.U.N. faculty, students and others travelling to the Harlow campus from outside Great Britain

1. ADDRESS

The full address for students living in the Maltings is:

Memorial University of Newfoundland,
Harlow Campus Trust,
The Maltings,
St. John's Walk,
Market Street,
Old Harlow, Essex. CM17 OAJ.

There is a pay telephone for residents in the main entrance hall of the Maltings - telephone Harlow 33377.

Please do not give your friends the office number in the Maltings as the office is not always manned.

The addresses for faculty residences are:

St. John's House,
St. John's Walk,
Market Street,
Old Harlow,
Essex. CM17 OAJ.

St. John's House Cottage,
St. John's Walk,
44/46 Market Street,
Old Harlow,
Essex. CM17 OAJ.

2. ACCOMMODATION

The Maltings students' residence

There are ten single and ten double study bedrooms in the Maltings. As most students coming to Harlow nowadays prefer to have a single room we obviously have to 'ration' them so that we are fair to everyone coming from M.U.N. For instance, if we know there are six engineering and commerce

students coming we normally reserve two single and four double rooms for them (similarly with the twelve education students who are usually over here each term, we reserve four single and four double room for them). Then when everyone has arrived and we find we have any unallocated single rooms we offer them to any of the M.U.N. students who would like them.

The rents for your stay for 7 day accommodation and breakfast and evening meal Monday to Friday inclusive, plus Value Added Tax (which we have to charge and pay to the Government) will be:

29.95 + 2.35 VAT per week if you have a single room

26.10 + 2.22 VAT per week if you share a double room.

(No cash 'credits' can be given for meals not taken.) These rates are for full time non-earning students from M.U.N., there are other (higher) rates for other residents. We normally give accounts for the whole period of your stay if it is known, or 2 weekly. You should discuss exact details with us when you arrive.

Breakfasts and evening meals Monday to Friday are available in the self-service dining room. There are two kitchen/commonrooms for students use at weekends etc., a coin operated laundry, t.v. room, quiet room and games room.

Faculty residences

St. John's House and St. John's House Cottage are two bedroomed houses and 44 and 46 Market Street are two bedroom apartments available to faculty supervising students studying at the Campus, for faculty undertaking other work for the University, and if not needed for these purposes, for faculty on sabbatical leave or holiday. Rents depend on accommodation and use for up to 4 persons.

3. WHEN TO ARRIVE

As we only have a small Campus we have no staff on duty Saturday or Sunday or on British public holidays. We cannot therefore take in new (or returning) residents on these days.

This means that if you are making your own travel booking to come here you must arrange to arrive here on a weekday (Monday to Friday) avoiding public holidays.

4. HOW TO GET TO THE HARLOW CAMPUS

Where large groups travel over together e.g. student teachers, their department usually arranges for a coach to meet your arrival. We would be happy to arrange this on hearing from you jointly. The present (January 1985) rate charged by local firms for a minibus to meet arrivals at Heathrow is 52.50.

On arrival at Heathrow Airport you can:

i) take a British Airways bus from Heathrow direct to the British Airways Terminal in London and a taxi from the Terminal to Liverpool Street Railway Station. At Liverpool Street Station take a single ticket (second class) to Harlow Town Station where there is a taxi rank at the front of the station. (Harlow Mill Station is nearer the Maltings but has no regular taxi rank so it is not recommended for use when travelling with heavy cases). The total cost per person will be approximately 8.00.

ii) take the Piccadilly underground from the Heathrow Tube Station, change at Holborn on to the Central Line for Liverpool Street Station. Then continue journey as above. (As this journey involves using escalators at Holborn and Liverpool Street it is not recommended for anyone travelling with bulky luggage).

iii) catch a Green Line Coach No. 724 - Route Windsor to Harlow. These coaches call at Heathrow Airport approximately hourly and the journey from there to Harlow Town Centre takes about 2 hours. Take a bus or catch a taxi from the Town Centre to the Campus which is in Old Harlow. (This is the cheapest way).

5. STUDENTS LEAVING AT THE END OF STUDY PERIOD

(a) any students wishing to continue staying on at the Campus after the formal end of their work term may do so by arrangement. Please check with the office that accommodation is available before making any arrangement to stay on.

(b) we will store luggage, without charge, for residents who want to travel around at the end of term, so long as the luggage is put in store and collected by the student concerned during normal office times, Monday to Friday (9.00 a.m. to 12 noon and 2 p.m. to 6.30 p.m.). We cannot store or issue luggage at weekends or public holidays or outside the times given above so please bear this in mind when making your holiday arrangements.

(c) students wishing to return for a few days after their

holiday and before returning to Canada are welcome to do so subject to accommodation being available. Please check with the office before making any arrangements to return. Arrangements can only be made for returns on Monday to Friday. No returns can be arranged for Saturday and Sunday, and this must be borne in mind before finalising your holiday travel arrangements.

Anyone wishing to take advantage of (a) (b) and (c) MUST please discuss with Campus staff well before they depart.

6. TRAVELLING IN GREAT BRITAIN AND EUROPE

For anyone planning to travel any distance it is worthwhile exploring

(i) the purchase before you come to Britain of special Rail Passes to use on European and British trains - check with your travel agent in Canada.

(ii) the purchase of a British Rail card for all people under 23, as soon as you get here (through the local railway station in Harlow). It costs 12.00, and entitles you to travel half price on most journeys. If your are over 23 but a full time student you are eligible for a similar reduction. These cards make a considerable saving on journeys to Scotland etc. Application forms (for up to 23 and over 23) are available in the Maltings office - your will need 2 passport type photographs.

(iii) there is also a special family card, which is well worth purchasing if two adults and at least one child plan to travel a lot on trains.

7. HEALTH CHARGES TO VISITORS FROM CANADA (AND ELSEWHERE) RESULTING FROM THE NATIONAL HEALTH SERVICE (CHARGES TO OVERSEAS VISITORS) (NO.2) REGULATIONS 1982.

From 1st October, 1982 people visiting the United Kingdom and not ordinarily resident here may be liable for charges for any National Health Service hospital treatment they may have to undergo whilst they are in the U.K. At the present time these charges only relate to HOSPITAL treatment whether the visitor is an 'in-patient' or receives 'out-patient' hospital treatment such as physiotherapy treatment and X-ray examination.

Nationals from countries who have a 'reciprocal' arrangement for health treatment with the U.K. do not have to pay these charges. Canada doesn't have such a reciprocal arrangement and therefore the following action should be

taken before leaving for the U.K.

1. MUN staff and students

The office of Student Affairs and Services have confirmed that students (and presumable staff) requiring hospital attention outside the Province will be covered in accordance with the Newfoundland Medical Care Commission's schedule of fees. Students will be reimbursed on their return home by the Commission according to that schedule provided they have a receipt for any payments made, preferable with a brief statement of the treatment given. In addition students coming to Harlow will be covered by the Health Insurance plan offered by the MUN students Union. Receipts are essential!

Incidently the Medical Care Commission strongly recommend people travelling outside Canada to obtain supplementary insurance as the rates charged in other countries are usually much higher than those payable to M.C.P.

Anyone in any doubt about what they should do should contact the Office of Student Affairs and Services for advice - before they leave Newfoundland.

STOP PRESS at 8.12.84. We understand that hospitals have been asked to make sure they make these charges and so we strongly recommend that adequate insurance cover is available in case you need to go into hospital. (We understand it does not apply to treatment given by general practitioners' working from the local Health Centre.

8. ODD NOTES

(a) Voltage in England is 220 volt 50 hertz. You should purchase and adaptor before leaving Canada if you wish to use any of your own small electrical appliances whilst in England. Please check with your supplier before buying that the adapter you choose will convert the item your want to bring. The Campus does not provide adapters or small items of electric equipment such as portable hairdriers. (A fixed hair dryer is being provided for students use in each of the three washrooms in early 1985.) We do not advise bringing electric typewriters or main radios as the voltage transformers needed for these items are both expensive and difficult to obtain.

Appendix D

Correspondence on Assorted Items

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St John's, Newfoundland, Canada A1B 3X8

Department of Educational Psychology
Faculty of Education

Telex 016 4101
Tel (709) 737-8011

January 24,1985

TO: Students accepted into the Harlow Special Education Programme

FROM: Norm Garlie, Co-ordinator

SUBJECT: Miscellaneous Items

On behalf of the Department of Educational Psychology of Memorial University, I welcome you to the Harlow Special Education Programme. If the comments of students who have preceded you are accurate indicators, then you can look forward to one of the most challenging and most rewarding phases of you university education.

Although your departure date is still several months away, you may wish to consider the following items. Please note that many of these items are not essential for entry into the programme - they are meant only for information purposes.

A. PASSPORTS:

Canadians travelling to Britian are <u>required</u> to have in their possession a valid Canadian passport. Application forms should be forwarded to the Passport Office in the Main Post Office building, Water Street, St. John's. Blank application forms are available at all post offices and travel agencies.

B. INTERNATIONAL DRIVERS LICENSE:

If you intend to drive while in Europe, it may be advisable to consider purchasing an International Drivers License. The present cost is $7 and may be purchased at the Canadian Automobile Association, Avalon Mall, Level Two, St. John's. You should take two passport photos and your Canadian License with you.

C. INTERNATIONAL STUDENT I. D. CARD:

In the past, some students have found it convenient to carry an International Student Identification Card. These cards sometimes entitle you to discounts on travel, etc. Applications are normally available at the C. S. U. office, M. U. N.

D. MEDICAL INSURANCE:

We have been informed that British health plan will no longer provide medical coverage for Memorial University of Newfoundland students who are studying at Harlow Campus.

We understand that in future, internship students in Harlow will be responsible for payment of any hospital and/or medical bills incurred during their stay. However, if medical receipts on appropriate letterhead, stating the general nature of the illness, are submitted to the Newfoundland Medical Care Commission, students will be eligible to be reimbursed up to the amount paid for similar service in Canada.

In light of the foregoing, it is strongly recommended that you purchase additional medical insurance. A number of private companies offer plans for Canadian residents travelling abroad.

For your information, attached is a copy of appropriate sections of a pamphlet produced by the Newfoundland Medical Care Commission, Elizabeth Towers, S. John's.

E. REGISTRATION:

You will not be required to register during normal registration period in May. Instead, you will be pre-registration during a group meeting to be held later this term. Tuition fees for the programme are exactly the same as for five credit courses.

F. TENTATIVE DEPARTURE DATE:

Your departure date is Wednesday, April 24, 1985. Additional details will be provided in the first meeting with the group.

G. ORIENTATION PROGRAM:

Several meetings will be held designed to provide you with an orientation to Britian and its school system. We are hoping you will have the opportunity to view films about Harlow, to meet with former students of the program, and to discuss pertinent matters with individuals who are

knowledgeable about British schools. You will be provided with specific dates and locations later.

H. RESIDENCE CHARGES:

Present rates for staying in the residence at Harlow are as follows:

Single study bedroom	30.88 per week
Share of double study room	26.71 per week

Please note that these are the present rates and are subject to increase at any time. In fact, a 10% increase seems likely in the near future. You should note that the value of the pound sterling is approximately $1.60 Canadian. Check with your bank for up-to-date information.

Residence rates quoted above include breakfast and evening meals, five days a week. Kitchenettes are available for preparation of meals on weekends and at lunch time.

I. CLOTHING:

Your wardrobe should be much the same as if you were staying in Canada. Teacher dress is very similar to what you would expect here. A good pair of walking shoes is a must for any traveller.

J. CURRENCY:

It is suggested that you convert all of your canadian currency into Travellers Cheques which are easily cashed in most business establishments, or purchase a sterling bank draft. You should discuss those and any other options with your bank manager. Some have found you get better rate if your exchange funds after arrival in England. Take only small amounts of cash for emergency purposes: less than $50 (25.00).

K. HARLOW DEVELOPMENT COOPERATION SCHOLARSHIP

Attached is a description of the Harlow Development Corporation Scholarship which may be available to an Education students during the coming term. If you are interested, contact the Department of Student Affairs, A-237.

L. RECOMMENDED READING:

If you have time before your departure, it may be worthwhile to pursue a reading program to acquaint you with some aspects of the British school system. Many books and periodicals are readily available in the Memorial University Library. The following are listed only as examples of what is available.

GENERAL INFORMATION ABOUT THE SCHOOL SYSTEM:

Great Britian, General Office of Information, Education in Britian - LA 631.M G7.

Dent, H. C., The Education System of England and Wales LA 631.82 D445, 1971

Burgess, Tyrell. A Guide To English Schools, LA 632 B88, 1969

FOR INFORMATION ABOUT SECONDARY SCHOOLS

Burgess, Tyrell. Inside Comprehensive Schools - LA 635 B86

Bellaby, Paul. The Sociology of Comprehensive Schooling - LA 635 B38.

Davies, Hunter. The Creighton Report: A Year in the Life of a Comprehensive School - LF 795 L694D 38, 1976.

OF INTEREST TO PRIMARY AND ELEMENTARY TEACHERS:

Pullman, J. M. Toward Informality - LA 633 P85.

Probert, Howard and Christopher, Jarman. A Junior School - LA 633 GP76.

Grugeon, David and Grugeon, Elizabeth. An Infant School - LA 633 G84.

Bassett, G. W. Innovation in Primary Education - LA 633 B35.

Allen, I. et al. Working an Integrated Day - LA 633 W67.

NEWSPAPERS:

The following newspapers are available at the Arts and Culture Centre Library:

Daily Telegram
Manchester Guardian Weekly
Sunday Observer

The M. U. N. Library has the Guardian on order. This paper is particulary interesting to interns because it frequently carries an "Education " section.

LUGGAGE:

We have been informed by Harvey's Travel Agency that you will be permitted to check two normal size suitcases weighing up to seventy pounds each. In addition, you will be permitted to carry one piece of hand luggage (an overnight bag, briefcase, purse, etc.) on board.

Towels, bedclothes. and dishes are all provided in Harlow. Remember that North American appliances do not work on the British 50-cycle current without special adapters. In the past, students have pooled to buy such items as hair dryers, etc.

ADDRESSES AND TELEPHONE NUMBER IN ENGLAND:

Your mailing address in Harlow will be:

The Maltings, St. John's Walk
Market Street
Old Harlow
Essex, England
CM17 OAJ

The telephone number at which the students can be reached is:

Harlow 33377
The area code is 279

That particular telephone is a coin operated (pay) phone provided for the convenience of students.

ENCLOSURES:

Along with this memorandum, you will receive several enclosures. Unfortunately, some of those concerning Harlow are slightly;y outdated: however, they do not seriously misrepresent present-day reality.

Undoubtedly, I have neglected to include information about an item of concern to you . If indeed that is the case, please feel free to contact me at 737-7611.

THE HARLOW DEVELOPMENT CORPORATION SCHOLARSHIP TRUST FUND

The Harlow Development Corporation, Harlow, England, has made a grant of 10,000 to establish a scholarship fund to financially assist Education and Nursing student (and possibly other students on academic programmes) from Memorial University of Newfoundland who wish to live at the university's Harlow campus while undertaking approved studies in Great Britian. The fund will also provide scholarships to student s who are residents of Harlow and who wish to study at Memorial, or some other institute of learning, in Newfoundland. It is hoped that interest on the fund will finance five or six annual scholarships at $500.00 each. The first awards will be made in September, 1982. Further details may be obtained from the Department of Student Affairs and Services, A - 237.

Appendix E

West Essex Secondary Tutorial Unit

WEST ESSEX SECONDARY TUTORIAL UNIT

In April, 1979, the West Essex Secondary Tutorial Unit was opened at Springhills, Harlow. The following pages provide information about its establishment, terms of reference, aims and objectives, day-to-day running and concludes with its relevance to Secondary Education in West Essex.

Hopefully, the contents will dispel misinformed rumours and provide teachers with an objective appraisal of the unit's work, thus reinforcing the important role all teachers play with regard to possible admissions to the unit. If any teacher wishes to visit the unit, please do not hesitate to come. Your comments and observations would be welcomed.

WHY WAS THE WEST ESSEX SECONDARY TUTORIAL UNIT ESTABLISHER?

In september, 1978, a decision was made to establish the unit, on the following broad outline.

> "a secondary tutorial unit is to be established for the West Essex Area (which includes Loughton, Chigwell, Ongar, Waltham Abbey and Harlow within its boundaries). The unit is intended to cater for up to 20 pupils, normally of second or third year age range who are displaying symptoms of emotional disturbance and/or behaviourial problems such that they may be expected (by the time they are in the fourth and/or fifth years) will be of significant concern to the school at which they are attending, unless action is taken".

The unit is intended to be a therapeutic unit to help to prevent and to alleviate behaviour which could be disruptive for the individual and for the institution. The unit must not be regarded or used as a sanction or punishment for the misconduct in the normal school situation. The unit is directly responsible to the Area Education Officer, with day-to-day advice from the School Psychological Service and the appropriate members of the County Inspectorate as and when necessary. Pupils, who will normally be in their second or third year of secondary education, will attend the unit on a full time basis for one term although this procedure may be varied in some cases. It is expected that there will normally be 17 or so pupils (with a maximum of 20) attending the unit at any one time.

In general it is envisaged that pupils will follow and individual programme of work fitted to his/her interests and needs, whilst recognising the pupils will be returning to their

own school and a normal curriculum of study after their period at the unit.

The importance of this unit within the West Essex Area is indicated by the Area Education Officer's personal involvement and by the wholehearted support of the secondary Headteachers in West Essex."

Unlike many other units, the West Essex Secondary Tutorial Unit is one of THERAPEUTIC as opposed to containment value. If the unit was geared to handling 4th and 5th year pupils, we would be filled up very quickly and no spaces would be available until those pupils reached school leaving age - hence the unit's effect on Secondary Education would be minimal, i.e. sixteen Comprehensives could refer one fifth year, which would give us sixteen pupils. I'm sure there is more than one problem child in each fifth year, never mind including the fourth year. Therefore, to identify 'potential' problem children in the second and third years puts a great deal of responsibility on <u>all</u> teachers, as they are the most important part of the admission process. This paper, hopefully shows the importance of these teachers to the West Essex Secondary Tutorial Unit.

> "Then said a teacher, Speak to us of Teaching.
> And he said:
> No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.
>
> The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm, nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of Weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And ever as each one of you stands alone in God's knowledge, so much each one of you be alone in his knowledge of God and in his understanding of the earth."

(Extract from "The Prophet" by Kahlil Gibran)

TERMS OF REFERENCE.

There are three overall terms of reference applicable to the West Essex Secondary Tutorial Unit:-

1. Maintenance of Academic Standards.

Since the child is expected to return to the Comprehensive school within one to two terms, it is essential for academic standards to be maintained Otherwise, as you can appreciate, other problems are created. Therefore, the central core of the unit is the timetable. Unlike some other units, we do not concentrate on social activities to contain the pupils, we are

principally and educational establishment and our timetable is not all that dissimilar from the Comprehensives. Lack of resources do restrict some subject areas, metalwork and woodwork, etc..... but we can provide and effective timetable for most subjects. However, since we serve sixteen local Comprehensives, individual school syllabi cannot be fully adhered to. Therefore, we tend to pursue a policy of skills acquisition, as opposed to fact acquisition, but also where possible provide opportunity for specific school work to be done. Some subject teachers have, after visiting us, requested that prior to a child's return, particular topics or subjects are completed by the pupil. We make provision for this. Close liaison between schools and us is essential, particularly in this context.

It is also appropriate here to state that we are <u>not</u> an opportunity or remedial unit. You can understand the implications if an above average child is given the impression he is to attend a remedial department.

2. <u>Socialization/Behaviourial Modification</u>.

Most of the children referred to the unit need to come to terms with the school situation. Many are not aware of 'the rules of the game' and thus are often in conflict with authority. Others would benefit from a cooling off period, necessitated by tensions with staff. Others' home circumstances have created a pressure situation and our unit is better suited, in some cases,

to help the child through this period.

Small tutor groups and close relations with staff provide the major medium for socialization. It is not thought that we should change the behaviour, but that the child will realize the need for compromise. We do not "electric chair" our pupils or ring bells to achieve the right conditioned response. The main objective of socialization is SELF-DISCIPLINE. It is essential that, if the child is prepared to modify his behaviour, hi is not reminded of what he was like on returning to his Comprehensive school. If he is treated as if he has not changed a rapid return to deviancy can be expected.

3. Child will return to parent Comprehensive.

As noted earlier, we are not a unit of containment, but a short-stay therapeutic school where we aim for a successful reintegration of a child within one or two terms. Every child who is referred to us remains on the roll of their Comprehensive and returns there after their stay with us. It is therefore essential that children are not just dumped.

Children who are the subject of Special Education forms are not considered appropriate for admission as successful reintegration within two terms would generally be impossible.

Since reintegration is the specific aim of both the unit

and the Comprehensive, it is essential that close ties exist between child and school - (more of this and other relevant factors later).

These three terms of reference form the basis of the unit's work. As one can see a great deal of responsibility lies in the hands of the parent Comprehensive.

ADMISSION ARRANGEMENTS.

It is the responsibility of the parent Comprehensive to identify at an early stage those pupils who will (hopefully) benefit from a period in the unit. Special admission meetings are held to ensure each referral falls within the terms of the reference for the unit, and that the unit can help that particular child. The Educational Psychologists interview each child and discuss admission with the parents prior to the admissions meeting. The full admissions procedure is given at Appendix A.

PROBLEMS & STIGMAS.

The following are examples of pupils' problems we have experienced, with an outline of our procedures utilizing the special provision available at the unit.

1. Disruptives.

These are often pupils of advanced maturity who find work

easy; some raise their standards and demand more. As attention seekers or would be peer group leaders, they find it more difficult to 'lead' a group as the numbers are small. Consistent staff presence enforces the need to learn the disciplines of learning and the strategies of self control.

PROBLEMS & STIGMAS (Contd.)

2. Violent Pupils.

There are two notable groupings, firstly the bullies and secondly the pupils who are verbally or even physically violent towards teachers. ('Physically' in this context means threatening to hit as opposed to hitting). Some have very short tempers which they need to control, while for others violence is an acceptable form of behaviour. The 'presence' of staff is felt throughout the unit, reducing the tension and potential for bullying. Individuals can easily be isolated and group pressure can be engineered to work against a bully. This pressures them to develop more socially acceptable behaviour.

Those with temper tantrums may be treated similarly although we find social drama techniques are often successful.

3. Disorganized.

There are pupils who lack motivation. They do not do their homework of classwork. They lack presentation skills and social skills or their own appearance causes concern. In a small tutor

group more time can be taken in the appearance causes concern. In a small tutor group more time can be taken in the health and hygiene of a pupil. They can be taught social skills by example and develop self respect. Individual targets are set and considerable support and attention can then be given.

4. Ignorant.

Some of the children are not aware of basic social skills - they are anti-social, unable to form proper relationships or are vandalistic. They are unaware of how they should behave or communicate. They may display dumb insolence. Individual counselling teaches the pupils how to react without insult or upset. Social skills are practised within the classroom. The child has to conform in a small unit as there is nowhere to retreat and social pressures can again be engineered.

5. School Phobics.

These are pupils who cannot cope with Comprehensives - they feel insecure, have frequent illness, real or imagined and will use any excuse for non-attendance. In a small group there is no threat or pressure, so the pupil has the opportunity and security to build up confidence, and learn trust in other pupils and staff. We also return the pupils to their parent Comprehensive on a part-time basis initially, to provide and easier transition for them.

6. Truants.

The truants find school offers them nothing. They may be bored. It may only offer them conflict. They may feel they have something better to do. Liaison with EWO's and more direct contact between teacher/parent can help prevent truanting. A small school can offer more for them at first - individual teaching, counselling etc., but which mirrors the school curriculum and makes it the vital stepping stone back to a Comprehensive.

7. Heat from the Situation.

Due to varied reasons and circumstances, whether at home or school, it is felt that the child would benefit from being taken out of school before serious problems could develop. The unit provides a 'cooling off' for both child and school.

8. Casualties.

From home circumstances, own experiences, the law, adolescence or teachers. Continuous counselling in a small tutor group is beneficial to these pupils in order to obtain independence and to learn how to make right decisions.

9. General.

With all these problems, the prime consideration when admitting to the unit is that the 'child must benefit' from

attendance.

THE MADMAN

It was in the garden of a madhouse that I met a youth with a face pale and lovely and full of wonder.
And I sat beside him upon the bench, and I said, "Why are you here?"
And he looked at me in astonishment, and he said, "It is an unseemly question, yet I will answer you. My father would make of me a reproduction of himself; so also would my uncle. My mother would have me the image of her illustrious father. My sister would hold up her seafaring husband as the perfect example for me to follow. My brother thinks I should be like him, a fine athlete."
"And my teachers ads, the doctor of philosophy, and the music-master, and the logician, they too were determined, and each would have me but a reflection of his own face in a mirror."
"Therefore I came to this place. I find it more sane here. At least, I can be myself."
Then of a sudden he turned to me and he said, "But tell me, were you driven to this place by education and good counsel?"
And I answered, "No, I am a visitor."
And he said, "Oh, you are one of those who live in the madhouse on the other side of the wall."

Extract from "The Wanderer"
by Kahlil Gilbran

DAY TO DAY RUNNING OF THE UNIT.

How does the unit aim to fulfil its terms of reference in practice? This section briefly outlines the general organization and techniques that are used. To detail them would take pages but we'll gladly explain more to any one who visits to see the unit operating in its right context.

BUILDINGS.

The unit is situated in the former Springhills Primary School on Hobtoe Road. It occupies the old infant block and uses three large classrooms and the staff-room. We have use of a hall and playground. In September, 1981, we will be moving to alternative premises, where we expect even better facilities to be available

ORGANIZATION.

Ultimately, the organization endeavours to enable us to pursue Education in the widest sense of the word. To fulfil particular static criteria (Terms of reference) it is imperative to have a firm base from which to work. This enables us to experiment occasionally with different educational ideas, in an attempt to provide a better service for our pupils. The principle factors that contribute to that sound base are explained below.

1. TUTOR GROUPS

One of our major advantages is our teacher/pupil ratio which is, of course, totally unlike the situation facing the Comprehensive teacher.

On first coming to the unit a child is placed in one of three tutor groups. The groupings are principally designed for best 'chemical blending'. It is not necessary to place in

age, ability, problems or sex groups, as the major role of groups is to provide pupils with individual attention. At times it has so worked our that they are year groups, but this is not the norm.

The advantages of these tutor groupings are numerous:-

a) No large group to act to, or to influence. Cliques exist but are moderate in their form, and can be directed by the teacher.

b) Many pupils resemble each other in behaviour, hence a child has no audience to impress - actors are not a good audience to play to!

c) Strange anti-social behaviour is not so effective or uncontrollable. Also the tutor has time to talk about specific expectations of society and thus justify why particular behaviour would be unacceptable in a large school. Child is made aware of 'the rules of the game!'

d) Personal academic tuition has a considerable effect on standards, and hence provides relevance and understanding of present curriculum requirements.

e) Time can be provided for conflict situations, without such actions seriously jeopardizing education. It is sometimes necessary for staff to create pressure situations to try and mirror deviant reactions or behaviour. Small tutor groups assist here.

f) Each tutor keeps a log of day's events and child's work and behaviour. This observation technique is correlated weekly at

staff meetings where strategies can be planned and progress monitored.

g) Pupils are able to identify with and confide in one tutor, thus helping socialization.

h) Flexibility enables one tutor to control two groups if a particular pupil needs to be alone with his/her tutor. This factor is perhaps an essential ingredient in the organization of the unit. A child does not have to wait!!

2. TIMETABLE.

The problem of the timetable is correlating differing syllabi. Therefore, although time is given to schools' wishes we tend to concentrate on skill acquisition.

The timetable consists of maths, both SMP and tradition, English, Cookery, Art and Craft, Physics, Chemistry, Biology. I.D.E. (advanced topic-work) covers all subjects and enables a great deal of personal tuition to take place. In I.D.E. pupils have to fulfil, within a personal chosen topic, specified modules fortnightly, e.g. artistic, historical, mathematical, scientific, practical, geographical and social. We do limited games during the week and use the Sports Centre on Tuesday afternoons. We also go Swimming at Harlow Pool weekly. As you will appreciate the timetable can be as flexible or as rigid as the situation requires.

3. DISCIPLINE

'The Buck Stops Here!' F.D. Roosevelt.

Each tutor concentrates on establishing control of his group. Where another tutor would better enforce a point, the necessary arrangements are made. But unlike a Comprehensive no triangle of discipline (i.e. subject tutor, form tutor, and head of year or house) exists, so each tutor is painfully aware of F.D.R's. quote.

The staff have to be one step ahead. You can appreciate the dilemmas and loss of control we could have otherwise.

Each child is still on the roll of his parent Comprehensive. This ensures that major disruption is dealt with by the Headteacher and the school's Governors. Of course, we aim never to resort to this action as this is our ultimate sanction. You can appreciate the effects if it does not work.

Discipline at the unit is very evident, but we are mort concerned with rewards as opposed to punishment. Many of the pupils have experienced detentions, extra work, stern talkings to, etc..... a lack of sanctions necessitates a reward biased system. This is so achieved in various ways:-

A) Token System.

At the beginning of the week, each child is given five tokens (pieces of card, dated). If they work well, produce better work, behaviour changes, the do something beneficial to progress, etc..... they are rewarded with more tokens. Tokens enable the children to 'BUY' visits to local shop, a game of table-tennis, no homework, use of games, use of toilet during lesson times and many other desires. The token values of each vary considerably from one for table-tennis to five for no homework. This privilege list is geared to the children having to earn their way.

Such a system is highly effective. Discipline is swift e.g. child swears, teacher takes token. It is very important to punish quickly as this prevents child forgetting. A good piece of work is rewarded with something they can use. The token system tends to reduce the minor misdemeanours and prevents conflict situations developing - there is no need to remind child if you have fined him/her.

b) Psychological outmanoeuvreing also plays and important role with regard to discipline. A child away from school tends to moderate his/her behaviour, not so keen to take teacher on. A small unit has created a situation whereby teachers 'live on top' of pupils.

c) Parents tend to be very helpful and eager to assist in successful progress and eventual reintegration - we regularly interview parents and keep them informed of their child's progress.

d) After the initial weeks of attendance, strict control tends to relax and the reward syndrome becomes more evident.

4. SCHOOL LIAISON.

Throughout the child's stay at the unit, he/she remains on the roll of the parent Comprehensive. Therefore, it is imperative that he or she must never feel rejected. A regular supply of relevant work, books, and visits by staff is important. It may also be appropriate for particular pupils to continue attending sports practices or school extra curricula events. All these factors contribute immensely to non-rejection, and make reintegration that much easier.

One of the most crucial features of school liaison is the elimination of staff rejection; if a child is sent to us and makes progress (not just in our view but by many people) then surely it is logical to treat them as though they have changed. Unfortunately, some children are treated the same as before on returning and staff wonder why they quickly resort to deviant behaviour again. We are not a dumping ground. If a child cannot be forgiven, he/she may not necessarily be suitable for this unit.

5. SUPPORT SERVICES

The Education Psychologists interview each child and discuss admission with parents prior to the admissions meeting. They offer advice to us and visit the children at the unit. Specific problems that become evident while a child attends the unit are discussed with them. They also play an important part in readmissions to Comprehensives.

Regular consultations over some pupils, particularly school phobics and truants, are made with the Educational Welfare Officers and are co-ordinated by Area Office.

Social Workers assigned to particular families also offer advice and support as do Probation Officers. Finally, the Community Service Police visit us fortnightly and are available to offer help and advice.

To achieve the aims and objectives of the unit involves many people, but the principal support necessary remains the teachers in the Comprehensives.

6. AMENITIES.

The unit's organization is well supported by the use of outside amenities. Each Tuesday afternoon pupils go to Harlow Sportscentre, where they can participate in various sports. On Wednesdays they go swimming at Harlow Pool. Lessons are held weekly at the Town Library. Films at the Playhouse have been enjoyed by the pupils. We also go for walks, Ten Pin Bowling, etc.... Trips out tend to be difficult due to finance, but

hopefully we will win the pools and then have use of a mini-bus!

7. EXTRA-CURRICULA

We ensure that every child is a member of the local library.

Apart from the educational value of these activities, a suitable medium is created for socialization. Staff participation in games like shinty, badminton, basketball, rounders, football and cricket also helps.

It must be stressed here that we are always on guard against giving the unit an air of a holiday camp or a place where pupils want to stay. This could seriously jeopardize the unit's role. We make it perfectly clear to the children that they have a limited period in which to adjust, and that they cannot return here once they leave us.

In conclusion, the last seven headings provide us with a solid base from which to operate, but the different peer group demands create different behaviourial patterns. The eventual return to school dictates an academic emphasis. Individual skill orientated learning and small tutor groups, assist in socialization. "The child must benefit" is a prime dictum. We provide the means whereby a pupil sees how to benefit from education through opportunities to air views, gain self-respect and develop confidence.

This leads appropriately to the question of reintegration to the Parent Comprehensive. Success or failure?

When is a child ready? How can we be sure?

REINTEGRATION.

The whole question of reintegration invariably highlights the relevance of the W.E.S.T.U. Success or failure can, on occasion, depend on how schools see the use of the unit. It must be understood that all referrals must return to school within a set time limit. Keeping a child from mainstream education for more than two terms can seriously jeopardize any chance of successful education. If, on returning, either child or staff are not prepared to give each other a chance, then success is minimal and a more disruptive and OLDER child is the result. If a child is not to be given the opportunity to prove himself without too much pressure then he/she should not be referred to us at all. In addition, any child leaving us CANNOT return.

We can all understand the problems that would be caused if they were able to return; a child who appreciates the attention of the unit could (and would!) go out of his way to be sent back.

A great deal of thought and preparation has to go into any reintegration. The time must abe right as so much depends on it.

The initial decision to consider reintegration is made by the staff at the unit. Having such a close relationship and knowledge of the child assists in reaching a conclusion that

progress has positively taken place, and that the child feels ready to return. It is important to ensure that progress is not seen primarily in a unit context, as good attitudes and standards in small groups are a far cry from a large class in a Comprehensive. In some instances adolescent growth has matured the child, helping to make it clear that they are ready. However, how do we determine positive progress with other children?

Taking the information provided on the W.E.S.T.U. admission form as a basis, we are able to evaluate progress by comparison. For example, if a child lacks motivation in both homework/classwork - a significant change in attitude could determine a return. A disruptive child may, over a period of time at the unit, display a more controlled disposition, thus reintegration becomes a possibility. In general, if in comparing referral notes with present behaviour significant progress is seen, then the child will be considered for reintegration.

Once a possible return has been decided, the school and the School Psychological Service become closely involved in the final decision.

Occasionally, to add substance to our evaluations, a child may begin <u>part-time</u> schooling, two days a week, to ascertain if progress is relevant to a Comprehensive context. If problems occur we are able to work with the pupil specifically over these difficulties. It is important to note, however, that it is crucial during part-timing that the child is treated

equally with others, and not as an outcast with something to prove; conversely, they must not be given too much consideration, as this can also affect the child's behaviour.

To assist in reintegration, a new idea is developing whereby a liaison teacher is assigned to this unit. This person is made aware of the child before admission, visits him/her at the unit in addition to House/Year heads and participates generally in the reintegration programme. This keeps the child closely linked to the school.

It is also valuable if a child is permitted to enjoy extra curricula activities when in attendance at the unit - football practices and matches, etc ...

The last stage in the reintegration procedure is a formal "Review Meeting" at the Area Education Office. All relevant agencies, including the parent school, express their views and a final recommendation is made to the Area Education Officer, thus completing a full circle.

STIGMAS.

If a child is to fully benefit from attending the unit, we must all guard against stigmatization. Being taken away from normal schooling can attract a stigma of its own, but this should be played down as much as possible. However, other problems and situations can seriously jeopardize the pupils, and stigmas are very hard to forget. This can best be illustrated by the following examples. We are constantly fighting rumours.

Example 1 - Opportunity Unit/Remedial Unit.

Children with learning difficulties would definitely benefit from the individual attention available in small groupings such as those we offer. However, our terms of reference are not geared specifically to this group of pupils. Reference to us as a remedial unit upsets pupils and their parents alike. Such an attitude creates peer group pressure on returning to Comprehensive which can partially eradicate the progress a child has made personally.

Example 2 - Mad House.

White coats, straight jackets and being taken away is a social stigma. Imagine the damage such a reference can have on a young adolescent!! A walk around any playground will illustrate what such a reference can do to a pupil, particularly if they're a school phobic.

Example 3 - Borstal or "the next step will be a Detention Order"

This would be very flattering to the child who wants to be, "one of the lads", but to many parents and pupils they can do without the negative compliment. Many may feel obliged to act the part on returning - thus more problems are created. Parents of a young disorganized child are very wary of implications of sending their child to the unit, so such a misinformed stigma does a great deal of harm.

Therefore, the problem child in class must never be threatened with being sent to "The Unit", for this has connotations resembling "Alcatraz".

Example 4 - Dumping Ground.

As explained at beginning of this paper, our terms of reference and admission procedures guard against the "dumping" of troublesome pupils. However, it is also easy to say, "I can't do anything with Fred!" Such a comment can be a rejection to a child and if they feel rejected by their school, it is too easy to react negatively to difficulties there. So what can the pupil do, as he now thinks he is beyond help?

Such examples make reintegration that much more difficult. However, we do try to educate the children to be capable of taking these pressures - they have something to prove and want to prove it. As long as this is accomplished the unit will remain THERAPEUTIC and not of mere CONTAINMENT value only.

THE UNIT'S RELEVANCE TO EDUCATION IN WEST ESSEX. WHY SHOULD THE UNIT EXIST?

The early seventies witnessed an upsurge in behaviourial units, particularly within I.L.E.A., who, it is estimated spend *1 million a year now on maintaining them. They were seen as an answer to a prayer. Disruptive pupils with emotional problems, not severe enough to merit Special Education, could be taken from Comprehensives to receive individual help/therapy, thus permitting normal teaching to continue in their absence. It is with regard to the last sentence that, in some cases, units became places of CONTAINMENT rather than THERAPEUTIC value.

The phrase "SIN BIN" is only partially a correct term to use with regard to this unit. The analogy is with the game of

"ICE HOCKEY". Where if, for a variety of reasons, one isn't playing the game, one is sent off the ice for a SHORT STAY in the SIN BIN. You are not SENT OFF or EXPELLED.

The outcome of such a policy has recently attracted strong criticism from the Advisory Centre for Education. It observed disturbing trends in many units throughout the country, the most notable being:

(i) Access to units too easy, so that staff tend to dump undesirables without trying to identify and solve problems first.

(ii) Some units took children without parental consultation.

(iii) Successful reintegration is not apparent in many cases.

(iv) Units may be forced to develop socially biased curricula in order to contain pupils.

(v) Lack of communication between parent school and unit.

(vi) Poor facilities.

In addition to A.C.E., the media, both T.V. and the Press, have created a negative image of tutorial units, in some cases, possibly justifiably. However, within such a climate it is essential that the W.E.S.T.U. is seen in its own individual context, as we feel that our terms of reference do contribute positively to Secondary Education in West Essex.

This unit contradicts most of the findings of A.C.E. and this is most encouraging, although we would not mind a mini-bus!!! The child must benefit from coming to us - stigma and all. We maintain strong ties with the home. We provide parents with advice and make them aware of their responsibilities

- interviews, letters, reports and open door. Our close liaison with schools also challenges the findings of A.C.E.

A positive approach to the unit provides schools with an effective support agency. Due to countless pressures, specialised individual therapy is exceptionally difficult for the classroom teachers. Large classes, economic demands and time all contribute, in many cases, to possible alienation, leading to deviancy in some children. Many of these problems can be seen lower down the school and action is required then to avert deviant behaviour in the fourth and fifth years.

The allocation of staff in school to cater for this demand is difficult, so the establishment of a unit like ours provides a positive medium to tackle the problem. It once again must be stressed here that classroom teachers are integral to the unit's function; they must note recalcitrants and be perceptive enough to see possible dangers ahead as the child grows older.

Many of the children we assist, benefit from being away from their Comprehensives. Peer group influences can undermine some aspects of pastoral support/assistance within the school. Economic realities prevent specialized groupings which are too often limited to the establishment of a Remedial Department. However, most of these difficult children are not remedial, but do demand a great deal of attention. This inevitably contributes to the undermining of other children's problems and stretches pastoral assistance. The W.E.S.T.U. provides substantial support with this problem.

The relative success of the unit over the last two years appears to justify its part in the local education provision. It could be argued that Schools themselves could establish units, but there are many educational reasons that challenge such usage of staff and space. Needless to say though, this argument is not relevant to this paper. To justify fully the relevance of units would demand many pages, so we have highlighted only a few major reasons. Units at present provide alternatives and support to the education system. Hopefully our position is seen as relevant by the staff of Comprehensives, as we depend on their observations and professionalism to a great degree.

VISITS.

This paper is intended to provide only a brief explanation of the working of the unit. Further detailed information can be given as and when anyone needs it. If you want to visit us please ring Harlow 412655.

ADMISSION ARRANGEMENTS.

1. A copy of the revised flow chart of admission procedures is attached.

2. Other than in exceptional circumstances, only first, second and third year pupils will be considered for admission.

3. Pupils will only be considered at admissions meetings with the prior knowledge and consent of the Head Teacher of the parent school.

4. Head Teachers should assess their priorities for possible admission to the unit and not submit too many names at any one time for consideration.

5. No pupil excluded from a secondary school may be admitted to the unit without the Governors of that school first lifting the exclusion.

6. The Unit shall be regarded as an extension of each secondary school having pupils in attendance.

7. Pupils referred to the unit will remain on the roll of their parent school, with the secondary school Head Teacher and Governing Body retaining overall responsibility at all times for the care and control, and the academic and social welfare of those pupils.

8. The teacher-in-charge of the unit will act as delegated supervising officer for each secondary Head Teacher having pupils at the unit.

9. The teacher-in-charge of the unit shall have right

of access to each pupil's Head Teacher in all matters relating to the pupil.

10. Heads of secondary schools must ensure that regular contact with the unit and their pupil(s) is made by a relevant member(s) of the school staff.

11. Unless otherwise previously agreed, Heads of secondary schools referring pupils to the unit through the agreed admissions procedure should expect those pupils to attend the unit for a period of one term (or in exceptional cases, two terms), and that the student will return to his/her parent secondary school at the conclusion of this period.

12. Any decision that a student should not return from the unit to his or her parent school will only be taken after:-

a) The fullest consultation between the Teacher-in-Charge of the unit, the Educational Psychologist involved, the Area Education Officer, the parents of the pupil, and the Head Teacher of the parent school; and

b) Agreement with another secondary school Head Teacher and Governing Body to offer a place to that pupil, after the fullest records of the pupil have been made available to that Head Teacher, and

c) All concerned have been informed of the proposed offer.

13. Head Teachers should recognise that, on occasions,

they may be required to accept from the unit pupils officially enrolled at other schools.

14. The teacher-in-charge of the unit may only exclude a pupil from the unit for a short term (normally not more than 3 school days, but up to a maximum of 7 school days in exceptional circumstances), with the prior approval of the Head of the parent secondary school concerned.

15. Longer term exclusion of a pupil from the unit may only be effected by the secondary Head Teacher concerned on the recommendation of the Teacher-in-Charge of the unit, and in consultation with the Area Education Officer and the Chairman of Governors. A full Governors' meeting will then be called in the normal manner, at which the Teacher-in-Charge of the unit would be in attendance and would present a report on the pupil.

SECONDARY TUTORIAL UNIT

Critical Path Analysis of Admission Procedures

1. Head Teacher discusses child with parents and referral to School Psychological Service at any time.

2. Head Teacher refers to S.P.S. including report(s) from class/year tutor when appropriate.

3. S.P.S. sees child, consults with parents and S.T.U. as appropriate before reaching conclusions on recommendation.

4. If recommendation for S.T.U., report and recommendation sent to A.E.O. and S.T.U. Teacher-in-Charge.

5. Depending on report child may be considered for:

Non-Urgent Admission

5A Psychologist requests updated report(s) from class/year tutor via Head Teacher.

6A A.E.O. arranges review/admission meeting on two part basis - (1) Review of existing pupils by A.E.O.'s representative, Teacher-in-Charge, Senior Educational Psychologist/Psychologists and Secondary Liaison Head Teachers, together with the Head Teacher of each child's parent school (or possibly Class/Year Tutor, House Master/Mistress, Head of Year/School etc.) by A.E.O., Teacher-in-Charge, Senior Educational Psychologist/Psychologists and Secondary Liaison Head

Teachers.

Decision taken on admission and on who should inform parents.

7A Parents informed.

Teacher-in-Charge sees child in school and parents. Informs A.E.O. he has seen parents.

8A A.E.O. arrange admission and, where appropriate, transport.

Notifies parents of child and invites them to visit Unit.

(Copies of correspondence to all concerned).

Urgent Admission

5B Teacher-in-Charge sees child in school.

6B A.E.O. decides on admission after consultation with S.P.S., Teacher-in-Charge and Head Teacher. Decision taken on who should inform parents.

7B Parents informed.

8B A.E.O. arranges admission and, where appropriate, transport. Notifies parents and invites them to see Unit. (Copies of correspondence to all concerned).

Appendix F

Book Review
Counselling in Britian: A Reader

Bolger, A. W., (1982). Counselling in Britian: A reader. London: Batsford Academic and Educational.

Counselling in Britain is a collection of thirty-three articles under ten headings and edited by A.W. Bolger. Counsellor training courses were set up in Keele and Reading Universities in the mid 1960's. These first training programs grew out of an increased need for career guidance, pastoral care and concern for mental health.

Education provided the training, literature and careers for the newly trained counsellors. However, as awareness of counselling grew, so did the demand for marriage counsellors, youth services, and advisory centres.

Most of the research and systematic training was directed towards the professional; and with a growth in the "personal service society" there was a shift towards voluntary counselling and paraprofessionals who receive specific training to deal with specific issues.

The remainder of this report is divided into a review of each section of the book. A list of articles by the contributing authors is provided at the beginning of each section.

SECTION ONE: Beginnings

Morris, B., Guidance as a concept in educational theory.

Sutherland, J.D., Some reflections on the development of counselling services.

The essential characteristic of guidance is its highly generalized form, however, it is also child centered. Guidance has been seen as a process of mediating between the child's needs, powers, interests and experiences and the needs, responsibilities and opportunities of adult life.

The mediation process involved a collection of information (assessment) concerning a situation and helping the client interpret this information.

The interpretation enables the individual to see what is there, but which they could not perceive before. Once the nature and origin of thoughts, feeling and actions were understood, they could often be managed better. The process of help was located within the personal relationship between helper and the person in need.

The growth of knowledge and need for services led to the development of group guidance. This rise in the growth of the caring profession also led to counsellors receiving training in specific skills for particular issues or concerns.

The growth of the helping professions had to guard against two counter productive forces:

(1) Medical model - a problem is diagnosed and treatment prescribed.

(2) Rapid expansion of social services - the assumption that casework and counselling would not be needed if the social conditions are

improved.

Counselling must focus on the needs of the individual, with realization that there are no quick fix solutions.

SECTION TWO: A Question of Definition

British Association for Counselling. Proposed Definition of Counsellor.,

Aalmos, P., The Faith of the Counsellors.

Low, B., The Concept of Counselling.

The British Association in Counselling has defined Counselling as:

> "People become engaged in counselling when a person, occupying regularly or temporarily, the role of counsellor, offers or agrees explicitly to offer time, attention, and respect to another person or persons temporarily in the role of clients."

The task of counselling is to give the client an opportunity to explore, discover, and clarify ways of living more resourcefully and toward greater well being.

Halmon defines counselling by the activities of the helper; receiving salary, reduceing stress, and helping in social adjustment. The view of counselling as an activity is supported by Law and he sees the definition as a broad and ill-defined one so there can be additions to the concept. However, to try to use an inclusive approach

soley, would limit the definition to occupational roles in which it occurs. Therefore, an exclusive definition is also required, we must look at an analysis of counselling in different occupational settings.

SECTION THREE: Counselling in Education: Schools

Thompson, A.J. & Bolger, A.W., The work of the school counsellor.

Lawrence, D., The effects of counselling on retarded readers.

Daws, P., Mental Health and education: Counselling as prophylaxis.

Maguire, V., The school counsellor as a therapist.

School counselling became a focus in Britain in the 1960's. During this time training programs were started, professional bodies organized, research was inspired and pastoral care received help when counsellors were assigned to schools.

In the 1980's the economy took a downward swing and the growth period was over and then came a decline as counsellors were put back into the classroom.

The duties of counsellors included individual interviews, group work, liaison with outside agencies and the home, clinical/administration duties and crisis intervention. One of the major problems was that Heads of schools felt if they hired counsellors then they would have to drop courses.

Students the counsellors worked with were divided into 3 groups (1) distressed students, (2) vulnerable students, and (3) all students. The role of many counsellors involved crisis intervention.

Counsellors came under fire from psychologists and psychiatrists who felt school counsellors should only be concerned with prevention, protection and promotion of mental health, but should not be involved with therapeutic counselling. These professions felt the school counsellor is not trained to help these students. The argument for school counsellors performing therapeutic counselling is also strong, but recognizes the need for more specific training in this area. Counsellors felt there was a lack of services for children, parents prefered school counsellors, school counsellors had daily contact with children, were in a position to utilize the home to carry out an appropriate follow-up program.

The use of counsellors to help students overcome academic problems is an area which requires further work to determine the impact of counselling upon students' programs and there exists a need to screen children for academic counselling.

SECTION FOUR: Counselling in Education: After School

Mackintosh, J., Counselling in higher education: Some basic issues.

Lago, C., Establishing a counselling centre: Survey of counselling projects in their early days.

Chandler, E., Why counselling?

Hamblin, D.H., The counsellor and alienated youth.

Counselling after school (higher education) evolved from the use of tutor systems, health services, housing concerns, and student unions. Educational institutions became concerned with care rather than control.

The basic issues of a guidance program concerned; (a) range of duties; (b) qualifications and (c) training. At the same time counsellors pressed for a clear definition of their role to decrease feelings of anxiety and frustration.

The search for identity led counsellors to recognize interpersonal warmth, empathy, and spontaneity as characteristics of a good counsellor.

The early stages of the development of a counselling center forced people in the profession to identify the major concerns, or obstacles to overcome. These included proper training, support and supervision; types of client problems; suitable personnel; publicity of the program; suitable facilities; aims of the service and confidentiality.

If counsellors were to help students in higher education who were unsuccessful, then at-risk students needed to be identified, the seperation of those who could benefit from those who would not. Students who underachieved due to factors other than motivation and

intelligence were targeted.

Another group of after school clients were those who did not get to higher education, but required the services of counsellor. These clients were classified as alieanated youth. These clients were repulsed by the social system and sought to find meaning in their life. Alieanated youth were mostly seen in encounter groups where they explored their feelings towards society. Counsellors were required to be a partner, to identify with the clients in their search for meaning.

SECTION FIVE: Counselling For Work

Daws, P., Vocational Counselling.

Watts, A.G., Counselling in work settings.

As the number of school courses increased and jobs diversified, the need for vocational guidance increased. In times of high unemployment there are fewer job vacancies and more workers to fill these fewer jobs.

Vocational counselling was based upon the talent of matching clients with work. The client furnished information to the counsellor, and based upon this the counsellor provided occupational information.

The duties of a vocational counsellor included: provide relevant information to clients; collect information on clients; arrange work experience; ensure the client understands future outlook; improve the clients quality of

vocational thinking; work with others in the best interest of the client; provide comprehensive career education program and avoid giving concrete advice.

Organizations and industry also recognized the need for counselling at work to increase productivity. Counsellors within an organization or industry helped workers deal with personal problems or helped the company fulfill their obligations to staff due to company policy and programs.

Workers generally have three types of personal problems: those caused by work, those outside of work but which affect performance, and those outside of the workplace which don't affect work performance.

Section 6: Counselling In Personal Matters

Hooper, D., Yesterday's counsellors for tomorrow's problems?

Ness, M., An appraisal of abortion counselling.

Collins, A., Midlife crisis and its implications in counsellinmg.

Clegg, A., Marital sexual dysfunction.

The need for counselling for marital, family problems has grown at an alarming rate. In a 25 year period divorces have increased to the point where 25% of marriages end in divorce. However, people are not abandoning the institution of marriage, and 75% of those who divorce plan new relationships.

The breakdown of relationships will continue and services to the people involved are almost non-existant.

The need for specialized counsellors has never been greater, new social pressures have led to an increase of suicide attempts, self-injurious behaviour, child abuse, wife battering and general assault. Ggreater emphasis was placed upon specialized counselling, for example, abortion counselling. Women seek abortion for a variety of reasons, but all should have access to counselling. An abortion counsellor should be a good listener, able to develop a relationship in a short period of time and help empower the client.

Counsellors are needed to help the woman to (1) define the problem, (2) to understand the situation , (3) interpret her feelings, (4) know the facts, (5) examine options and (6) make up her own mind.

SECTION SEVEN: Counselling in Medical Settings

Meacher, M., A pilot counselling scheme with general practitioners.

Spicer, F., The health visitor: The wider perspective.

Gilbert, G., A counselling service for nurses in training.

The medical profession, from a general practitioner's point of view, does not provide enough time for the patient. Their role has been one of diagnose and prescribe a cure, usually a drug.

Within hospitals a need has been recognized for counsellors for specific needs of patients. Counsellors first answered the needs of patients on cancer wards, kidney wards and for bereavement.

As counselling became recognized as a method of treatment, more doctors referred patients for counselling for problems related to stress, depression, anxiety and other stress related illnesses.

Health visitors in Britain were concerned with health matters, not with diseases. They provided help to individuals on household hygiene matters, ways to avoid various diseases and lifestyle counselling.

The lifestyle of many people led them to feelings of exhaustion. When a person suffers from exhaustion there is no reserve of energy available for coping with unexpected difficulties. The individual feels a loss of control or inability to understand their circumstances and a rejection of their problems.

SECTION EIGHT: Pastoral Counselling

Campbell, A., Research in pastoral counselling: Retrospective and prosprect.

Goodracre, D., The spirituality in counselling.

Mathers, J., How far does the evangel impinge upon counselling practice?

Churches at one time were concerned with all welfare services to members of its congregation. To varying degrees the clergy defined the scope of services it provided. Usually the clergy were concerned with family and marital problems, financial problems and bereavement. As lifestyles changed and different pressures were being felt by individuals, the pastoral care system of counselling tried to evolve to meet this new need.

It was felt that expertise was not needed by the pastoral counsellor because he shared an equal readiness to reconsider prejudices and preconceived ideas with the client. His role was not to offer advice, but to ask questions, therefore, leading the client to explore himself for answers.

Pastoral care is a caring encounter with anyone.

SECTION NINE: Counsellor Training and counselling methods.

Hughes, G., Training for Counselling.

Jones, R.N., Some thoughts on counsellor training.

Heron, J., A-6 category intervention analysis.

Programs for counsellor training began in the 1960's at the University of Keele and University of Reading.

The first programs were theoretical and based upon client centered therapy. As the counsellors left these programs and started working in the field, there was a call for programs to change their approach and include practical placements.

Training programs used video tapes of counselling sessions for discussion, actual interviews and organized group work, all designed to improve trainees' skills.

The A-6 Category for intervention recognized six basic intervention categories under two headings:

1. Authoritative
    (a) prescriptive intervention, give advice and be judgmental
    (b) Informative, be didactic, provide instruction and information
    (c) Confronting - to be challenging towards the client.
2. Facilitative
    (a) cathartic - encourage the release of emotions.
    (b) catclyting - reflective questions
    (c) supportive - be approving, confirming.

The approach taken by a counsellor depends upon his style, but mostly upon the total situation, the nature of the problem. None of these categories are totally independant but are interwoven.

SECTION TEN: Professional and ethical matters.

Matthers, J., The accreditation of counsellors.

Manteau, L., Accreditation: A reply to Matthers.

Blackham, H.J., Responsibilities of the counsellor.

Marchant, H., Confidentiality and the counsellor relationship.

The accreditation of counsellors has been used to ensure only qualified professionals are available to clients. It is a process of (a) recognition of skills, (b) teaching skills and training people in their areas of speciality, (c) providing standards for excellence and (d) providing for proper supervision of students in training. These individual concepts are interdependant upon each other.

The standard of conduct required includes: professional competence in skills required; professional relationships with clients; confidentiality; refraining from role of director and equity of all clients.

A counsellor must recognize the type of counselling he is trained for. He has a moral responsibility to reevaluate himself and his relationship with his clients.

The counsellor must have complete confidence and reaffirm a one-to-one relationship. The agency the counsellor works for must define his role and responsibilities.

Appendix G

Brief From Mr. P. Penrose On Suggestions For The West Essex Secondary Tutorial Unit

DRAFT

Some suggestions for Harlow Secondary Tutorial Unit

County policy with regard to secondary tutorial units appears to be limited to Education Committee Minutes 68/75 and 48(b)76. These minutes provide general recommendations on some issues, for example, the kinds of child behaviours with which they are intended to deal, but more specific recommendations for others such as admissions.

These notes are intended to help clarify the objectives of the Unit more closely and to propose greater specificity in its admissions procedure in the interests of the children it serves. For the most part they simply confirm present good practice regarding the Unit and suggest specific methods for avoiding vagueness and misunderstanding.

General Objectives

It is possible to cull several fundamental principles or at least guidelines form the Education Committee Minutes:

1. A Unit is to provide 'organised education and rehabilitation..... based on a structure of lessons which include basic subjects..... It seeks to provide a diagnostic and therapeutic approach which prepares the pupils to cope better with the realities of school life to which the pupils should eventually return.

Clearly the Unit is intended to provide a temporary extension of mainstream education, not a permanent alternative to it. It seems reasonable to set some general limits on the maximum time which a pupil might remain in the Unit. It also seems reasonable to consider part-time placement where appropriate, particularly towards the end of their stay in the Unit.

2. The Education Committee Minutes are less than precise about the kind of difficulties which the Unit is intended to overcome. A Unit is to be concerned with 'pupils who are displaying symptoms of emotional disturbance and severe behaviourial problems of such an order that it its not possible to contain them satisfactorily in the normal school situation' and 'whose socially disruptive behaviour is symptomatic of a deeper emotional and psychological disturbance. the Unit is not a depository for children who are simply misbehaved or socially aggressive'. As there are no further details on the distinction between these two kinds of difficulties it is presumable to be made locally. Whilst the Unit will need to remain flexible and bay be sensitive to the necessity for securing an ideal combination of children, it seems worth-while to settle as many issues as possible at the outset. The kinds of issues might include the following for example.

a) The specific sorts of inappropriate and excessive behaviours directed at other pupils and/or staff with which the Unit is expected to cope.

b) The specific sorts of behaviours which require increasing/developing e.g. low levels of communication with other children.
c) Problematic behaviours not directed specifically at others e.g. drug taking, self mutilation.
d) The degree to which school refusal/truancy is tackled in the Unit given that there are other agencies that might deal with these problems, e.g. Education Welfare Service.

Suggested requirements for entry to the Unit

1. Professional evidence It is suggested that this is provided by one of the following"
a) Psychological evidence including:
i) assessment of the child's difficulties in school, and where relevant out of school. This information would indicate the nature of the evidence upon which it is based, e.g. written reports of class teachers' direct observation, record keeping by class teachers etc.
ii) the specific attempts made to overcome the school based difficulties in school.
iii) the reasons why further attempts at remediation of the difficulties in mainstream education are inappropriate
iv) specific recommendations for the remediation of the difficulties in terms of the facilities at the Unit
v) specific plan for child's reintegration into a particular secondary school including a provisional time limit for attendance at the Unit before the child is reintegrated.
School based evidence (written) including:
i) Items i to v above but from school's point of view.
ii) Details for each subject area of child's current level of achievement including specific skills achieved, particularly in core curriculum subjects if child has significant academic difficulties.
iii) where required, materials for the Unit to continue the child's progress through his feeder school's curriculum with the least possible disruption, e.g. books, work-sheets etc.
iv) Advice from school to enable these materials to be used most effectively.
b) Joint evidence compiled by school and psychologist. (Details as above)
c) Evidence supplied by school only. (Details as above)
2. Parents view
Parents already have to agree to their child attending the Unit and this could be extended such that they are given access to the educational and psychological evidence (or combined evidence) as well as plans for the child's treatment in the Unit and for transferring him back to the mainstream. Where possible actions the parents are to carry out should be written into agreements/programmes, e.g. to visit school/Unit once per week or fortnight to report on events at home or having received.
Ideally all evidence should contain the same detail and bo

of the same quality as assessments under Section 5 of the 1981 Education Act. Although it be of different status from Section 5 Advice Forms in that it is not automatically accessible to parents, there seems little advantage in not allowing access to such information.

3. Child's view

The child's view of his difficulties should be recorded and, if possible, his written agreement obtained that placement in the Unit would help his difficulties. This should ideally be seen as an attempt in joint problem solving with the child taking an active part. As with the parents, the actions the child is intended to carry out should be written.

4. Written agreements

In order that the childs interests are protected, it is suggested that the following are agreed in writing with the feeder school before the child is offered a place

a) Provisional date on which the child enters the Unit and leaves the unit.

b) Agreement as to what must happen for the feeder school to accept the child back. This would refer not only to changes in the child's behaviour but adaptions being made in the feeder school to ease the child's return e.g. staff who teach the child all agreeing to adopt particular kinds of strategies. The feeder school would specify a preferred order in which difficulties were overcome.

c) Named coordinator in feeder school who agrees to

a) provide information outlined in 2 above and who will visit the Unit on a weekly/fortnightly basis or who will arrange this to be done by another teacher.

b) Communicate the process of reintegration and a plan for future progress with teachers concerned in the feeder school.

d) Staff of the STU agree that the minimum request and expectations of the feeder school are likely to be met by a specific date. STU staff agree to attempt to meet these deadlines and state what they will do provisionally to achieve this.

Appendix H

School Encouragement Program

Request for Time Allocation and Male Tutor

Square One (originally the 'Galaxy') was built with the help of grants from various agencies, for the benefit of 'Youth'. Lease is due to be renewed and the Council, so I understand, are hoping to purchase the building.

SITUATION AT PRESENT.

1) School Encouragement Group is not interfering with the day to day running of Community Youth Service activities; children are not disruptive or troublesome in any way.

2) Mondays and Tuesdays - School Encouragement Programme should have sole use of the building (in conjunction with YWCA) as agreed with Mrs. Mary Lewis (East Anglican/southern YWCA supervisor(?) in 1978. LEGALLY, apart from the school Encouragement group and the YWCA, no one else should be in the building on these days. Therefore, all proceeds from Monday and Tuesday lettings should be passed on to YWCA.

ADVANTAGES OF BEING ESTABLISHED AT SQUARE ONE.

1) It is not a 'school-type' building, or daunting in any way.

2a) The size of the building is such that, although small, is large enough for the children to be encouraged to move/venture freely to different areas, thus being unrestrictive, encouraging confidence and retaining a certain element of informality.

b) An office, which is essential - especially re phone calls/discussions, most of which are confidential - as well as for interviews with parents.

c) Have use of television and video - in return we permit the Youth House to have use of our piano.

d) There are some facilities and areas for recreational activities - important part of the School Encouragement Programme as this encourages the children to socialise - within the building.

e) Have access to kitchen facilities.

3) Close proximity to the Town: -

a) All buses pass through the bus station, which is close at hand.

b) Bearing in mind that parents and children come from all over West Essex for interview, Square One, due to its position, is easy to locate.

c) Parents are able to easily maintain contact - especially if any problems arise.

d) 'Old pupils' are able to 'pop in' (especially those attending the Collage), thus maintaining contact with a stable base. In addition to this, their visits also encourage those pupils still attending.

4) Close to Galen House - essential especially as some children see the psychotherapist during their two hours at Square One. Some Parents are not reliable enough to ensure that their child attends appointments. The close proximity enables us to monitor their movements/appointments.

5) In close proximity to Bentham House.

6a) Close proximity to Sports Centre, Outdoor Pursuits Centre and Town Park, which is important in view of the fact that we do not have any facilities for outdoor activities, of our own.

b) Close proximity to the main library where there are more facilities available that at smaller libraries e.g. project literature arranged and very good study areas are available. This is essential in view of our limited resources and budget.

c) Close proximity to museum.

POSSIBILITIES.

This would be an ideal opportunity to 'set up' the unit properly with full time education (relating to those who are considered able to cope full time) with the help of extra staff. A male teacher would be invaluable.

1) Negotiating for continued use of Square One premises. There is one room which is very rarely used, in addition to the room that we use at present - again not used very often by the Youth House. Another room belonging to the YWCA has recently been vacated as a games room. We could possibly contact Helen de Cock, secretary of the YWCA's head office at 22 Great Russell Street, London. Mrs. Sarah Nuttal (YWCA) has recently inspected the building.

2) Acquire use of an old house - this would be ideal.

3) A community building with all the afore-mentioned facilities available.

4) Unused infant/junior school - a possibility as schools at this level are not too obviously 'school-type' buildings - certainly not as daunting as a comprehensive school.

IT IS ESSENTIAL; HOWEVER, that CHILDREN ARE NOT PLACED IN AN ESTABLISHMENT WHERE OTHERS ARE LEARNING. Due to their sensitivity, lack of self-esteem/confidence, they feel that they are 'pin-pointed' by other as being 'peculiar', especially when feeling as though they are being judged by their peers.

Appendix I

Program Outline For The School Encouragement Program

Various people had expressed concern that the children were remaining isolated when they should be encouraged to mix with their peers.

As there was no venue I found a small room that was vacant, during the day, at Square One which was/still is a Youth House (Club) in the evening.

It soon became evident that the children who were attending the group had serious emotional problems and were under the supervision of Child Guidance Clinic, Educational Psychologist, Psychotherapist and /or Psychiatrist.

Thus psychotherapy sessions started involving the entire group.

During the past 5 years the project has gradually developed into a more sophisticated system than that which was first put to me.

The group serves the entire West Essex Area, the children within the group remaining on the role of the school which they last attended, the aim being:-

"..... to provide education within a small group of children who are school phobics (or have a related disability) making them incapable of coping school."

The ultimate aim is to get them back into full time schooling within a normal school and capable of coping with life and society.

THESE ARE NOT TRUANTS OF DISRUPTIVE CHILDREN - completely the opposite; they are lacking in self-esteem and confidence; very insecure. The vast majority are initially very sick, with serious problems to overcome. This necessitates concentrating firstly on their emotional and social adjustment before trying to rectify their educational gap. Timing plays an important part in this - too much pressure too soon can upset any progress already made.

There is no time limit as one cannot put a time limit on a remedy - but I'm obviously trying to return them to school as quickly as possible. They are emotionally unstable with perhaps various learning problems an in some cases are maladjusted.

At the moment I have 12 pupils with six being the maximum number in any one group.

Obviously coping with a wide age range (11-16) as well as wide ability within the individual ages, six is a large enough number in order for them to reap the maximum benefit from their 2

hours of education (2 hours only because the group is under the Home Tuition System). This makes the task of returning them to school almost impossible.

One of the immediate problems is that I'm getting youngsters of 15 years of age. Now, bearing in mind that the aim is to return the to normal schooling, plus the fact that they only have 2 hours a day - we are faced with a virtually impossible job. They obviously need a full days education and help much sooner that 15.

What I would appreciate is your co-operation in informing your respective staff - heads of houses, year heads, form teachers etc. of the existence of to "School Encouragement Programme at Square One" so that if they are aware of school refusers having a problem, which could relate to phobia, the referral process can be set in motion earlier.

All 11-13 year olds (with the exception of one) have returned to school and in some cases so have 14 year olds, but unfortunately there will always be some who are unable to cope with a return to school.

In the cases of 15 year olds, I arrange, in conjunction with the various careers offices, for them to go on to some form of training scheme or a permanent job.

Last year three went on to college for business studies and 0 level courses.

This emphasises the fact that, whilst some of the children have learning problems, others are quite capable educationally. For example, I have one group at the moment in which I'm trying to teach a 14 year old boy to learn to read and write whilst another boy is studying 0 level English with a variety of abilities in between. This again emphasises the hopelessness of a mere 2 hours schooling - all candidates need a full day.

Because of the nature of the problems in these children I obviously work very closely with the School Psychological Services in Harlow and Loughton, as well as with the Child Guidance Clinics in both areas.

Mrs. Furze, one of the educational psychologists in Harlow, is assigned to the group in an advisory capacity, as is Mr. Sadewski, who is a psychotherapist.

Another tremendous help has been the link between Passmores and the School Encouragement Programme at Square One, in a professional support capacity, which was initiated last year. I still need, however, some equipment specifically for the

use of the children within the group in order to cope with their education more adequately - a video would be especially helpful.

Finally, just to re-iterate what I have said earlier, if you would pass this information on to your respective staff so that these problems can be picked up and dealt with as soon as possible, I would be most grateful. In this way, the children have a much better chance of succeeding to a normal way of life.

The School Encouragement Programme was originally founded in 1979 and based at the Square One Youth House; the aim being to return the children to normal schooling.

For the benefit of those who are not familiar with this subject, I must explain exactly what this involves and the type of children who attend.

We cater for children, aged 11-16 years, who suffer from school phobia. In some cases this is an inexplicable fear of school, in others the inability to cope with or face the day to day workings within a school; yet they want to learn.

I must stress that these children, although often enveloped under the global term "school refusers" are NOT THE DISRUPTIVE BADLY BEHAVED CHILDREN: they are exactly the opposite.

Due to the diverse and intricate problems that they have, they become very insecure, lacking in confidence and self-esteem, very introverted and self-conscious (brought about through their feelings of failure and frustration at not being able to cope as well as their peers). Often parents, in their anxiety, utter words to the effect, "why can't you be like everyone else's children - they all manage to cope with school?" - even to the extent of paranoia. Thus our work with them involves, not only teaching but, a tremendous amount of therapy.

These children initially need very careful handling and masses of encouragement. It is essential to remove all anxieties and pressures in order to encourage them to overcome their feelings of inadequacy and complete dejection (which, in some cases, reaches the point of suicide).

As our situation is at present, we are able to achieve this. The children have either returned to school or left and been able to cope with a full-time job, further education within a college or a training scheme of some kind. All who have attended during the last seven years, apart from two, have had a 100% attendance i.e. attending for two hours every day (home training ruling).

Whether the problem is increasing yearly or people are merely becoming more aware of the existence of "school phobia", is open to speculation. The fact remains however, that each year we find there is an increasing number of children (ranging from those with learning problems to the very able and bright) needing the provision and help which we are able to offer in the School Encouragement Programme.

Appendix J

Case Studies Of Counselling Clients

CASE A

Jack was thirteen years old and experienced a lot of family upheaval which has played a role in his inability to profit from a normal educational environment. He had lived with his maternal grandfather for a year when his mother was unable to care for him.

Jack's mother was in her third marriage and each time Jack had to change his surname. Jack was always concerned that he really didn't know who he was and desperately wanted to have the name of his natural father.

Jack was small for his age , very immature, nervous, withdrawn and did not relate well with his peers. He finds it difficult to express himself verbally, but chooses to physically strike out, destroy property, or run away from home or school. He had very poor attention span and found it difficult to concentrate on a task for more than a few minutes.

After two terms at the Unit he began to make social as well as academic gains. His main interest is working with his hands at woodworking or cooking.

Jack required small group instruction and counselling. His teachers had to very understanding of his immature behaviour and ignore his antics to get attention. Jack had to have clearly defined boundaries of acceptable behaviour.

His counselling began on an individual basis to provide him with a protective setting in which to explore his emotions. Once he started to acknowledge he needed help[he started group counselling to learn how others dealt with similar behaviour problems and to understand how his tantrums affected other students.

CASE B

Tom was a fourteen years old, very violent and exhibited sudden bursts of anger. He lived with his natural parents and they admit they have very little control over his actions.

Tom's behaviour had been of concern before he started school. There was intervention by the Family Guidance Unit, Child Guidance Clinic and sustained efforts in school. His behaviour manifested itself at home, in school or in the community.

Tom was a constant irritant to other students, his only desire was to annoy others. He had no friends at the Unit and if left unsupervised for even a short period of time he would start a fight. Most of the time he would lose encounters, but this did not deter him and he would often pick fights with older, stronger boys. The end result would be a breakdown of his emotions and he would cry for awhile and\or run away.

Tom did not get along with staff, refused any attempt of friendship, and was not concerned with academics. When others refused to argue or fight with him he resorted to destroying property.

Tom requires a highly structured environment where he can focus on taking responsibility for his actions. Counselling was conducted on an individual basis, but with little success due to his contempt towards those who wish to help. The immediate

goal was to help him show acceptable behaviour for longer periods of time. A case conference was held a the end of the term to determine if he could receive help at a residential school designed to meet the needs of students with severe behaviourial problems.

CASE C

Jane was fourteen years old, very violent towards others who were smaller than she was. She lived with her parents and two younger brothers. Her cultural background was Romany. There was a history of violent behaviour in the family and an indifference to authority. Her two brothers demonstrated the same behaviour pattern as Jane. The three children were sent to different schools to help alleviate problems.

Jane was a tall, thin girl who took pride in the way she looked. In school she was considered to be of average ability, but did not perform to her potential. Her problems began in her first year at comprehensive school. She would steal money and belongings of other students and denied her actions by saying she was framed because of her Romany background.

Jane tried to be in control of all social interactions with peers, but had few friends due to her abusive, violent behaviour. Jane would swear, punch ,kick, bite and twist the ears of smaller students to the point where they needed medical attention. She was attacked and beaten with a dog chain by the parent of a child she assaulted on a playground.

In school Jane was uncontrollable. She would yell out, throw books, insult students and staff, run across desk tops, tear up books belonging to other students and spit at anyone who

came near her. She also had a dislike for persons of minority groups such Asians and Jews.

Individual counselling was not as productive as group counselling. In individual sessions she showed complete defiance to authority, however in group counselling she was confronted by her peers, and had to listen to their thoughts about her.

There was no support from the home and her parents placed little or no value on formal education.

CASE D

Bill was fourteen years old, of average height and weight, and very strong for his age. His parents were divorced and he lived with his mother. He had some contact with his dad, this was discouraged by mom as the father had a violent past. There were four children from a second marriage. Mom and step-dad had problems dealing in an effective manner with Bill's behaviour, and at one point Bill lived with his maternal grandparents for a year.

Bill did not get into trouble when supervised. He thrived on peer acceptance and acted out for their approval. Bill's presenting problems consisted of destroying belongings of others, chronic absenteeism, and the occasional fight. He would run away from school and home. He once stayed away from home for two days before returning to get some food.

Bill had a very lonely feeling and often said no one loved or cared about him and blamed his problems on his troubled past and violent father.

At the unit it was very important for Bill to feel secure and relaxed. Interactions with him had to impose no restrictions and free from judgements. His feelings had to be recognized as real and accepted by the counsellor. Bill will gradually explore in a nonthreatening environment why he behaves as he does. Bill had to accept more responsibility in

dealing with his behaviours and problems.

Appendix K

Lecture by Dr. L. Karigianis

Dr. L. Karigianis, Member of the British Council Tour on Multiculturalism, 1985.

Dr. Karigianis was invited on a British Council Tour involving a number of visits and meetings with individuals and organizations involved with multiculturalism.

He met with Mr. Ashley at the Centre for Racial Equality. Mr. Ashley identified the major problem in Britain as racial discrimination against negroes and Asians. Dr. Karigianis reported that most people he spoke with were impressed with the Canadian Charter of Rights.

At the British Broadcasting Cooperation (BBC) Dr. Karigianis met with members of the Multicultural Programming Department. He was provided with information on the demographics of minority populations and discovered Leads, Yorkshire, and Bradford were major population areas for minorities.

The town of Bradford is an area of high unemployment. Large numbers of minorities moved here to work in industry, jobs that whites refused to do. As unemployment increased there was a lot of resentment towards the minorities by the white population.

Some schools in the area are 97% non-white students,

mostly Asians. Many Asian families go to great expense to allow their children to go to their homeland at some point to ensure they will know something of their background.

The Royal County of Barkshire helped develop the concept of multiculturalism and was one of the 10% of countries with a policy on multiculturalism.

At the University of London, Dr. Kandura discussed the racial problems faced by minorities, and the negative impact it has on open discussion on multiculturalism.

The impact of racism was faced once again on a visit to Brixton, site of the 1981 Black Riots. At a school Dr. Karigianis examined a school work study program which all students take part in. Its aim was to show employers the talent, resourcefulness, and knowledge of all students.

Dr. Karigianis completed his talk with a discussion of the Swan Report entitled; "Education for All". There was concern that,
(1) there is a lot of discrimination in the countries schools; **(2)** minorities are very frustrated and disenchanted; **(3)** there is a tendency for minorities to suffer the same deprivations as whites; **(4)** in education black students underachieve severely, Asians achieve much

the same as whites; (5) tests are culturally and racially biased.

Dr. Karigianis emphasized the need for understanding, tolerance, more and better teacher training, and the need for instruction in different languages.

Appendix L

Lecture by Mrs. Nesbitt on Gypsy Education

Mrs. Nesbitt opened her presentation by explaining that the term "Gypsy" does not refer to all travelling people. The term "Travellers" refers to all people who travel around the country regardless of cultural background. Mrs. Nesbitt spoke of those with a "Gypsy" or "Romany" background.

The difficulties in education for Romanies begin with the value each individual family places upon the need for education. If a family views education as a value, there is less truancy and they will try to stay in one location as long as possible.

Several modes of delivery of educational services have been put in place and each with varying degrees of success.

It is not enough to say "come to school" as there can be any number of reasons for absenteeism. Some are : (1) having to help with chores; (2) not having transportation; (3) no encouragement at home and (4) fear of discrimination from others. Some schools do not encourage children from Romany background to come to school, they find the turnover of students disruptive to the entire school. This would not be the case if proper planning and programming was taking place.

Travelling schools, or schools set up in a caravan or bus, have been tried, but with limited success. There is no guarantee that the same families will travel together, although most do.

Resources which are meaningful to the Romany people are lacking. Resources in terms of teachers who are understanding of

their way of life, and in mataerials drawn from their cultural background.

Now that the number of sites available for the Gypsy people to settle their caravans on are decreasing and moving more to the outskirts of towns, it is essential to provide regular transportation to a school set up to provide an education to Gypsy children.

Mrs. Nesbitt stated that while the problems are many, the educational system must strive to provide services to this important segment of the British population.

Appendix M

Presentation by Spastics Society

Report on Spastic Society
Tye Green School
Harlow

The Spastic Society was formed over thirty-two years ago by parents of cerebral palsied children. It has grown to an organization helping cerebral palsied individuals improve their quality of life through education, care programs, housing, employment, welfare and an equipment program.

For young adults, the society sponsors sheltered employment, work experience programs and recreation.

The local chapter raises funds for all aspects of their work and heads a political campaign to inform the public about the needs of the handicapped.

Other programs carried out include:

1. Research
2. Save a Baby Campaign
3. Medical Information Unit
4. Prepares films and publications
5. Education and Social Studies
6. Housing Association
7. Social Work - support and advice
8. Family Services Fund
9. Personal Service Fund
10. Recreational Sports and Leisure
11. Career and Advisory Department
12. Aids and Equipment

The Spastics Society funds the Centre for Studies on Integration in Education (CSIE). The major function of CSIE

is the exchange of information relating to integration and includes: (1) publicizing and promoting the principle of integration of children of all handicapping conditions; (2) establish a national register of integration schemes; (3) production of fact sheets, leaflets, case studies and other publications relating to the Education Act, 1981; (4) pressing for resources and careful planning to implement schemes; (5) arranging national and regional conferences; (6) linking up those running successful schemes with those who wish to do the same.

The prime focus of attention is the closure of special schools and integrating handicapped students into regular schools with individual program planning.

Appendix N

Development of the British Education System

H. Bliss
Area Education Officer
Harlow

The first significant act in education was passed by parliament in 1944, Education Act 1944, and was the start of free education for all children in the country. The act recognized three types of students: (1) those with good ideas; (2) those good with their hands; and (3) those who were indefinably good.

The act also recognized that a certain group of students had special needs and classified them as special education, and another group were uneducable and stayed home. Mr. Bliss felt this act was very "Victorian" but ahead in its own way.

The Act was modified in the late 60's and all students, regardless of handicaps, were recognized as educable with greater flexibility in school.

In 1972 assessment procedures were established and defined. It involved all agencies working for the child's benefit.

The Royal Commission on Special Education (1977) called for a new approach and the mainstreaming of students. It recognized only 2% of students may need help outside the mainstream.

In 1981 the Education Act acknowledged Special Education and parental rights. It was the first time

parents had legal rights in educational planning. The Act forced good practice by the development of programs based on individual needs. Parental involvement in assessment was also acknowledged. Parents had the right to refuse psychological assessment. Parental involvement has been slow to achieve and the time it takes to complete the steps for a full assessment is too long.

The two highlights of the 1981 Act were:

1. The provision for individual needs; and
2. the tremendous improvement in the status and legal rights of handicapped students.

Despite the progress made there, the process of mainstreaming and individual programming appears to work better in the lower forms and will take time to filter through the system.

Mr. Bliss ended by saying the major challenge for British schools in the future would be to provide the same level of service when enrolment is declining.

Appendix O

Review of Articles

Action, T. (1985). Gypsy education at the crossroads. British Journal of Special Education, 12, (1),

Gypsy education is now recognized as a right not a privilege. Roadside children are ensured admittance to schools under the 1980 Education Act. Prior to 1980 roadside children were turned away from some schools. The legal right to education was gained after a campaign by the National Gypsy Education Council.

A Discussion paper, The Education of Travellers' Children (1983) set out to show the needs for education of roadside children. It estimated that there were twelve to fifteen hundred roadside children not receiving any formal education. The eviction of travelling populations from roadside sites adds to the problem of securing adequate provision of educational services. The growing consensus is to integrate this mobile population in regular schools, but also that schools should make use of Gypsy children's own culture, and provide books about the Gypsy way of life. The London Education Authority published a series of readers and an English-Romani dictionary is available.

Integration into regular schools is not the only answer. Projects on caravan sites and special classes within schools with an open door policy are carried out.
The National Gypsy Advisory Council for the Education of Romanies and Other Travellers endorsed the report. The National Gypsy Council and the West Midlands Service

rejected the report no the basis that their region was neglected. To meet their specific needs they conducted a survey in 1983. This report praised the progress made in Gypsy education but criticized schools for not passing on important information when children moved to a new school. Also the travelling childs cultural background was not used to stimulate interest and learning.

Before the 1970's the travelling child was considered as Educational Disadvantaged. This changed when the responsibility for Gypsy education moved from the Department for the Disadvantaged to one dealing with Multicultural Education.

This move received good reviews, however, the gains were short lived and in 1978 The Warnock Report on Special Education included the problems of all ethnic minorities with those of physically and mentally handicapped.

This decision has met with opposition from Gypsy organizations. However, Some Gypsy families feel it has helped their children because of the small class size, individual attention, focused program on basics and the provision of transportation.

Gypsy education has two options: (1) to become an integral part of the education system with its cultural treasures, or (2) to become a chore for teachers appointed to an area of the disadvantaged.

Lovenz, S.; Sloper, T. & Cunningham, C. (1985). Reading and Downs Syndrome. British Journal of Special Education, 12, (1), 66 - 67.

The authors examined a longitudinal study at Huster Adrian Research Centre, Manchester University.

Subjects with Downs Syndrome were provided with reading instruction at home on a weekly or fortnight schedule. The program involved visual discrimination, object recognition to matching, selecting and naming of individual words. All subjects were below two years of age.

The authors concluded:

1. Reading skills can be achieved with Downs syndrome children by the use of systematic pre-school instruction.
2. Language development in children with Downs Syndrome is facilitated by teaching them to read, thus preventing some of the expected decline in developmental quotient. It is also suggested that while attitudes are changing, the general feeling is against Downs Syndrome children learning to read, but is in favour of self-help skills.

The importance of an early intervention program was noted as well as parental attitudes. It was clear that a large number of teachers teach pre-reading and reading skills to Downs Syndrome children, approximately 71%.

Reid, K. (1982). The self-concept and persistent school absenteeism. British Journal of Education. 52, 179 - 187.

The major contributors to self-concept include parent - child relationships and experiences in society. The teachers understanding of a student's self-concept is as important as his knowledge of that students intelligence and academic progress.

Students who feel rejected by the school, and cut off from it, experience an inability to meet the demands made upon him.

The relationship between self-concept and absenteeism is a recent area of research, but an important one. The author studied 384 subjects selected by staff and consisted of students of various academic levels. The results indicate absentees recorded lower scores because they had become more accustomed to a pattern of failure at home and school than their regular attending peers. Consistent patterns of failure may lead to a student withdrawing from the offending stimuli.

The researcher concluded that schools need to rethink their approach in handling, preventing, and treating school absentee problems. It was noted:

1. Teachers need more training to detect and treat at- risk students, and

2. Pastoral care, counselling, organizational and social facilities are inadequate to meet the needs of at- risk students.

Finally it was suggested schools do not cause persistent absenteeism, but can decrease or increase rates of absenteeism.

Appendix P

Letter of Approval for Special Topics Course 6852

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X5

Office of the Dean
School of Graduate Studies

Telex: 016-4101
Tel.: (709) 737-8200

April 30th, 1985

TO: Dr. Glen Sheppard, Head
Department of Educational Psychology

FROM: Dr. D.G. Bryant, Chairman
Rules, Regulations & Courses Committee

RE: Special Topics Course - 6852
Subtitle: "Counselling Parents of Exceptional Children"

At our meeting of April 25th, 1985, our Committee approved the above noted special topics course for inclusion in the programme of Ron Woodman, MUN #7139678 for the Spring semester, 1985.

D.G. Bryant, Chairman
Rules, Regulations & Courses Committee

DGB/am
cc: Mr. Ron Woodman
Dr. N.W. Garlie
Ms. R. Gladney

Appendix Q

Purdue Student-Teacher Opinionaire (PSTO)

THE PURDUE STUDENT-TEACHER OPINIONAIRE

Prepared By Ralph R. Bently and Jo-Ann Price

This instrument is designed to provide you the opportunity to express your opinions about your work as a student teacher and various problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

DIRECTIONS FOR RECORDING RESPONSES

Fill in the information requested. Please check in the space provided on the answer sheet whether the immediate supervisor of your supervising teacher was the principal or the department head.

All responses will be strictly confidential and results will be reported by groups only.
DO NOT OMIT ANY ITEMS.

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner: Use a No. 2 pencil only.

If you agree with the statement, blacken the space ..... **A** PA PD D

If you are somwhat uncertain, but probably agree
with the statement, blacken the space ..... A **PA** PD D

If you are somewhat uncertain but probably disagree
with the statement, blacken the space ..... A PA **PD** D

If you disagree with the statement, blacken the space ..... A PA PD **D**

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. Make no stray marks on the answer sheet.

Supervising Teacher - The teacher in the public school who is responsible for directing the experiences of the student teacher.

University Supervisor - The person from the university who visits student teachers periodically during student teaching.

Principal or Dept. Head - Items containing the word principal are to be reacted to in terms of the person who is the immediate supervisor of your supervising teacher.

copyright 1976 Purdue Research Foundation

1. The principal handled my student teaching problems sympathetically. ..... A PA PD D
2. The school did a good job of preparing students to become responsible citizens. . A PA PD D
3. The school provided me with suitable classroom supplies and equipment. ..... A PA PD D
4. My teaching load was no greater than that of most other teachers in the school. A PA PD D
5. My supervising teacher made the subject interesting for the students. ..... A PA PD D
6. My supervising teacher understood and recognized good teaching. ..... A PA PD D
7. My university supervisor's evaluation of my teaching was justified. ..... A PA PD D
8. My student teaching did not restrict my non-professional activities. ..... A PA PD D
9. The principal was interested in me and my teaching. ..... A FA PD D
10. Teachers in the school did not take unfair advantage of one another. ..... A PA PD D
11. My student teaching assignment was satisfactory. ..... A PA PD D
12. My professional preparation made me feel competent during my student teaching. .... A PA PD D
13. Teaching will give me the social status that I desire. ..... A PA PD D
14. My teaching load in the school was reasonable. ..... A PA PD D
15. To me there is no more challenging work than teaching. ..... A PA PD D
16. My students had confidence in my professional abilities. ..... A PA PD D
17. My university supervisor's conferences were a real help to me. ..... A PA PD D
18. My supervising teacher was a real help to me. ..... A PA PD D
19. Teaching will afford me the security I want in an occupation. ..... A PA PD D
20. Teaching will give me the prestige I desire. ..... A PA PD D
21. Cooperation among teachers in the school helped make student teaching enjoyable. .. A PA PD D
31. The teachers in the school had high professional ethics. ..... A PA PD D
32. The curriculum made reasonable provision for student individual differences. ..... A PA PD D
33. There was harmony among the teachers in the school. ..... A PA PD D
34. My supervising teacher made effective use of our conferences. ..... A PA PD D
35. I did not hesitate to discuss school problems with the principal. ..... A PA PD D
36. I was well-prepared to handle my extra-curricular assignments. ..... A PA PD D
37. If I could plan my career again, I would choose teaching. ..... A PA PD D
38. My supervising teacher encouraged me to use new teaching methods. ..... A PA PD D
39. The lesson planning work I did prior to student teaching was very helpful. ..... A PA PD D
40. My education courses prepared me to handle discipline problems. ..... A PA PD D
41. The number of hours a student teacher must work was reasonable. ..... A PA PD D
42. My work was judged fairly by the principal. ..... A PA PD D
43. I was well-prepared to do student teaching. ..... A PA PD D
44. My subject matter courses really helped in my student teaching. ..... A PA PD D
45. My students really appreciated the help I gave them with their school work. ..... A PA PD D
46. I was at ease when my university supervisor observed me teaching. ..... A PA PD D
47. The principal helped to make my work pleasant. ..... A PA PD D
48. The school provided me with good audio-visual equipment. ..... A PA PD D
49. My contacts with the students I taught were highly satisfying. ..... A PA PD D
50. Good library materials were available for the classes I taught. ..... A PA PD D
51. My students treated me with respect. .... A PA PD D

22. The principal had a good understanding of my student teaching assignment. .....A PA PD D

23. I love to teach. ..... A PA PD D

24. My educational methods courses really helped me during my student teaching. .... A PA PD D

25. The teaching staff was congenial. ..... A PA PD D

26. Teaching will enable me to make my greatest contribution to society. ..... A PA PD D

27. My students satisfied my expectations. ... A PA PD D

28. My university supervisor's criticism of my student teaching was constructive. ..... A PA PD D

29. Student teaching gave me a great deal of satisfaction. ..... A PA PD D

30. The time my university supervisor observed me was sufficient for judging my work. ... A PA PD D

52. My supervising teacher showed a great deal of creativity in teaching. ..... A PA PD D

53. The procedures for obtaining materials and services were efficient. ..... A PA PD D

54. I felt free to discuss my teaching problems with my university supervisor. . A PA PD D

55. I was well-satisfied with my student teaching experience. ..... A PA PD D

56. The principal understood and recognized good teaching procedures. ..... A PA PD D

57. The teachers in the school worked well together. ..... A PA PD D

58. I felt free to question my supervising teacher about his (her) teaching methods. A PA PD D

59. I felt free to discuss my student teaching problems with the principal. ... A PA PD D

60. My university supervisor was a real help to me. ..... A PA PD D

Appendix R
Rathus Assertiveness Schedule

Rathus Assertiveness Schedule

Directions: Indicate how characteristic or descriptive each of the following statements is of you by using the code given below.

+3 very descriptive of me, extremely descriptive
+2 rather descriptive of me, quite descriptive
+1 somewhat characteristic of me, slightly descriptive
-1 somewhat uncharacteristic of me, slightly nondescriptive
-2 rather uncharacteristic of me, quite nondescriptive
-3 very uncharacteristic of me, extremely nondescriptive

___ 1. Most people seem to be more aggressive and assertive than I am.*
___ 2. I have hesitated to make or accept dates because of "shyness."*
___ 3. When food served at a restaurant is not done to my satisfaction, I complain about it to the waitress.
___ 4. I am careful to avoid hurting other peoples feelings, even when I feel that I have been injured.*
___ 5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time in saying "No."*
___ 6. When I am asked to do something, I insist on knowing why.
___ 7. There are times when I look for a good vigorous argument.
___ 8. I strive to get ahead as well as most people in my position.
___ 9. To be honest , people often take advantage of me.*
___10. I enjoy starting conversations with new acquaintances and strangers.
___11. I often don't know what to say to attractive persons of the opposite sex.*
___12. I will hesitate to make telephone calls to business establishments and institutions.*
___13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.*
___14. I find it embarrassing to return merchandise.*
___15. If a close an respected relative were annoying me, I would smother my feelings rather than express my annoyance.*
___16. I have avoided asking questions for fear of sounding stupid.*
___17. During an argument I am sometimes afraid that I will get so upset that I will shake all over.*
___18. If a famed and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well.
___19. I avoid arguing over prices with clerks and salesmen.*
___20. When I have done something important or worthwhile, I manage to let others know about it.
___21. I am open and frank about my feelings.
___22. If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to "have a talk" about it.
___23 I often have a hard time saying "No."*
___24 I tend to bottle up my feelings rather than make a scene.*
___25 I complain about poor service in a restaurant and elsewhere.
___26. When I am given a compliment I sometimes just don't know what to say.*
___27. If a couple near me in a theatre or lecture were conversing rather loudly, I would ask them to be quiet or take their conversation elsewhere.
___28. Anyone pushing ahead of me in an line is in for a good battle.
___29. I am quick to express my opinion.
___30. There are times when I just can't say anything.*

Total score obtained by adding numerical responses to each item, after changing the signs of reversed items.
***Reversed item.**

Appendix S

Letter of Permission to Copy the PSTO

Appendix T

Student Teacher Information Sheet

PURDUE UNIVERSITY inter office memorandum

221

To [illegible]

From Jo-Ann Pitts, [illegible]

Date May 26, 1985

Subject PSTO

Please find attached a copy of the Purdue Student Teacher Opinionnaire which is out of print. You have my permission to duplicate it, however, if it is used for research purposes the reference must be cited. I also would appreciate receiving a copy of the research.

Good luck with your project.

JP/sn

INFORMATION SHEET

Name: _____

Sex: ..... F_____ M_____

Age: ..... years _____ months _____

Teaching Experience: ..... years _____

..... grades taught _____

Areas of training: ..... primary _____

..... elementary _____

..... high school _____

..... special education _____

Practicum information: ..... one grade class _____

..... family grouping _____

..... special placement _____

Briefly describe special placement

_____

_____

_____

_____

Appendix U

Letter To Student Teachers

April 28, 1985

TO: Student Teacher Interns:

As you are aware I will be conducting research as part of the requirement for my graduate program. At the end of the term I will be asking you to complete and return two questionnaires.

I assure you that all information is confidential and names will not be discussed with any one at any time.

Due to the nature of the research I cannot disclose what it is I am researching as it may influence the results. At the end of the term I will provide you with this information if you desire.

If you have any questions please come and see me. I am in flat 22.

Thank-you for your cooperation.

_____

RONALD WOODMAN