

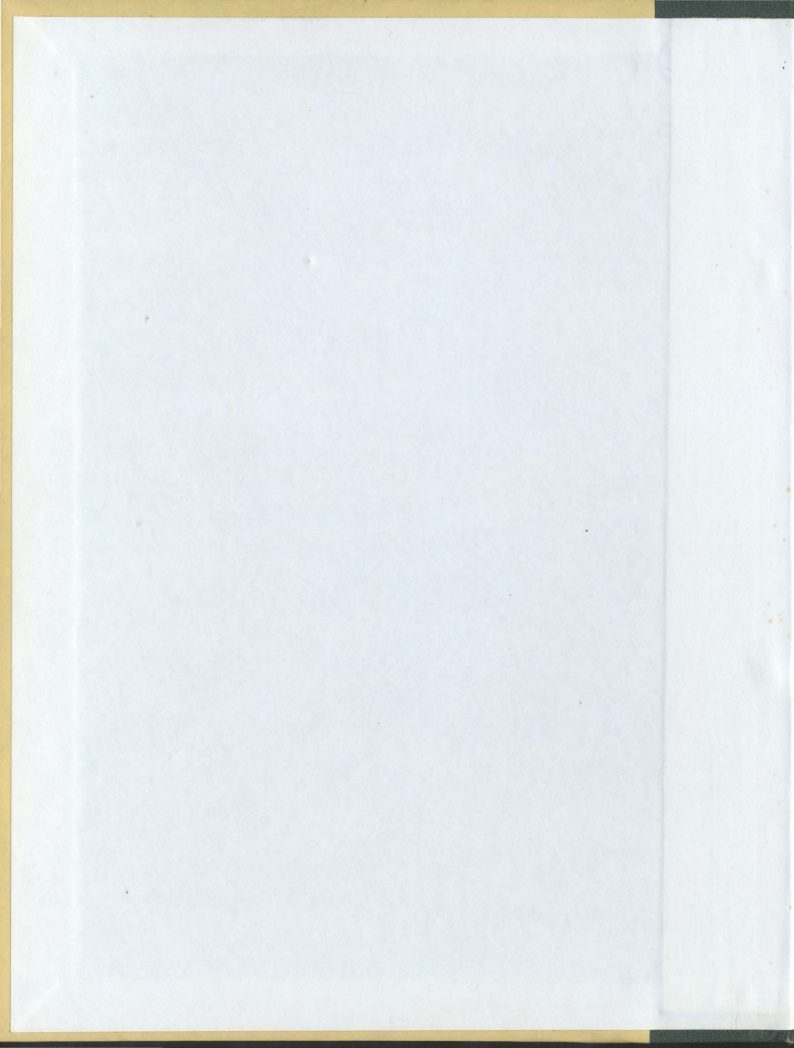
TEACHER PERCEPTIONS OF THE NEED AND HELPFULNESS
OF ELEMENTARY GUIDANCE AND READING
CONSULTANT SERVICES

CENTRE FOR NEWFOUNDLAND STUDIES

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TEACHER PERCEPTIONS OF THE NEED AND HELPFULNESS
OF ELEMENTARY GUIDANCE AND READING
CONSULTANT SERVICES

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ABSTRACT

The purpose of the study was to ascertain teachers' perceptions of the level of need and helpfulness for a list of twenty functions which can be performed by either a guidance or a reading consultant or both.

A questionnaire was devised by the researcher and a pilot study conducted to check the questionnaire's face validity. Following minor revisions the questionnaire was mailed to 429 teachers employed by the Avalon North and Avalon Consolidated School Boards, near St. John's, Newfoundland, who had access to the services of both reading and guidance consultants. Two hundred and fifty-five teachers completed and returned the questionnaire.

The teachers who participated in the study felt the greatest need for consultation services was in the area of learning difficulties. Reading consultants were perceived most helpful in providing information on new developments in reading. The guidance consultant was felt to be most helpful in assessing intellectual abilities through the use of standardized tests.

The teacher perceived role of the consultant, as inferred from the median ratings for need, was not consistent with the role of either guidance or reading consultants as outlined in the literature. The role performed by the guidance consultant, as inferred from the helpfulness ratings, differed from the role outlined in the literature while that for the reading consultant was more consistent.

A comparison of the perceived level of need and helpfulness for

each function showed large differences in the provision of in-service training sessions by guidance consultants, the conducting of demonstration lessons in reading by the reading consultant and the perceived level of need for these services.

An analysis of the data according to certain demographic variables indicated significant differences for both need and helpfulness when grouped according to the grade level taught. The helpfulness ratings for reading consultants, when grouped according to teaching experience and level of teaching certificate, were also significantly different.

The conclusions and recommendations of the study provide a guideline for improving the consultation services now being provided.

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TABLE OF CONTENTS

	Page
List of Tables.	vii
Chapter.	
I. INTRODUCTION.	1
Statement of Purpose.	1
Rationale	1
Definition of Terms	3
Research Guidelines	4
II. REVIEW OF LITERATURE.	5
Introduction.	5
Definition of Consultation.	5
Goals of Consultation	6
Functions of the Elementary Guidance Consultant	7
Functions of the Reading Consultant.	9
Current Research.	10
Summary	12
III. METHODOLOGY AND ANALYSIS DESIGN	13
Instrument.	13
Sample.	14
Data Analysis	15
Limitations of the Study.	17
IV. RESULTS AND DISCUSSION.	18
Results.	18
Teacher Perceptions of Need for Consultation Service	18
Perceived Helpfulness of Consultation Services.	18
Analysis of Teacher Variables	29

Chapter	Page
Discussion of Results	33
Perceived Need for Consultation Services	33
Perceived Helpfulness of Consultant Services	35
Analysis of Teacher Variable	37
V. CONCLUSIONS AND RECOMMENDATIONS	39
Conclusions	39
Recommendations	40
Implications for Further Research	41
BIBLIOGRAPHY	43
APPENDIX A	47
APPENDIX B	55

LIST OF TABLES

Table	Page
1. Study Population.	16
2. Teacher Perceived Need for Consultation Services -- Frequency and Percentage.	19
3. Teacher Perceived Need for Consultation Services -- Descriptive Data.	21
4. Perceived Helpfulness of Guidance Consultant -- Frequency and Percentage.	22
5. Perceived Helpfulness of Guidance Consultant -- Descriptive Data.	24
6. Perceived Helpfulness of Reading Consultant -- Frequency and Percentage.	25
7. Perceived Helpfulness of Reading Consultant -- Descriptive Data.	27
8. Comparison of Perceived Need and Helpfulness.	30
9. Analysis of Teacher Variable -- Chi Square (X^2) Test for Independent Samples.	32

CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of this project was to study teacher perceptions of the need for and helpfulness of guidance and reading consultant service provided for primary and elementary school teachers in two selected school districts in Newfoundland.

Rationale

In Newfoundland the term 'consultant' is used very sparingly, being conferred for salary purposes only to those occupying positions within the Department of Education. For many years these were the only full-time consultants available to educators. Their services were not readily available to the classroom teacher in that these consultants provided services to the whole of the province of Newfoundland. The chief source of consultation services for the classroom teacher was the supervisor, who considered consultation with teachers to be one of their main functions.

In recent years there has been a rapid increase in the amount of consultation service available to teachers. For the school year 1970-71 there were fifty-one supervisors listed in the Schools Directory. For the year 1974-75 there were one hundred and thirty-two supervisors listed in the Schools Directory. Over half of these have specialized in a particular aspect of education. This number does not include the educational specialists who function in a specified number of schools, since no

accurate record is kept of this number.

For the school year 1974-75 the Avalon Consolidated and the Avalon North School Boards enlarged a program whereby the services of a guidance and a reading consultant were made available to nearly all primary and elementary teachers. This consultation program involved ten guidance and seven reading consultants for the school year 1974-75. Each consultant was responsible for providing service to a minimum of two thousand students.

With the recent increase in salary allocations for educational specialists and the implementation of consultation programs, it is important to study teacher perceptions of their need for such consultation service and the degree of consultation presently being received. Additional consultants can be hired or new programs instituted, based on the need for such services as expressed by the teachers.

A study such as this can be beneficial to teachers in that it provides specific information on consultation. A questionnaire containing an outline of the functions which can be performed by guidance and reading consultants alerts the teacher to the services these consultants can provide. In assessing the felt need and helpfulness, the teacher has to consider the desired role of these consultants.

Elementary consultants in Newfoundland schools work with a very high ratio of pupils. The White House Conference on Children and Youth (Miller, 1961) recommended a ratio of one elementary counsellor for every six hundred students. In Newfoundland schools the elementary counsellor works with approximately two thousand students. The same situation exists for the reading consultant. In a situation such as this the consultant can effectively perform only a limited number of functions. In order to maximize effectiveness the consultant should be aware of teacher perceived

needs and the role the teacher has envisioned for the consultant. The present study may provide this information.

Such a study can also provide the consultant with the basis for an in-service program. If teachers perceive the need for a crisis oriented program dealing with immediate difficulties while the consultant envisions a more continuous program based on the developmental aspects of the child, the consultant could utilize in-service sessions to explain the rationale for such a program.

Institutions which educate specialized personnel to function in a consultative role should be aware of the demands placed on these people in the school setting and prepare future consultants to meet these demands.

Teacher opinion surveys can be a source of much valuable information. When commenting on guidance services, Miller (1961) stated:

Opinion surveys of teachers, students, and parents appear to be an excellent method of gaining a proper appreciation of the need for a guidance program. These surveys should provide answers to the following questions.

1. What guidance services currently exist and who is responsible for them?
2. What are the strengths and weaknesses of current guidance services?
3. What pupil needs are not being met? What additional guidance services are needed (pp. 65-66).

Teachers were selected as the target population for this study since in the process of consultation one generally works through the teacher to improve the learning environment of the child.

The author's review has not located any research in the area of consultation in Newfoundland.

Definition of Terms

For the purpose of this study the following definitions will be used:

4

Supervisor: "A person in the educational organization who is obligated to help teachers improve the quality of their professional work in the classroom (Bullin, 1972, pp. 9-10)."

Consultant: A person who possesses expertise in one particular aspect of education. The major role of the consultant is to "develop a relationship which facilitates the human potential of both the consultee and the pupil (Dinkmeyer, 1973, p. 151)."

Educational Specialist: A person who possesses expertise in a particular aspect of education. Consultation with teachers is only one aspect of the role.

Consulting Service: Consulting service is the interaction between two professional people, one possessing expertise and the other seeking assistance. The focus is, according to Faust (1968), on an external unit, the child.

Guidance Counsellor and Guidance Consultant are used interchangeably in that the focus is on the consultation role of the elementary guidance counsellor.

Research Guidelines

The main purpose of this study is to do a descriptive analysis of teacher perceptions of the need for guidance and reading consultant services and perceptions of the degree of help now being received from these consultants.

To provide for greater generalizability the data was also evaluated to determine whether the sex of the respondent, grade level taught, level of training, or the amount of teaching experience significantly influenced the teachers' perceptions of the need for guidance and reading consultant services.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A review of current literature on school consultation is presented in this chapter. The review begins with a definition of consultation and a list of the goals. The functions of both guidance and reading consultants are also presented to provide a theoretical basis for the functions presented in the questionnaire. The chapter concludes with a review of similar studies.

Definition of Consultation

In defining consultation many authors, including Dinkmeyer and Caldwell (1970) prefer to quote the definition developed in 1966 by the joint committee of The Association of Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA). They defined consultation as:

... the process of sharing with another person or group of persons, information and ideas of combining knowledge into new patterns and of making mutually agreed upon decisions about the next steps needed (p. 197).

Dinkmeyer (1973) believes that the consultant

... is the main stream of educational endeavor, involved with the total environment and school milieu. He (the consultant) exists to be of service to all persons in the educational environment -- the administrator, teacher, specialist, parent, and child. He participates in decision making about the most effective way to enhance the learning process for the children -- his main focus. However, he recognizes that he can often achieve

his goals and help children most through indirect service to administrators, teachers, and parents (p. 21).

Brousseau (1973) views consultation as the interaction between two professional people, the consultant being the expert and the consultee as the one who is being helped. Brousseau has stated:

The relationship between the consultant and the consultee is an equalitarian one with an atmosphere of mutual trust. The consultant can exercise no coercion over the consultee. The consultee is free to accept or reject the advice of the consultant. However, if the consultee rejects the advice of the consultant, the consultant cannot be held liable for the outcome (1973, p. 264).

Goals of Consultation

According to Fullmer and Bernard (1972) the general objective of consultation is to improve the learning environment of the child. However, they point out that this should be done through working with the teacher. From this basic idea Fullmer and Bernard (1972) have developed a set of goals for consultation. They include:

1. The enhancing and improving of the learning environments for children, teachers, parents, and administrators.
2. Improving communication by enhancing the flow of information among the significant people in the learning environment.
3. The bringing together of persons with different roles and functions to engage in the task of enhancing the learning environment.
4. Extending the services of educational experts.
5. Providing an in-service education function for teachers and administrators to help increase the ability of these people to deal effectively with a wide range of differences among students.
6. Helping others in the process of learning how to learn about behavior. This is both a process toward learning and a vehicle for

learning.

7. The bringing together of as many contributors as possible to a good learning environment, people being the chief resource;

8. Triggering the organization of self-help.

For the consultation process to achieve these objectives, Dinkmeyer (1973) believes that during the initial contact the consultant should state that the contact is not an aspect of teacher evaluation nor an administrative function. Dinkmeyer (1973) further stated that:

The consultant is not there to judge the teacher's effectiveness nor to make decisions regarding the type of problem he chooses to discuss. He has no standards to enforce, and his major role is to develop a relationship which facilitates the human potential of both the consultee and the pupil (p. 151)

Functions of the Elementary Guidance Consultant

Dinkmeyer and Caldwell (1970) and Zudick (1971) agree that the role and functions of the guidance consultant will always have to be adapted to each school situation. Dinkmeyer and Caldwell (1970) offer a list of services developed in a school where one of the authors served as a guidance consultant. These included:

1. Focus on the development of optimal learning conditions through classroom observation and individual consultation. Focus here is on developing teacher competencies and the identification of guidance needs and the management of individual differences.

2. Development of the evaluation and assessment program. Working with the teachers to help them determine the types of information they need to conduct the instructional process more effectively, promoting the use of test results by teachers in the classroom.

3. Development of a guidance committee composed of staff members who meet regularly to discuss the guidance needs of the school and the development of specific in-service programs.

4. Development of cumulative records.

5. Development of a curriculum in mental health and personal and social adjustment. The consultant helps the teachers to become aware of some of the materials in this area now available from publishing houses.

6. Promotion of action research in the classroom.
7. Conducting of in-service meetings, workshops, and case conferences.
8. Work with the administration on the psychological implications of the curriculum, the school policy, and pupil personnel practices (p. 210).

In considering the consulting role of the elementary counsellor, Hansen and Stevie (1969) stated that the consultant

... collects, organizes, and synthesizes information relevant to the child. He uses test data, conducts pupil or parent interviews, observes the child, reviews the school records and then meets with the teachers. The counsellor and teacher interpret the relevant data and work toward a solution for the child (p. 123).

Hansen and Stevie (1969) believed that the counsellor assisted the teacher mainly by providing additional information about children and the learning process and then helping the teacher to apply this new understanding. The guidance consultant carries out these functions through in-service study programs, individual case studies with teachers, and group discussions.

According to Dinkmeyer and Caldwell (1970) individual consultation may be initiated with a teacher referral because of any of the following five reasons:

1. Intellectual deficiency
2. Learning problems, educational adjustment, questions regarding placement
3. Emotionally disturbed, emotional difficulty, personality maladjustment, social adjustment
4. Discipline
5. Delinquent tendencies (p. 203)

With the initial referral, the consultant should be supplied specific information regarding the child's behavior. In addition the consultant should arrange to observe the child interacting with the teacher and peers. A diagnostic interview should follow the observation. From this the consultant should be able to formulate some tentative hypotheses

about the child's behavior.

The counsellor, then, becomes a consultant when he seeks collaboration from all who affect the development of the child. He is concerned with teachers, but also with parents, school administrators, and all pupil personnel specialists.

Functions of the Reading Consultant

Botel (1972), in considering the role and responsibilities of the reading consultant, stated that the consultant:

- Should survey and evaluate the ongoing program and make suggestions for needed changes.

- Should translate the district philosophy of reading with the help of the principal of each school into a working program consistent with the needs of the students, the teachers, and the community.

- Should work with classroom teachers and others in improving the developmental and corrective aspects of the reading program (p. 57).

H. Alan Robinson (1965), in an address to the International Reading Association, described the reading consultant as:

... an expert in the area of reading, employed to help teachers improve reading instruction. His chief focus is on helping the student through the teacher. He may occasionally evaluate the reading ability of specific students, as well as teach a class or a group, but these roles are supplementary rather than central (p. 1).

Robinson and Rauch (1965) report the following functions for the reading consultant:

1. A resource person who would supply resource materials to teachers upon request. This would include helping to select and evaluate materials including text books and tests, and to answer questions about reading from staff members or members of the community.

2. An advisor to administrators and teachers about the teaching of reading. This would include keeping staff members informed on new

developments in reading as reflected through research reports, articles from periodicals, results of pilot projects or experiments carried out in the school system, and reports from professional meetings. As an advisor the consultant should also confer with parents concerning individual student reading difficulties, or to interpret the reading program to the parents.

3. As in-service leader the consultant would arrange for and occasionally teach in-service courses in reading. This would also include conducting demonstration lessons.

4. As investigator the consultant should encourage teachers to experiment with new methods and materials.

5. As diagnostician the consultant may evaluate students having severe reading difficulties. However the emphasis should be on assisting teachers in learning to diagnose more effectively, rather than conducting the actual diagnosis themselves. Teachers should be helped to interpret test results and to incorporate the information gained into an instructional program.

6. As instructor the consultant should help teachers to learn about methods and materials and to occasionally demonstrate some technique or materials.

7. As evaluator the consultant would direct or coordinate a school wide testing program. With the assistance of the staff, periodical evaluations of the total reading of the reading program should be conducted.

Current Research

Only very recently has the importance of educational consultation been recognized. Prior to 1965 very little was written about consultation.

11

The joint ACES-ASCA committee meeting in 1966 did much to enhance the status of consultation. However research in the area of consultation is still very limited.

Judith A. Hill (1968) conducted a study at the University of Nebraska in which teachers and principals were asked to rate the functions of an elementary counsellor. The purpose was to compare the role of the counsellor as perceived by the teacher and the school principal. Of the functions listed the highest percentage of teachers felt that counselling individual students with personal and social problems to be a very important function of the elementary guidance counsellor.

A study conducted by Eileen Schaefer (1969) surveyed the teachers' perceived need for guidance services at Roxboro Elementary School. The study concluded that teachers felt the need for assistance to:

... identify and refer children with learning or social problems; to counsel these children; to give faster feedback and plan follow-up activities; to discuss referral services with them; to administer and interpret test results concerning a child's learning ability; to help underachieving students attain better study skills; ... help to adjust the curriculum for slow learning and gifted children in the classroom (pp. 49, 50).

It was not indicated whether these services were ranked in order of perceived importance.

Jean Messler (1970) conducted a study to determine the guidance needs in elementary schools as identified by elementary school teachers and administrators. The majority of respondents recognized the need for guidance services and that insufficient service was now being provided. Teachers perceived the greatest need to be individual counselling for children. This was followed by parent counselling and personnel consultation with teachers to assist them in handling problems of specific

children.

Summary

Both literature and research on educational consultation is relatively new, with very little dated prior to 1965. The literature on reading consultation has outlined the services provided by the consultant but such a role has not been defined for the consultation functions of the elementary guidance counsellor.

A limited amount of research has been conducted on consultation. Teacher perceptions have been utilized to indicate the need for guidance services, whether sufficient services have been provided, and to determine the teacher perceived role of the counsellor. It is felt that this present study will provide further information in the above three areas both for reading and guidance consultation.

CHAPTER III

METHODOLOGY AND ANALYSIS DESIGN

This chapter is divided into two major parts. The first part describes the research instrument used, the pilot study conducted, and the sample population for the study. The second part focuses on the method of analysis of the data and the limitations of the study.

Instrument

A questionnaire (see Appendix A) was developed by the researcher following a review of the literature and consultation with guidance and reading consultants employed with the Avalon North and Avalon Consolidated School Boards. The questionnaire asked the participating teacher to supply some personal data and to indicate if they had requested consultation services in the past.

The remainder of the questionnaire consisted of four parts. Part I contained a list of twenty functions which could be performed by either a reading consultant or a guidance consultant. The teacher was requested to estimate the level of need for each function and to indicate this perceived need on a five point scale ranging from no need (1) to extreme need (5). Space was provided for the addition of any services not listed on the questionnaire.

Parts II, III, and IV attempted to ascertain the level of help presently being received from the consultant, as perceived by the teacher. Part II contained a list of selected functions performed by reading

consultants and Part III those performed by guidance consultants. Selected functions which could possibly be performed by either or both guidance and reading consultants were contained in Part IV. In Parts II, III, and IV the teacher was asked to indicate the perceived degree of help being received on a five point scale ranging from not helpful (1) to extremely helpful (5). If the service was not provided the teacher was asked to indicate this by circling the number six.

A pilot study was conducted to test the validity of the data gathering instrument. The pilot study sample consisted of twenty-nine subjects. Of these there were five reading consultants, five guidance counselors, ten primary and elementary teachers, and nine master's level graduate students in the Department of Educational Psychology. All participants in the pilot study had a minimum of two years teaching experience. Upon completion of the questionnaire, the subjects were asked to offer suggestions for improvement. It was generally felt that the statements were clearly worded, easily understood and answered, and that the services were adequately covered. One statement dealt with a service to parents and several felt this should not be included. Several participants also felt that the length of the questionnaire would discourage participation whereas adequate information could be obtained from two open-ended questions instead of four. Based on these written comments several minor changes were made. One item was removed; the items in Part I were rearranged; and two open-ended questions were deleted to reduce the length of the questionnaire.

Sample

The sample was selected from the teachers employed by the Avalon

Consolidated School Board and the Avalon North School Board. These boards were selected because they are apparently the only two school districts which have attempted to make the services of both guidance and reading consultants available to the majority of teachers. The sample for the study consisted of all teachers from kindergarten to grade six contained in these schools provided with reading and guidance consultant services. A list of such teachers was supplied by each of the two school boards involved. The total population consisted of 429 teachers. Of these 255 or 59.44 percent completed and returned the questionnaire.

The largest numbers of teachers, as seen in Table 1, were female; taught in the primary grades; possessed a grade four teaching certificate; and had been teaching from ten to nineteen years.

Data Analysis

A descriptive analysis of the responses to each of the forty statements on the questionnaire was computed utilizing the Statistical Package for Social Sciences (S.P.S.S.) computer program. This provided, for each item, the frequency distribution, the percentage selecting each option, the mean, median, mode, and standard deviation.

Prior to beginning Part I each respondent was asked to indicate whether a procedure had been established for referrals and whether the teacher had requested consultant services. These responses were tabulated according to frequency and percent.

To ascertain whether perceived need was significantly influenced by the sex of the teacher, the grade level taught, level of teaching certificate, or the level of teaching experience of the respondent, the responses to the first twenty items were grouped according to each

TABLE 1
STUDY SAMPLE

Teacher Variable	Respondents*	
	Frequency	Percent
Sex		
Male	58	22.75
Female	197	77.25
Grade Level Taught		
Primary Grades	119	47.67
Elementary Grades	91	35.69
Special Services	45	17.65
Level of Teaching Certificate		
Grade One	6	2.4
Grade Two	30	11.8
Grade Three	58	22.7
Grade Four	102	40.
Grade Five	39	15.3
Grade Six	20	7.8
Years of Teaching Experience		
1-2 years	29	11.37
3-4 years	41	16.8
5-6 years	38	14.9
7-9 years	41	16.08
10-19 years	76	29.8
20-34 years	30	11.76

*Total number of respondents = 225.

variable, and the mean, median, mode, standard deviation, and range of scores tabulated. To determine whether the perception of need was significantly influenced by any of these variables the chi square (X^2) test for k independent samples was used. According to Siegel (1956): "When the data of research consists of frequencies in discrete categories, the X^2 test may be used to determine the significance of differences between two independent groups (p. 104)." This test may be used with k number of groups to determine if the populations are distributed in the same fashion.

Limitations of the Study

1. The percentage of questionnaires returned (59.44 percent) is one of the major limitations of the study. It is not known if the opinions of the respondents reflect those of the total population of teachers; those with a more positive or negative attitude toward consultation, or merely those teachers who wish to express an opinion on consultation services.

2. The second major limitation evolved from the questionnaire that was developed by the writer of this paper. Although a pilot study was conducted, the internal consistence of the questionnaire and an item analysis were not calculated.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the teacher questionnaire and discusses the meaning of these results.

Results

Teacher Perceptions of Need for Consultation Service

Table 2 shows the frequency and percentage of respondents who selected each option on the rating scale. Table 3 presents the mean, median, mode, and standard deviation for the frequencies. Furthermore, the consultation functions are presented in order according to the median perceived level of need.

The greatest perceived level of need was for consultant help in planning programs for students experiencing learning difficulties. The lowest perceived level of need was for assistance in dealing with student behavioral problems.

Perceived Helpfulness of Consultation Services

Tables 4 and 6 show the frequency and percentage of respondents who selected each option on the rating scale. Tables 5 and 7 show the mean, median, mode, and standard deviation for the frequencies. The services are also arranged according to the median perceived level of helpfulness.

The guidance consultant was perceived most helpful in assessing

TABLE 2
TEACHER PERCEIVED NEED FOR CONSULTATION SERVICES
FREQUENCY AND PERCENTAGE

Consultative Function	No Need		Little Need		Moderate Need		Great Need		Extreme Need	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Evaluate level of reading achievement	16	6.3	40	15.7	114	44.7	65	25.4	20	7.8
Diagnose reading difficulties	10	3.9	31	12.2	63	24.7	98	38.4	53	20.8
Planning instructional groups in reading	33	12.9	42	16.5	97	38	66	25.9	17	6.7
Information on new developments in reading	8	3.1	23	9	94	36.9	102	40	28	11
Selecting reading program	16	6.3	36	14.1	89	34.9	77	30.2	37	14.5
Remedial reading programming	15	5.9	27	10.6	48	18.8	115	45.1	50	19.6
Implementing reading program	27	10.6	45	17.6	99	38.8	68	26.7	16	6.3
Conduct demonstration lessons	45	17.6	65	25.5	70	27.5	47	18.4	28	11
Evaluate reading programs	16	6.3	32	12.5	116	45.5	72	28.2	19	7.5
Assess level of academic achievement	15	5.9	55	21.6	112	43.9	56	22	17	6.7
Assess intellectual abilities	12	4.7	42	16.5	118	46.3	67	26.3	16	6.3
Meaningful interpretation of test results	16	6.3	31	12.2	95	37.3	88	34.5	25	9.8
Assess learning difficulties	12	4.7	24	9.4	60	23.5	105	41.2	54	21.2

....continued

TABLE 2 (continued)

Consultative Function	No Need		Little Need		Moderate Need		Great Need		Extreme Need	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Planning programs for learning difficulties	6	2.4	14	5.5	52	20.4	124	48.6	59	23.1
Assist teacher with student behavioral problems	49	19.2	68	26.7	68	26.7	49	19.2	21	8.2
Assist students with behavioral problems	34	13.3	62	24.3	66	25.9	63	24.7	30	11.8
Assist teacher with student emotional problems	15	5.9	58	22.7	85	33.3	60	23.5	37	14.5
Assist students with emotional difficulties	10	3.9	58	22.7	71	27.8	72	28.2	44	17.3
Provide information about published materials	13	5.1	51	20	102	40	63	24.7	26	10.0
In-service training	20	7.8	32	12.5	109	42.7	75	29.4	19	7.5

TABLE 3
TEACHER PERCEIVED NEED FOR CONSULTATION SERVICES
DESCRIPTIVE DATA

Consultative Function--Arranged, According to Median	Mean	Median	Mode	Standard Deviation
Planning programs for learning difficulties	3.847	3.948	4	0.920
Remedial reading programming	3.62	3.826	4	1.094
Assess learning difficulties	3.647	3.8	4	1.062
Diagnose reading difficulties	3.6	3.74	4	1.067
Information on new developments in reading	3.467	3.525	4	0.917
Select reading program	3.325	3.348	3	1.083
Meaningfully interpret test results	3.294	3.347	3	1.014
Assist students with emotional difficulties	3.322	3.338	4	1.122
In-service training	3.161	3.193	3	1.005
Evaluate reading programs	3.18	3.185	3	0.963
Assist teacher with student emotional problems	3.180	3.141	3	1.118
Evaluate level of reading achievement	3.128	3.127	3	0.982
Assess intellectual abilities	3.129	3.123	3	0.924
Provide information about published materials	3.149	3.123	3	1.02
Implementing reading program	3.004	3.061	3	1.059
Plan reading groups	2.969	3.041	3	1.101
Assess level of academic achievement	3.02	3.013	3	0.970
Assist students with behavioral problems	2.973	2.977	3	1.224
Conduct demonstration lessons	2.796	2.75	3	1.245
Assist teacher with student behavioral problems	2.706	2.654	3	1.215

TABLE 4
PERCEIVED HELPFULNESS OF GUIDANCE CONSULTANT
FREQUENCY AND PERCENTAGE

Consultant Function	Not Helpful		Little Help		Moderately Helpful		Very Helpful		Extremely Helpful		Not Provided	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Assess intellectual abilities	27	10.6	47	18.4	68	26.7	46	18	23	9	44	17.3
Assist students with emotional difficulties	37	14.5	55	21.6	50	19.6	45	17.6	17	6.7	51	20
Assist teachers-student emotional difficulties	41	16.1	47	18.4	59	23.2	41	16.1	16	6.3	51	20
Assist students with behavioral problems	52	20.4	53	20.8	46	18	35	13.7	12	4.7	57	22.4
Assist teachers-student behavioral problems	54	21.2	56	22	45	17.6	28	11	10	3.9	62	24.3
Assess learning difficulties	31	12.2	50	19.6	55	21.6	49	19.2	22	8.6	48	18.8
Evaluate level of reading achievement (tests)	36	14.1	44	17.3	41	16.1	31	12.2	10	3.9	93	36.5
Diagnose reading difficulties	40	15.7	44	17.3	47	18.4	21	8.2	12	4.7	91	35.7
Remedial reading programming	63	24.7	48	18.8	26	10.2	21	8.2	6	2.4	91	35.7

...continued

TABLE 4 (continued)

Consultant Function	Not Helpful		Little Help		Moderately Helpful		Very Helpful		Extremely Helpful		Not Provided	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Assess level of academic achievement (tests)	44	17.3	49	19.2	52	20.4	33	12.9	15	5.9	62	24.3
Interpret test results	48	18.8	55	21.6	41	16.1	31	12.2	18	7.1	62	24.3
Program planning for learning difficulties	53	20.8	53	20.8	44	17.3	28	11	12	4.7	65	25.5
Information on published materials	59	23.1	57	22.4	44	17.3	20	7.8	3	1.2	72	28.2
In-service training	91	35.7	43	16.9	27	10.6	8	3.1	--	--	86	33.7

TABLE 5
PERCEIVED HELPFULNESS OF GUIDANCE CONSULTANT
DESCRIPTIVE DATA

Consultative Function--Arranged According to Median	Mean	Median	Mode	Standard Deviation
Assess intellectual abilities	2.957	2.963	3	1.18
Assess learning difficulties	2.908	2.909	3	1.225
Assist teachers--student emotional difficulties	2.725	2.737	2	1.217
Assist students with emotional difficulties	2.755	2.7	2	1.233
Assess level of academic achieve- ment (tests)	2.617	2.567	3	1.228
Evaluate level of reading achievement (tests)	2.599	2.524	2	1.203
Diagnose reading difficulties	2.518	2.455	3	1.201
Assist students with behavioral problems	2.504	2.387	2	1.225
Interpret test results	2.565	2.382	2	1.278
Program planning for learning difficulties	2.437	2.292	1	1.219
Assist teachers--student behavioral problems	2.399	2.259	2	1.186
Information on published materials	2.186	2.07	1	1.058
Remedial reading programming	2.14	1.896	1	1.172
In-service training	1.716	1	1	0.901

TABLE 6
PERCEIVED HELPFULNESS OF READING CONSULTANT
FREQUENCY AND PERCENTAGE

Consultant Service	Not Helpful		Little Help		Moderately Helpful		Very Helpful		Extremely Helpful		Not Provided	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Selecting reading program	28	11	64	25.1	73	28.6	54	21.2	25	9.8	11	4.3
Implementing reading program	47	18.4	73	28.6	73	28.6	37	14.5	12	4.7	13	5.1
Planning instructional groups	56	22	75	29.4	51	20	34	13.3	13	5.1	26	10.2
Conduct demonstration lessons	81	31.8	31	12.2	24	9.4	9	3.5	6	2.4	104	40.8
Information on new developments	27	10.6	51	20	78	30.6	50	19.6	26	10.2	23	9
Evaluating reading program	47	18.4	57	22.4	63	24.7	49	19.2	12	4.7	27	10.6
Evaluating level of reading achievement	36	14.1	44	17.3	70	27.5	56	22	13	5.1	36	14.1
Diagnose reading difficulties	34	13.3	67	26.3	51	20	52	20.4	18	7.1	33	12.9
Remedial reading program	42	16.5	65	25.5	59	23.1	51	20	16	6.3	22	8.6
Assess level of academic achievement	47	18.4	66	25.9	46	18	36	14.1	9	3.5	51	20

....continued

TABLE 6 (continued)

Consultant Service	Not Helpful		Little Help		Moderately Helpful		Very Helpful		Extremely Helpful		Not Provided	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Interpreting test results	46	18	66	25.9	59	23.1	31	12.2	15	5.9	38	14.9
Program planning-learning difficulties	41	16.1	52	20.4	77	30.2	37	14.5	13	5.1	35	13.7
Information on published materials	40	15.7	55	21.6	83	32.5	48	18.8	15	5.9	14	5.5
In-service training	46	18	58	22.7	88	34.5	31	12.2	8	3.1	24	9.4

TABLE 7
PERCEIVED HELPFULNESS OF READING CONSULTANT
DESCRIPTIVE DATA

Consultative Function--Arranged According to Median	Mean	Median	Mode	Standard Deviation
Information on new developments	2.987	2.987	3	1.164
Evaluating level of reading achievement	2.854	2.921	3	1.555
Selecting reading program	2.934	2.911	3	1.163
Information on published materials	2.763	2.807	3	1.136
Program planning-learning difficulties	2.677	2.721	3	1.135
Diagnose reading difficulties	2.788	2.696	2	1.198
Remedial reading programs	2.717	2.661	2	1.191
Evaluating reading programs	2.658	2.659	3	1.179
In-service training	2.522	2.636	3	1.053
Implementing reading program	2.562	2.514	2	1.115
Interpreting test results	2.553	2.447	2	1.174
Assess level of academic achievement	2.48	2.333	2	1.155
Planning instructional groups	2.445	2.28	2	1.175
Conduct demonstration lessons	1.861	1.281	1	1.132

students' intellectual abilities through the use of standardized tests. The least helpful function of the guidance consultant was in the area of in-service training. For example, none of the respondents perceived the consultant to be "extremely helpful" in fulfilling this function while 33.7 percent indicated this service was "not provided."

The reading consultant was perceived most helpful in the area of providing information on new developments in reading and least helpful in conducting demonstration lessons in reading. Seventy-three percent of the respondents indicated this service was either "not provided" or "not helpful."

Teachers were also asked to indicate whether the service provided by these consultants had met their needs. For the guidance services 207 respondents completed this item. One hundred and four or 40.8 percent replied positively and 92 or 36.1 percent indicated that their need for service had not been met. Eleven teachers expressed the opinion that under the circumstances the consultant was providing the best possible service. Of the 231 who completed a similar item referring to the adequacy of reading consultant services, 112 or 43.9 percent indicated that the service was satisfactory while 119 or 46.7 percent felt the service had not met their needs.

Those who indicated that the service had not met their needs were asked to comment on the reason for this failure of the service to meet their needs. Thirty-nine percent of the respondents commented on the guidance consultant service while 122 or 48 percent commented on the reading consultant service.

For both consultative services approximately one-half of the teachers' comments (see Appendix B) centered around the consultant-teacher

ratio. The comments indicated that the area of responsibility for the consultants was too broad to allow provision of adequate service. Other comments centered around the type of services being provided, and whether the consultants' training and background were adequate to meet the demands for service.

A tabulation of the responses to the four questions contained on the first page of the questionnaire indicated that all the schools sampled have established a process for requesting consultation services. Two hundred and two or 79.2 percent reported that they had requested reading consultant services in their present teaching situation while 182 or 71.4 percent reported having requested guidance consultant services.

A comparison of the teachers' perceived level of need and their felt level of helpfulness, as shown in Table 8, shows that the perceived level of helpfulness is below the felt need for every consultation function. The largest discrepancy occurred between the felt need for in-service training sessions and the in-service being provided by the guidance consultant.

There was also a large difference in median scores between perceived need and the degree of helpfulness in the area of learning difficulties. More specifically, this included assessing learning difficulties and providing programs; diagnosing reading difficulties and providing programs. Another large difference in scores existed in the perceived need for demonstration lessons in reading and the actual service being provided.

Analysis of Teacher Variables

Table 9 presents the results of the chi square test for the

TABLE 8
COMPARISON OF PERCEIVED NEED AND HELPFULNESS

Consultation Service	Need			Helpfulness Reading Consultant			Helpfulness Guidance Consultant		
	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode
Assess intellectual abilities	3.129	3.123	3	--	--	--	2.957	2.963	3
Evaluate level of reading	3.129	3.127	3	2.845	2.921	3	2.599	2.524	2
Diagnose reading difficulties	3.6	3.74	4	2.788	2.696	2	2.518	2.455	3
Plan reading groups	2.969	3.041	3	2.445	2.28	2	--	--	--
New developments in reading	3.467	3.525	4	2.987	2.987	3	--	--	--
Selecting reading program	3.325	3.348	3	2.934	2.911	3	--	--	--
Remedial reading programming	3.62	3.826	4	2.717	2.661	2	2.14	1.896	1
Implementing reading programs	3.004	3.061	3	2.562	2.514	2	--	--	--
Conduct demonstration lessons	2.796	2.75	3	1.861	6	1	--	--	--
Evaluate reading programs	3.180	3.185	3	2.658	2.659	3	--	--	--
Assess academic achievement	3.02	3.013	3	2.48	2.333	2	2.617	2.567	3
Interpret test results	3.294	3.347	3	2.553	2.447	2	2.565	2.382	2
Assess learning difficulties	3.647	3.8	4	--	--	--	2.908	2.909	3
Programs for learning difficulties	3.847	3.948	4	2.677	2.721	3	2.437	2.292	1
Assist teacher-student behavioral problems	2.706	2.654	3	--	--	--	2.399	2.259	2

...continued

TABLE 8 (continued)

Consultation Service	Need			Helpfulness Reading Consultant			Helpfulness Guidance Consultant		
	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode
Students with behavioral problems	2.973	2.977	3	--	--	--	2.505	2.387	2
Teacher-student emotional difficulties	3.180	3.141	3	--	--	--	2.725	2.737	3
Student emotional difficulties	3.322	3.338	4	--	--	--	2.755	2.7	2
Information on materials	3.149	3.123	3	2.763	2.807	3	2.186	2.07	1
In-service training	3.161	3.193	3		2.636	3	1.716	6	1

TABLE 9
ANALYSIS OF TEACHER VARIABLE
CHI SQUARE (χ^2) TEST FOR INDEPENDENT SAMPLES

Teacher Variable	Need for Service			Helpfulness-Guidance			Helpfulness-Reading		
	χ^2	df	Sig.	χ^2	df	Sig.	χ^2	df	Sig.
Grade level taught	12.59	6	.05	38.67	8	.001	24.5	8	.01
Teaching certificate	12.49	9	N.S.	13.31	12	N.S.	24.4	12	.02
Years of teaching experience	17.77	15	N.S.	24.86	20	N.S.	36.54	20	.02
Sex of respondent	6.18	3	N.S.	5.23	4	N.S.	7.35	4	N.S.

significance of the teacher variables labelled "grade level taught," "level of teaching certificate," "years of teaching experience," and "sex." When the data were grouped according to the grade level taught, significant differences were found for the perceived need for service (p. .05), and the helpfulness of both reading consultants (p. .01) and guidance consultants services (p. .001). The perceived helpfulness of the reading consultant was also significant when the data was grouped according to the level of teaching certificate (p. .02), and the number of years of teaching experience (p. .02).

Discussion of Results

Perceived Need for Consultation Services

The majority of teachers who participated in the study seemed aware of the need for providing assistance to children experiencing learning difficulties. The four consultation functions receiving the highest median scores dealt with providing such services. The four consultation services, ranked according to median, were: planning programs for children experiencing learning difficulties; assessing learning difficulties; planning remedial reading programs; and diagnosing reading difficulties. This emphasis on learning difficulties is in keeping with the current emphasis in education which states that all persons have the right to be educated to the maximum of their potential, a philosophy which was emphasized in the Atlantic Provinces Report of the Special Education Committee to the Ministers of Education (1973).

The present teacher training program is one area to examine when seeking an explanation for the emphasis on service for children experiencing learning difficulties. The high perceived level of need for

these four functions leads one to question whether the teacher training program has adequately prepared teachers to evaluate student learning difficulties and to modify programs to meet individual needs.

Other areas to consider when seeking an explanation for these results would be the teacher-pupil ratio, number of children experiencing difficulties, and the amount of remedial help available outside the regular classroom environment. Most of the primary and elementary teachers in the two school districts sampled have more than thirty students in a classroom. More than half these schools are without the services of a remedial teacher. With a high pupil-teacher ratio and a limited amount of remedial service, one could surmise that the teacher does not have adequate time to meet the individual needs of all students. Thus the teacher would require more assistance from the consultant.

Research has also indicated that approximately 10 percent of a school population will experience some form of a learning difficulty (Kirk, 1972). However, no research has been conducted to determine the applicability of this to Newfoundland, or to determine whether certain segments of a population experience a greater proportion of learning difficulties. It is possible that certain schools have a higher percentage of students experiencing such problems and thus require more service in this area.

Teachers appeared to feel that less assistance was required with services that dealt with the internal operation of the classroom. These services included providing assistance in implementing reading programs, planning reading groups, assessing academic achievement, assisting with behavioral problems, and providing demonstration lessons in reading.

Teachers recognized the need for assessment but consistently placed a greater emphasis on the utilization of test scores. This was

inferred from the fact that planning programs for learning difficulties and reading problems received a higher median score than did the assessment. Also, providing a meaningful interpretation of test scores received a higher median score than the testing services.

Perceived Helpfulness of Consultant Services

The teacher perceived role for the consultant, as inferred from the median perceived need for each function, does not agree entirely with the role as outlined in the literature. Robinson and Rauch (1965) felt that the reading consultant should not consider the actual diagnosing of reading difficulties to be one of the major functions. Instead the consultant should assist teachers to perform their own diagnostic investigation. However, teachers have indicated that they consider diagnosing to be a very important function of the reading consultant.

The literature on the role of the guidance consultant failed to outline a definite role but felt that the school situation greatly influenced the role of the consultant. However, it did consider providing assistance to children with emotional or behavioral difficulties to be one of the prime functions of the guidance consultant, with assessment being of lesser importance. As with the reading consultant, the assessment and programming role of the guidance consultant was emphasized by participating teachers. A moderate need was felt for services dealing with student emotional difficulties while providing assistance with behavioral problems ranked near the end.

Further generalizations from the data would be difficult as actual differences between scores on the services were very small. Furthermore, when considering the standard deviation, the difference is not significant

enough to conclude that the service ranked sixth, for example, was more important than the one ranked seventh.

The teacher helpfulness ratings indicated an overlap in service being provided by guidance and reading consultants. This involves administering reading tests and diagnosing reading difficulties.

Also, a number of teachers felt the counsellor had been helpful in planning remedial reading programs. This could be a result of the large consultant-teacher ratio which could lead to a wider range of demands being made on the consultant most readily available. The number of teachers who reported assistance from the guidance consultant in administering reading tests, diagnosing reading difficulties, and planning remedial reading programs indicated that not all guidance consultants perform these functions. This leads one to further postulate whether or not elementary guidance consultants should be performing these functions.

The teacher helpfulness ratings indicated that the guidance consultant is perceived most helpful in the assessment role and least helpful as an in-service leader. Again, this does not agree with the role as outlined in the literature on guidance in that the in-service role is considered a very important function.

The role of the reading consultant, as indicated by the teacher helpfulness ratings, is closely aligned to that outlined in the literature. The only exception to this is the conducting of demonstration lessons in reading, which received the lowest helpfulness rating.

The calculated medians for perceived helpfulness were lower than those for perceived need. One explanation of this finding might be that consultants have far too broad a range of responsibilities to perform

them adequately and effectively. Another explanation might simply be that once a service has been performed, it may not be rated as very helpful, yet, prior to the service, the person would express extreme need.

Analysis of Teacher Variable

The chi square (X^2) test indicated a significant difference for both need and helpfulness when grouped according to the grade level taught. A closer examination of the results revealed that teachers of special classes, which included both special education and remedial teachers, perceived a greater need for consultation services than did the primary or elementary teachers in the regular classroom.

When rating for perceived helpfulness, elementary teachers tended to rate both reading and guidance consultative services lower than either primary or special class teachers. Several teacher comments indicated that some consultants were concentrating their attention on the primary grades. With the large consultant-teacher ratio it is possible that the elementary grades do receive a lesser amount of consultative assistance.

The level of teaching certificate and years of experience appeared to be significant variables in rating the helpfulness of reading consultant services. When grouped according to experience, teachers with three to four years, and seven to nine years of teaching experience tended to provide higher ratings. Those of twenty or more years of teaching experience tended to rate lower or to indicate that service was not provided. Teachers possessing a grade four teaching certificate tended to provide lower ratings, indicating they possibly had higher expectations for service. Also, a higher proportion of teachers with a grade one and two certificate reported that service had not been provided. When considering

that these participating teachers with a grade one or two teaching certificate all had over ten years of teaching experience and the large consultant-teacher ratio, it is possible that the consultant felt these teachers would require a lesser amount of assistance than the less experienced teacher.

The fact that these two variables significantly influenced the helpfulness ratings for reading consultant services but were not significant in the ratings for guidance consultant services indicates that the helpfulness of the reading consultant has not been fully evaluated yet by some teachers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations which evolved from the findings are discussed in this chapter. The reader's attention is drawn to the limitations presented in Chapter III as these influence the degree of generalization from the conclusions and recommendations.

Conclusions

From the teacher responses on the questionnaire one can conclude that:

1. Teachers recognize the need for both reading and guidance consultant services and are utilizing the services available.
2. Teachers perceived the greatest need for consultation services to be in a crisis type situation where the child is already experiencing difficulties.
3. Teachers perceived a lesser degree of need for consultation services which focus on the development of both the teacher and the child.
4. Teachers of special education and remedial classes perceived the need for more consultation services than the primary or elementary teacher.
5. The teacher perceived roles for both reading and guidance consultants, as inferred from the indicated levels of need for each service, do not agree with the roles as outlined in the literature review in Chapter II.

6. With the exception of one service, the role performed by the reading consultant, as inferred from the helpfulness ratings, follows closely the role outlined by Robinson and Rauch (1965).

7. The role performed by the guidance consultant, as indicated by the helpfulness ratings, differs in several aspects from the general role outlined in the literature on guidance.

8. Due to the large area of consultant responsibility, the present number of consultants is inadequate to meet the needs for such service.

9. Greater role clarification for the elementary counsellor-consultant is needed.

Recommendations

Based on the findings of the present study, the writer makes the following recommendations:

1. In the training of consultants it is recommended that additional emphasis be placed on preparing consultants to assist both the teacher and the child experiencing learning difficulties. The emphasis should be on the following areas:

- a. assessing learning difficulties.
- b. planning programs to overcome the difficulty.
- c. assisting the teacher to incorporate this program into the classroom environment.
- d. assisting the teacher to more fully understand the nature of the difficulty.

2. It is also recommended that in teacher training greater emphasis be placed on assessment and programming for children experiencing

learning difficulties.

3. Reading consultants should become more involved in providing demonstration lessons, in particular in demonstrating the use of new materials, new techniques and methods of teaching reading.

4. It is recommended that elementary counsellors should become more involved in providing in-service training sessions for teachers.

5. For the proposed elementary counsellor program it is recommended that:

- a. a definite role for the elementary counsellor be devised.
- b. counsellors be adequately prepared to perform the services contained in this role.

6. It is further recommended that the present counsellor training program be evaluated to determine whether student counsellors would be adequately prepared to plan and execute an in-service program.

7. Teachers should be made more aware of the need for developmental services which encompass all children, such as the aims and objectives of programming, social skills, peer group relations. If service sessions are one way this could be accomplished.

8. It is recommended that additional consultants be provided to achieve a more adequate level of service.

Implications for Further Research

1. Since the data gathering instrument was devised by the researcher, a replication of the study would provide added strength to the conclusions and recommendations.

2. In many instances the differences were not large enough to extract specific conclusions and recommendations from the median ranking

order. A further study in which teachers would be asked to rank services instead of using a rating scale would overcome this difficulty while enlarging and strengthening the conclusions of the present study.

3. In this study no attempt was made to control the quantity or quality of the consultation services. Teachers were asked to rate according to perceived helpfulness. A similar study, in which the amount and quality of consultation services provided to teachers were identical, would provide further evidence on the influence of demographic variables on perceived helpfulness ratings.

4. Further research is needed to develop a more specific role for the elementary guidance people, such as developing a core program of services.

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APPENDIX A

QUESTIONNAIRE

TEACHER DATA

Grade level taught _____

Level of teaching certificate _____

Number of years of teaching experience _____

Sex: Male _____ Female _____

Is there established in your school a process whereby
you can request the services of:

A Reading Consultant Yes _____ No _____

A Guidance Counsellor Yes _____ No _____

In your present teaching position have you ever requested
the services of:

A Reading Consultant Yes _____ No _____

A Guidance Counsellor Yes _____ No _____

PART I

Relative to each of the statements listed below, indicate an estimate of the level of consultation service necessary in your present teaching situation. Indicate this requirement by circling one of the numbers at the right of each statement according to the following scale:

1. No need for this type of service
2. Little need for this type of service
3. Moderate need for this type of service
4. Great need for this type of service
5. Extreme need for this type of service

Assist in evaluating students' level of reading achievement through the use of standardized tests.

No Need	Little Need	Moderate Need	Great Need	Extreme Need
1	2	3	4	5

Diagnose students' reading difficulties.

1	2	3	4	5
---	---	---	---	---

Assist in planning instructional groups for reading.

1	2	3	4	5
---	---	---	---	---

Make available information on new developments in reading.

1	2	3	4	5
---	---	---	---	---

Assist in the selection of the appropriate reading program.

1	2	3	4	5
---	---	---	---	---

Assist the teacher in planning programs to remediate reading difficulties.

1	2	3	4	5
---	---	---	---	---

Assist in the implementation of the reading program.

1	2	3	4	5
---	---	---	---	---

Conduct demonstration lessons in reading.

1	2	3	4	5
---	---	---	---	---

Assist in evaluating reading programs.

1	2	3	4	5
---	---	---	---	---

Assess students' level of academic achievement through the use of standardized tests.

1	2	3	4	5
---	---	---	---	---

Assess students' intellectual abilities through the use of standardized tests.

1	2	3	4	5
---	---	---	---	---

Assist the teacher to meaningfully interpret the results of standardized tests.

1	2	3	4	5
---	---	---	---	---

	No Need	Little Need	Moderate Need	Great Need	Extreme Need
Assess learning difficulties.	1	2	3	4	5
Assist in planning programs for students having learning difficulties.	1	2	3	4	5
Assist teachers in dealing with classroom behavioral problems.	1	2	3	4	5
Assist students having classroom behavioral problems.	1	2	3	4	5
Assist teachers in dealing with students' emotional difficulties.	1	2	3	4	5
Assist students having emotional difficulties.	1	2	3	4	5
Provide a source of information concerning published materials available for educational use.	1	2	3	4	5
Provide in-service training sessions for teachers.	1	2	3	4	5

Please list any other services that you feel should be provided by the consultant and indicate how this service might help you.

1. _____
2. _____
3. _____
4. _____
5. _____

PART II
READING CONSULTANT

Relative to each of the statements listed below, indicate an estimate of the degree of help received from the reading consultant. Indicate this by circling one of the numbers to the right of each statement according to the following scale:

1. Not helpful at all
2. Little help provided
3. Moderately helpful
4. Very helpful
5. Extremely helpful
6. Service not provided

Assist in the selection of the appropriate reading program.

Not Helpful	Little Help	Moderately Helpful	Very Helpful	Extremely Helpful	Not Provided
1	2	3	4	5	6

Assist in the implementation of the reading program.

1	2	3	4	5	6
---	---	---	---	---	---

Assist in planning instructional groups for reading.

1	2	3	4	5	6
---	---	---	---	---	---

Conduct demonstration lessons in reading.

1	2	3	4	5	6
---	---	---	---	---	---

Make available information on new developments in reading.

1	2	3	4	5	6
---	---	---	---	---	---

Assist in evaluating reading programs.

1	2	3	4	5	6
---	---	---	---	---	---

Do you think the service provided by the reading consultant have really met your needs? Yes _____ No _____

If not, could you explain why?

PART III

GUIDANCE COUNSELLOR

Relative to each of the statements listed below, indicate an estimate of the degree of help received from the guidance counsellor. Indicate this by circling one of the numbers to the right of each statement according to the following scale:

1. Not helpful at all
2. Little help provided
3. Moderately helpful
4. Very helpful
5. Extremely helpful
6. Service not provided

	Not Helpful	Little Help	Moderately Helpful	Very Helpful	Extremely Helpful	Not Provided
Assess students' intellectual abilities through the use of standardized tests.	1	2	3	4	5	6
Assist students with emotional difficulties.	1	2	3	4	5	6
Assist teachers in dealing with students' emotional difficulties.	1	2	3	4	5	6
Assist students having classroom behavioral problems.	1	2	3	4	5	6
Assist teachers in dealing with classroom behavioral problems.	1	2	3	4	5	6
Assess learning difficulties.	1	2	3	4	5	6

Do you think the services provided by the guidance consultant have really met your needs? Yes _____ No _____

If not, could you explain why?

PART IV

GUIDANCE AND READING CONSULTANTS

Relative to each of the statements listed below, indicate an estimate of the degree of help received from either the guidance counsellor or the reading consultant, or both. Indicate this by circling one, or two, of the numbers to the right of each statement according to the following scale.

1. Not helpful at all
2. Little help provided
3. Moderately helpful
4. Very helpful
5. Extremely helpful
6. Service not provided

Assist in evaluating students' level of reading achievement through the use of standardized tests.

Guidance Counsellor

Not Helpful	Little Help	Moderately Helpful	Very Helpful	Extremely Helpful	Not Provided
1	2	3	4	5	6

Reading Consultant

1	2	3	4	5	6
---	---	---	---	---	---

Diagnose students' reading difficulties.

Guidance Counsellor

1	2	3	4	5	6
---	---	---	---	---	---

Reading Consultant

1	2	3	4	5	6
---	---	---	---	---	---

Assist the teacher in planning programs to remediate reading difficulties.

Guidance Counsellor

1	2	3	4	5	6
---	---	---	---	---	---

Reading Consultant

1	2	3	4	5	6
---	---	---	---	---	---

Assess students' level of academic achievement through the use of standardized tests.

Guidance Counsellor

1	2	3	4	5	6
---	---	---	---	---	---

Reading Consultant

1	2	3	4	5	6
---	---	---	---	---	---

Assist the teacher to meaningfully interpret the results of standardized tests.

Guidance Counsellor

Reading Consultant

Not Helpful	Little Help	Moderately Helpful	Very Helpful	Extremely Helpful	Not Provided
1	2	3	4	5	6
1	2	3	4	5	6

Assist in planning programs for students having learning difficulties.

Guidance Counsellor

Reading Consultant

1	2	3	4	5	6
1	2	3	4	5	6

Provide a source of information concerning published materials available for educational use.

Guidance Counsellor

Reading Consultant

1	2	3	4	5	6
1	2	3	4	5	6

Provide in-service training sessions for teachers.

Guidance Counsellor

Reading Consultant

1	2	3	4	5	6
1	2	3	4	5	6

APPENDIX B

TEACHER COMMENTS ON CONSULTANT SERVICE

Reading Consultant Service

One hundred and twenty-two teachers commented on the reasons why the services provided by the reading consultant had not met their needs for such service. Fifty-eight of these comments dealt directly with the consultant-teacher ratio. The exact text of some of the comments were:

- They do not have enough time to spend at the school.
- Reading consultant at school is spread pretty thin.
- Due to the heavy load of the consultant at present the time has to be limited.
- She is working with too many schools to be very helpful to any one school.
- Too little time available to go into any depth.
- There are too few reading consultants and much too many schools to which they are assigned.
- Consultant does not have time, more consultants needed.
- They have too many schools to assist; too many teachers to meet with -- can't give adequate help.

Other comments dealt indirectly with the consultant-teacher ratio.

Some elementary teachers felt that the reading consultant spent most of the available time with the primary grades and was available to elementary teachers only upon request:

- They've concentrated on the primary grades which I think is an excellent idea -- getting at weaknesses and curing them if possible before the child enters elementary grades.
- The reading consultant is assigned to the primary grades of either four or five schools in the system but is available for consultation if and when the need arises.
- Major emphasis in primary -- very little time to provide an adequate service to elementary teachers.

Other teachers commented on the diagnostic services, expressing the desire for more follow-up services:

- Diagnosing isn't enough, remedies are needed and how you use your remedies.
- Testing but just about no follow-up.

Another group of comments centered more closely on the consultant. Several teachers expressed the view that the consultant was too theoretical and supplied little in the way of practical information:

- I would like to receive some specific workable methods. . . . We are receiving plenty of theory but little practical help.
- If any help is given they base it on theory but they don't understand how difficult it is to implement theories in a classroom of 25 or 30 children.
- If any help is given it is theory and does not prove to be practical at all.
- Theory -- not practical work.
- Very little practical training which I feel is most important.

Seven teachers commented that it would be more beneficial if the consultant would demonstrate the use of new materials with the class instead of just giving the teacher the materials or talking about them:

- They do not come around after and help you with new materials.
- In most cases the consultant merely passes information and ideas on to teachers without any sort of demonstration.
- Additional material was introduced but did not demonstrate how this could be most useful.

Two teachers felt that the reading consultants should have more experience as teachers prior to becoming consultants:

- A reading consultant should be able to understand your place in the classroom. Maybe they should be teachers for so many years before becoming consultants.
- Should spend more years teaching first.

Several teachers agreed that although the consultant had not met their needs, much help had been received, especially through workshops and visitations:

- It hasn't met the needs but it has helped through workshops and visitations.
- Workshops have been helpful.

A group of thirteen teachers supplied relatively negative comments about the reading consultant:

- Any teacher who knows her children and the reading material available should be able to choose a suitable program.
- The reading consultant cannot help in kindergarten because this is readiness.
- The consultant has only a general outlook while the teacher knows the situation and the problems.
- The consultant cannot provide any solutions. I cannot give myself.
- They have never been able to help me solve any problems.
- Why a consultant to select a program or administer tests. A competent teacher can do this.
- Consultants are fine for people who don't know what they are doing. What is needed is a lower pupil-teacher ratio.
- I need a teaching assistant, not a consultant.
- More achievement could be made with a remedial teacher.

Guidance Consultant Services

One hundred and four teachers provided comments on the services provided by the guidance consultant. Forty-nine of these expressed the view that the area of responsibility was too large with the services of the consultant spread too thinly:

- . . . does not have time.
- The counsellor just doesn't have time.

- These people have too many schools in their area to give adequate coverage.
- Seems that the guidance counsellor in this area is over-worked due to the size of the area he is responsible for.
- The counsellor does not have the time to devote to these needs.
- The counsellor is spread much too thinly over a large number of students.

Twelve comments centered around the service being provided. These teachers felt that there should be more follow-up after assessment with more program planning:

- Very little following after intellectual assessments were completed. Need for help in setting up individual programs.
- Not enough assistance in the form of remedying a problem after it has been diagnosed.
- Few solutions to the problem are offered.

Four teachers felt that the guidance counsellor was concentrating on the primary grades:

- They've concentrated on the primary grades.
- The guidance counsellor, up to this time in the school year has concentrated his efforts in the primary area.

Two others felt that the concentration was with the elementary grades instead of the primary:

- The guidance counsellor's time has been used up with the demands of the elementary grades.

Another group of comments dealt more directly with the service being provided. Two teachers felt there was too much emphasis on standardized tests and too little on teacher assessment:

- rely, in my opinion, too greatly on standardized tests and too little on teacher assessment and opinion.

