

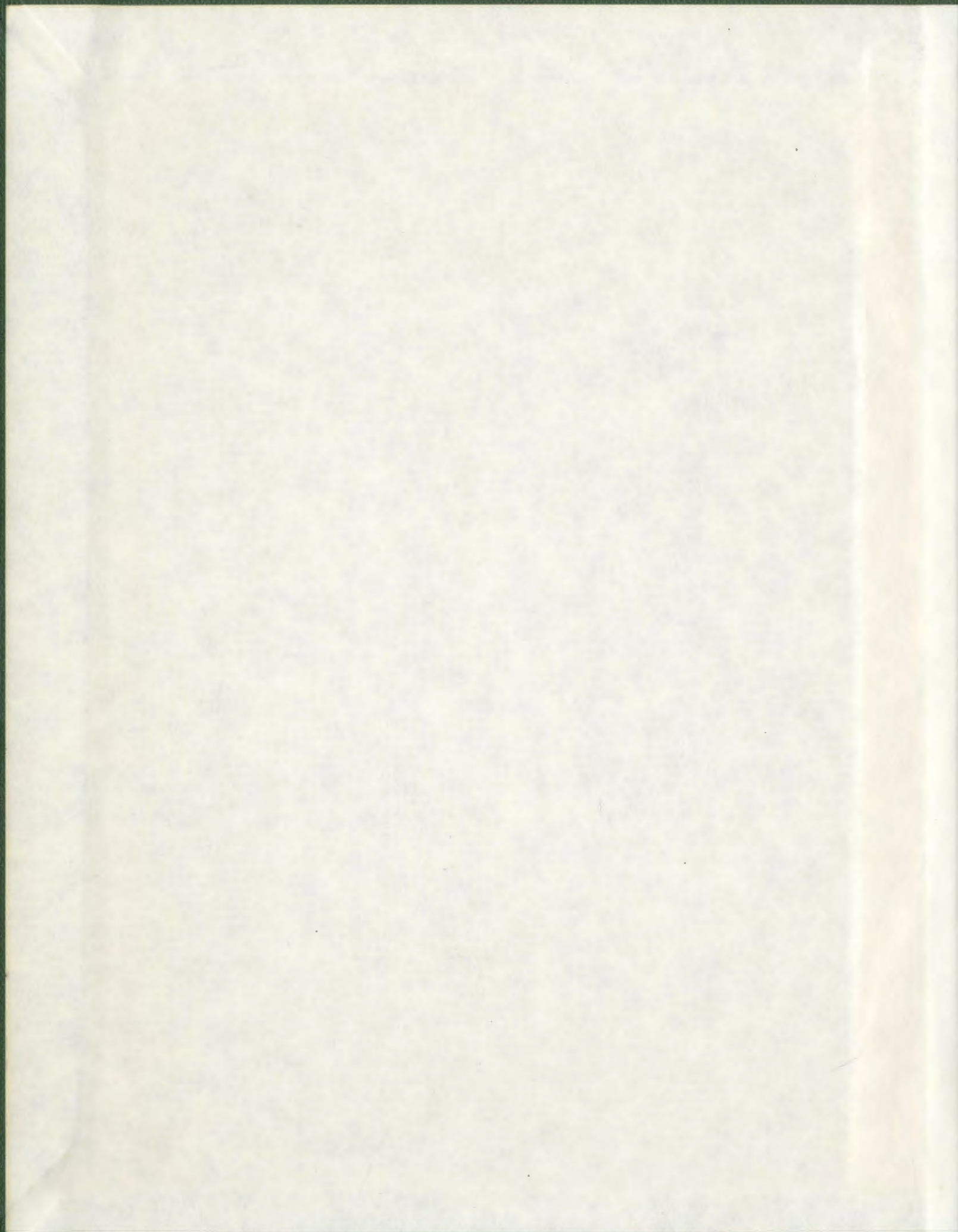
INTERNSHIP IN GUIDANCE
AND COUNSELLING UNDER-
TAKEN AT FOXTRAP JUNIOR
HIGH SCHOOL INCLUDING A
RESEARCH COMPONENT
STUDYING STUDENT AND
TEACHER PERCEPTIONS OF
STUDENT PROBLEMS AS
IDENTIFIED BY THE MOONEY
PROBLEM CHECK LIST

CENTRE FOR NEWFOUNDLAND STUDIES

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MARIE WARREN



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HIGH SCHOOL INCLUDING A RESEARCH COMPONENT STUDYING STUDENT AND
TEACHER PERCEPTIONS OF STUDENT PROBLEMS AS IDENTIFIED
BY THE MOONEY PROBLEM CHECK LIST

Presented to
The Faculty of Graduate Studies
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

Department of Educational Psychology

by
Marie Warren
March, 1977



CERTIFICATE OF APPROVAL

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a report of an internship undertaken at Foxtrap Junior High School, submitted by Marie Warren in partial fulfillment of the requirements for the degree of Master of Education.

Supervisor

Examiner

Examiner

Date

ABSTRACT

The purpose of this internship was to provide, under supervised conditions, an opportunity for the intern to further her knowledge of guidance and counselling, and to help her develop the competencies and confidence to conduct a guidance program. The internship, extending over a thirteen-week period, from September to December, 1976, was undertaken at Foxtrap Junior High School.

During the internship, opportunities were provided for the intern to: examine guidance in the total school operation; study the community resources available to assist the guidance counsellor; develop the ability to perform effective individual counselling with children; develop competency in group counselling; become more proficient in methods of student evaluation; gain experience in working co-operatively with teachers; develop competency in working with parents; and develop the ability to collect, analyze and interpret data, and to report results of a research study. To achieve these objectives, specific activities were arranged and a series of readings undertaken.

The purpose of the research component of the internship was to examine the perceptions of students and teachers at the school regarding student problems. Responses to the Mooney Problem Check List showed the two groups differed markedly in their perceptions. The thirty most frequently identified problems were compiled and administered to teachers and a random sample of fifty students. This further demonstrated significant differences between the perception of teachers and students.

There were relatively few differences in the degree of importance assigned to problems by Grades VII and VIII students and by male and female students. Students ranked thirteen of the thirty problems either significantly more important or less important than did teachers. Student problems rated by teachers as significantly more important were primarily in the "School Related" area.

The major implication drawn was, to be effective, educators should make every effort to get an accurate understanding of the prevailing attitudes and problems of students.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the intern's University Supervisor, Dr. Norman Garlie, for his outstanding support and guidance in planning and directing the internship. Special thanks are extended to the Field Supervisor, Mr. Ross Reccord, whose devotion, interest, and expertise helped in such large measure to make the internship an invaluable experience. Special thanks also to Dr. David Watts, the third member of the Committee, for his advice and encouragement throughout successive stages of the internship.

Gratitude is also extended to the following: the Superintendent of the Conception Bay South Integrated School Board, Mr. Lester Clarke; the students and staff of Foxtrap Junior High School, especially the Principal, Mr. Fred Martin and the Vice Principal, Mr. Bill Lee; the Guidance Counsellor at Queen Elizabeth Regional High School, Mr. Cecil Parsons; the Social Worker in Conception Bay South, Ms. Theresa Power; graduate students from the Department of Educational Psychology who assisted in the administration of the Mooney Problem Check List--Miss Lynn Duggan, Mr. Paul Nolan, Miss Brigitte Sans, and Mr. David Wrigley; and Ms. Bernice Langdon who so kindly made her Study Skills Program available to the intern.

Finally, a word of thanks to my husband for his encouragement and support, and to our children for their understanding and tolerance throughout the entire period of involvement in graduate work.

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CHAPTER I

INTRODUCTION

The rationale underlying any internship is that academic training is best utilized if it can be applied to practical situations under supervised conditions. Therefore, in a preparation program, the prospective counsellor should have an opportunity to evaluate and apply concepts as well as gain understanding and skills in circumstances comparable to those in which he will work as a guidance counsellor. As the intern learns, through practice, the real meaning of guidance and counselling comes to life.

I. OBJECTIVES OF THE INTERNSHIP

The purpose of this internship was to further acquaint the intern with recent developments in guidance and counselling and to help her develop the competencies and confidence to carry out a guidance program. The objectives and activities were stated as follows:

1. General Objective

To develop a more comprehensive view of guidance, seeing it in relation to the total operation of the school and the school system.

- A. Specific Objective. To discuss the guidance program at Foxtrap Junior High School with appropriate personnel.

Activities

1. Meet a minimum of one hour during the internship with the District Superintendent.
2. Meet a minimum of one hour during the internship with the school principal.

3. Meet a minimum of one hour per day with the guidance counsellor.
4. Meet with the guidance counsellor at Queen Elizabeth Regional High School a minimum of three hours during the internship.
5. Make at least three visits to Primary and Elementary Schools within the District.

- B. Specific Objective. To observe counsellor activities in the Junior High School.

Activities

1. Observe at least two sessions in one of the following:
(a) Family Life Education, (b) Drug Education, or (c) Self Discovery.
2. Observe at least three one-to-one counselling sessions.
3. Observe at least two parent consultation sessions.

- C. Specific Objective. To attend all meetings of the Teacher Guidance Committee.

2. General Objective

To develop an awareness of and ability to use community pupil-personnel services and community resources in the guidance program.

- A. Specific Objective. To obtain information concerning available community resources.

Activities

1. Discuss with the guidance counsellor procedures used to obtain the services of the school nurse, social worker, reading specialist, probation officer, and other resource personnel.
2. Meet at least once with each of the above personnel.

- B. Specific Objective. To become involved in at least five cases which will require the assistance of some or all of the above personnel.

Activities

1. Solicit assistance of community personnel when required.
2. Refer students to appropriate persons or agencies, for example, to the Remedial Unit of the Institute for Research in Human Abilities, as required.

3. General Objective

To develop an appropriate level of ability to perform effective individual counselling with children, and to shape a personal approach to techniques for counselling children.

- A. Specific Objective. To acquire further knowledge concerning the application of counselling theories.

Activity

1. Read at least two recent books and five articles dealing with specific counselling techniques relevant to the children being counselled.

- B. Specific Objective. To become involved in individual counselling with children in the areas of personal, social-emotional, and educational guidance.

Activities

1. Counsel at least one child over a minimum of eight weeks.
2. Tape all sessions with the long-term referral (see 1. above).
3. Counsel a minimum of ten children on a short-term basis.
4. Tape a minimum of five of the cases referred to in activity 3.

4. General Objective

To develop competency in making child counselling groups effective.

- A. Specific Objective. To gain further knowledge of types of groups, purposes and approaches.

Activities

1. Read at least two recent books and five articles dealing with group counselling techniques.
2. Observe groups--as described in General Objective 1.(B)1.

- B. Specific Objective. To develop the ability to initiate and conduct group guidance sessions.

Activities

1. Conduct weekly groups in Family Life or Drug Education in each of the seven Grade VII classes for a six week period (total of forty-two group sessions).
2. Initiate a Study Skills Program.

5. General Objective

To become proficient in methods of student evaluation.

- A. Specific Objective. To use subjective and objective child study procedures to appraise individual children.

Activities

1. Record observations of three children counselled over an extended period.

2. Administer appropriate standardized tests (for example, WISC-R and/or ITPA) to ten students.
3. Interpret test results, write reports, and provide feedback on each case to appropriate personnel.

- B. Specific Objective. To gain experience in administering and interpreting group tests.

Activities

1. Administer Mooney Problem Check List (MPCL) to Grade VII and VIII students.
2. Administer, score and interpret one appropriate group aptitude test to a minimum of one classroom (for example, Canadian Test of Basic Skills).

6. General Objective

To gain experience in working co-operatively with school staff members.

- A. Specific Objective. To assist staff members in dealing with students who display emotional, interpersonal, attitudinal and learning problems.

Activities

1. Attend all Teacher Guidance Committee meetings.
2. Meet all teachers individually, at least once, to discuss specific student problems.
3. Develop and lead a teacher inservice meeting to discuss the findings of the research component.
4. Be available for formal and informal consultation on a regular basis.

- B. Specific Objective. To become involved in curriculum development activities.

Activities

1. Attend all regularly scheduled staff meetings.
2. Participate in one workshop for teachers in a specific subject area.

7. General Objective

To develop competence in conducting conferences with parents with a view to assisting them in dealing more effectively with problem behavior.

Activities

1. Read at least five recent journal articles dealing with consultation techniques.
2. Participate, with the guidance counsellor, in consultations with three parents.
3. Conduct a minimum of three parent conferences.
4. Tape one parent conference.
5. Make at least two home visits.

8. General Objective

To conduct research into student and teacher perceptions of student problems, thus developing the ability to collect, analyze and interpret data, and to report results.

Chapter II of this report will contain some indication of the extent to which the first seven of these objectives were accomplished. The research component is dealt with separately in Chapter III.

II. STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAM

Setting

In the statement on the Internship Program distributed by the Department of Educational Psychology (1976), the following factors were outlined as being important in the selection of an internship setting:

1. The quality of professional supervision.
2. The quality of learning opportunity and experience.
3. The relevancy to, and usefulness of, such experience in the actual setting in which the trainee ultimately expects to work.
4. The availability of time for full-time involvement of the intern for a minimum of thirteen consecutive weeks.
5. The availability of a qualified field supervisor on site.
6. Ready access to the university supervisor. (p. 3)

In consultation with appropriate university personnel, the intern concluded that the Foxtrap Junior High School setting met these requirements. This setting afforded opportunities for achieving the objectives

outlined above. The school was approximately fifteen miles from St. John's, making access relatively simple. The guidance counsellor in this school was well qualified and highly respected. He was involved to some extent with the elementary schools. There was also easy access to a high school which conducted an extensive pre-vocational program. At a meeting with the intern's supervisor, Dr. Garlie, the school superintendent, Mr. Clarke, the principal, Mr. Martin and the school counsellor (and Field Supervisor), Mr. Reccord, full co-operation was guaranteed.

The Foxtrap Junior High School was the only junior high school in the Conception Bay South Integrated School District. The school had an enrollment of 482 students from communities extending from Paradise, along the shore of Conception Bay, to Seal Cove--approximately 15 miles. The grades included in the school were Grades VII and VIII. In both grades programs were offered to accommodate top, middle and remedial classes, and two special education classes. Enrichment programs were offered as well.

The School District had one high school--Queen Elizabeth Regional High School--and five elementary schools. Three of these elementary schools--those at Topsail, Long Pond, and Paradise--had access to the counsellor at the Junior High School (a total of 1,300 students). The remaining two elementary schools drew on the services of the counsellor at the High School. In all, the District had a population of 2,750 students and a central office staff comprised of: a superintendent; a supervisor of instruction; a reading specialist; a supervisor of elementary education; and a director of religious education.

Duration

Based on the requirement of the Department of Educational Psychology, this internship extended over a thirteen week period, beginning September 1, 1976 and ending on December 3, 1976.

Supervision and Evaluation

Supervision throughout the internship was accomplished by scheduling conferences at regular intervals. During these meetings, problem areas were discussed, progress assessed and evaluated, and, in general, ideas shared. The following schedule of supervisory meetings was conducted:

1. Daily meetings with the Field Supervisor.
2. Two meetings each week with the University Supervisor, one in the school setting and one at the university.
3. Two meetings during the internship (one on October 19, and the other on December 1) with all members of the supervisory committee. These meetings were used to conduct formal evaluations of the progress of the intern. Reports of these meetings were prepared and put on file with the Department of Educational Psychology.

Sparkes (1973) gave a very succinct summary of the evaluative process. He stated:

The internship is intended to promote and develop competence and skill. To this end, and to be meaningful, evaluation has to be carried forward in terms of objectives the intern seeks to achieve; it has to lead logically to replanning and redirecting as necessary; its content has to be developed from the actual experience of the intern; it has to be continuous, objective as possible, and a co-operative enterprise between all people directly involved in the internship program.
(p. 12)

The intern believes the evaluation of this internship fully met these suggested requirements.

III. OUTLINE OF FINAL REPORT OF INTERNSHIP

The final report of the internship is organized into four chapters. Chapter I outlined the purposes of the internship and its organization and structure. Chapter II contains a description of the activities undertaken during the internship, in accordance with the goals and objectives outlined. Chapter III contains the findings of the research component, and includes a statement of the problem, the methodology used, limitations of the study, and a review of related literature. Chapter IV includes a summary and conclusions.

CHAPTER II

ANALYSIS OF THE INTERNSHIP

The purpose of this chapter is to examine the intern's involvement and growth during the internship period, using the following headings: Orientation, Community Pupil-Personnel Services and Community Resources, Individual Counselling, Group Counselling, Student Evaluation, Working with Staff, and Parent Conferences. These headings follow, in abbreviated form, the general objectives of the internship.

While the intern and her committee attempted to develop behavioral objectives and arrange specific activities helpful to the achievement of these objectives, it was difficult to categorize them on the basis of which experiences fulfilled any particular objective. Undoubtedly, all experiences had some bearing on each objective. Nevertheless, there were some experiences which were particularly helpful in the achievement of a particular objective, and these will be identified accordingly.

I. ORIENTATION

This objective was considered basic to the internship. Through reading and a wide variety of experiences, the intern gained a better understanding of the basic concepts of guidance and counselling and their application in specific situations.

The development of a more comprehensive view of guidance necessitated discussions with appropriate personnel regarding the relationship

of counselling services to the total operation of the school and the school system. Discussions were held on a daily basis with the Field Supervisor, on all aspects of the guidance program. Discussions were held with the school principal and vice-principal regarding such administrative procedures as class scheduling, student placement, student evaluation, and school policy. Furthermore, such matters as lateness, continuously unfinished homework, suspension, and involvement in co-curricular activities were also discussed. Several meetings of an informal nature were held with the District Superintendent, and the nature and significance of some of these regulations and activities were discussed and commented upon.

Several meetings were held with the Guidance Counsellor at Queen Elizabeth Regional High School. These meetings provided insight into the administrative and guidance procedures used in helping Junior High School students adjust to the Senior High School setting. The school was visited on three occasions during which programs offered and problems experienced were discussed. "Career's Day" activities were also observed. In addition to this, four visits (two with the Field Supervisor and two with the High School Guidance Counsellor) were made to the Vocational School at Seal Cove. During these visits policies and regulations were discussed, and students and teachers observed in actual work settings. This was most beneficial in terms of gaining understanding of the total operation of the pre-vocational program and the benefits which accrue to students involved. Because the intern's Field Supervisor completed his Master's thesis in the area of pre-vocational education, the intern was able to gain added insight into this program.

Because elementary guidance was embodied in the role of the Junior

High School Counsellor, several visits were made to Primary and Elementary schools within the District. Meetings were held with school principals regarding such topics as psychological evaluation, student placement, student transfers, and student problem areas in general. These visits helped to give an overall view of the total counsellor role.

Counsellor activities observed during the period of orientation included the following:

1. Three sessions in Drug Education.
2. Three one-to-one counselling sessions dealing with educational and behavioral problems.
3. Two parent consultations dealing specifically with (a) student placement in a special education classroom, and (b) student transfer.

These observations were extremely beneficial in noting the approaches used and procedures followed.

The intention to attend all meetings of the Teacher-Guidance Committee did not materialize, as it was decided by the guidance counsellor not to reactivate the committee.

II. COMMUNITY PUPIL-PERSONNEL SERVICES AND COMMUNITY RESOURCES

Discussions were held with the Field Supervisor to obtain information concerning the availability of and procedures used to obtain community services. Specifically, activities engaged in to achieve this objective were as follows:

1. One meeting with the Probation Officer to discuss problems relating to a former student of the Junior High School. At this meeting the role of the Probation Officer was discussed. (At a later date a case

arose which necessitated contacting the Probation Officer to elicit his services for remediation purposes, namely, to obtain a "Big Brother" for a client.)

2. The Social Worker was contacted regarding the above case. Discussions and activities engaged in at this time convinced the intern a "team" effort should be used in dealing with certain student problems. Following this meeting, the intern visited a total of four families with the Social Worker. Matters were discussed ranging from child neglect to involvement of students in cases of rape. This experience proved particularly beneficial as it served to exemplify the need for information concerning home background, especially in the counselling of disadvantaged children.
3. Three visits were made to the Conception Bay South Medical Clinic. The services of the School Nurse were obtained on a regular basis. On one particular occasion the School Nurse assisted in the showing and discussing of a film entitled "The Story of Menstruation" to Grades VII and VIII girls. The necessity for this activity grew out of the intern's counselling experience with numerous students seeking information relevant to this topic. (Permission of the principal and other school personnel was sought and granted.)
4. Several meetings were held with the Reading Specialist at both the Junior High and Elementary Schools. Results of the Wechsler Intelligence Scale for Children - Revised, and diagnostic reading tests were discussed with a view to making decisions regarding student placement.

Where it was deemed necessary (and in consultation and agreement with the Field Supervisor) students were referred to appropriate pupil-

personnel services. For example, several consultations were held with Dr. Marie O'Neill, of the Institute for Research in Human Abilities, regarding a student suffering from selective mutism. A student with a suspected perceptual difficulty (based on prior administration of WISC-R) was referred to Miss Edna Turpin at the Learning Centre (a government agency providing diagnostic and remediation services). Another student who exhibited "abnormal" behavior was referred for, and received, psychiatric help.

All of these experiences proved very beneficial to the intern. In addition to gaining experience in procedures used in contacting appropriate personnel and in utilizing services, the intern was made acutely aware of the importance of not letting emotionality dominate in such cases. It became amply clear from observing the Field Supervisor and Social Worker that all aspects of the case and all points of view should be examined before deciding on a course of action.

III. INDIVIDUAL COUNSELLING

To facilitate the development of an appropriate level of ability to perform effective individual counselling with children, and to help shape a personal approach to techniques for counselling, three relevant books and eleven articles were read (see Appendix A).

In addition, the following activities were engaged in:

1. Routine individual interviews regarding adjustment to the Junior High School setting were conducted with 80 Grade VII students.
2. Twenty-four students were counselled on a short-term basis. Problems ranged from social-emotional to educational. Some interviews were taped and evaluated by the University Supervisor.

3. Three students were counselled on a long-term basis. All sessions were audio-taped. One student was selectively mute, another severely introverted, and a third exhibited disruptive behavior. As a result of conferences held with Dr. Marie O'Neill, a small group approach was used with the first two cases. (One group of four for each case; three of the participants being friends of and chosen by the student being helped.) Similar techniques were used in both cases. Games of different types (Bereiter, 1976), which led to participation by all students and to positive reinforcement, were found to be particularly helpful. These sessions were most rewarding in that the introverted student responded very well and became more outgoing with friends. Although there was little transfer to the classroom, it was felt, in time, this would occur. With the selectively mute student, our goal was achieved as she began to establish eye contact, smile readily, and participate willingly in small group activities. She still volunteered little verbally. However, co-operation was received from her classroom teacher and her parents which should result in positive long term effects. A third case involved a student (behavior problem) who was put on a behavioral "contract." A response on the Rotter's Incomplete Sentence form (Anderson & Anderson, 1951) showed him to be an animal lover. As a reinforcer for acceptable behavior he was given the privilege of caring for a hamster in the school laboratory. Results were very positive. Not only was there a marked change in behavior, but this student engaged in reading books about hamsters and other animals and discovered many interesting facts and ideas related to animal care. The contract, plus a meaningful reinforcer, proved to be effective.

IV. GROUP COUNSELLING

To gain further knowledge regarding group counselling, three recent books and nine articles dealing with group counselling techniques and processes were read (see Appendix A).

For the first three weeks, the intern observed groups conducted by the Field Supervisor. Following this, for six weeks, the intern conducted drug education sessions in each of the seven Grade VII classrooms (a total of 35 groups). The procedure followed was:

1. An initial meeting was held with the classes to discuss the guidance program and to introduce the area of drug education.
2. A group was conducted dealing with smoking, consisting of a filmstrip and a short discussion period.
3. At another group session a film on the use of tobacco was shown, followed by further discussion in small groups.
4. Alcohol was discussed, using the same procedure as for tobacco.
5. Resource people from the Alcohol and Drug Foundation were invited to visit each classroom for further discussion as a follow-up of previous activities.

Students considered the group sessions to be quite worthwhile. However, the intern felt the groups were too large to conduct beneficial discussions. Two approaches were attempted. Initially, a brainstorming session was conducted. Then, the class was divided into groups of ten students. While in the small groups they were given questions to discuss and asked to report back. Although time consuming, the second approach was considered to be more beneficial. Perhaps group work would be more effective if run on a "as needed" basis rather than on a "total classroom" basis.

Following a meeting with the Principal, Vice-Principal, and Field Supervisor, to discuss the initiation of a Study Skills Program, it was decided that instead of implementing the program through a "group" approach, it might be advisable to pilot the program in one classroom on a trial basis. A Study Skills Program developed by Bernice Langdon (1976) was used (see Appendix B). Mr. W. Lee, the Vice-Principal, volunteered to conduct the program in a Grade VIII classroom. On November 1, the Study Habits Check List was administered, and the program begun. All teachers involved in the teaching of this particular classroom proceeded in their specific areas of instruction (e.g. the Geography teacher dealt with "how to study geography"). At the end of a six-week period the students were re-tested.

As reported by Mr. Lee, the results of this program were "very positive." Most of the students had set aside specific periods of the day to do their work. Some even said they had taken home a time-table and had found a private place to study. Students appeared to be more organized, and were more successful in completing homework on schedule. While it was agreed the program did not prove successful for every student, Mr. Lee recommended that each class be exposed to a study skills program. This, incidentally, was strongly recommended by many of the students themselves.

V. STUDENT EVALUATION

Subjective and objective child study procedures were used to appraise individual children. Observations of three children counselled over an extended period were recorded. These were described above.

Standardized individual tests were administered to several

students. The WISC-R was administered to seven students, the results interpreted, and reports written. (These were reproduced in triplicate--one for the school principal, one for the cumulative records, and one for the board office. The original remained with the guidance counsellor.) Test results and recommendations for remedial procedures were interpreted to teachers. Also, where appropriate, results were discussed with the principal and the reading specialist. The ITPA test was studied and administered to one child. Because of the nature and difficulty of administering this test, it was decided that several trial runs would be necessary before a valid administration could be given.

The Mooney Problem Check List (MPCL) was administered to all Grade VII and VIII students (see Chapter III). Test results were used as an aid to problem identification by the guidance counsellor. The intern also used these data in her research (Chapter III). The Canadian Large Thorndike Intelligence Test (1967) was administered to one class of eighteen students (Grade VIII). These tests were scored and interpreted.

The intern had prior experience with administration and interpretation of the WISC-R. However, the difficulty of proper interpretation of subtests to appropriate personnel became very obvious when testing was undertaken in an actual setting. It was often necessary to educate teachers to the fact I.Q. is, in itself, meaningless, and the identification of areas of strength and weakness, with a view to enrichment and/or remediation, of paramount importance.

VI. WORKING WITH STAFF

The specific objective here was to assist staff members in

dealing with students who display emotional, interpersonal, attitudinal and learning problems. Being available for consultation on a regular basis, especially informally, proved to be a real asset. Problem areas were discussed with the majority of teachers. Several problems required a team approach by the guidance counsellor, the intern, the teacher and the parents. The co-operation of the teachers was freely given in all cases. The feedback from teachers led the intern to believe guidance was viewed in a very positive manner.

The intern attended all staff meetings. The purpose was to gain experience in becoming involved in curriculum development activities, to become aware of curricular changes and considerations arising in the school, and to become familiar with all course programs and objectives. While the intern was mainly an observer at these meetings, on occasions participation occurred through (a) reporting on student disabilities, and (b) discussing the research being conducted.

In the early fall the intern attended a workshop on religious education for primary teachers at Paradise Elementary School. To provide additional experience in the organization and administration of workshops for teachers, it was decided, on the advice of the University Supervisor, to develop a workshop on Family Life Education for teachers and houseparents at the School for the Deaf. This entailed meetings with the school principal and vice-principal, the collection of relevant materials, contacting and meeting with resource personnel, and the organization of the two days of activities.

At a staff meeting, on December 1, a preliminary analysis of the research project was presented. Interest was shown in discrepancies of the perceptions of teachers and students concerning student problems.

Requests were made for copies of the final report of the study.

VII. PARENT CONFERENCES

Another objective of the internship was to develop competence in conducting parent conferences with a view to assisting them in dealing more effectively with problem behavior. To help achieve this objective, two books and twelve recent journal articles dealing with consultation techniques were read (see Appendix A).

The intern participated with the Field Supervisor in consultations with three parents regarding educational and adjustment problems. All parents of children with disabilities at the school were contacted by telephone (a total of 54) and, where necessary, suggestions made regarding implications of the disability for parents and teachers. In addition, the parents of students dealt with on a long-term basis; the parents of two students receiving psychiatric help; and the parent of a child experiencing educational difficulties were consulted in an attempt to obtain information which might lead to the identification and utilization of more effective procedures and techniques to facilitate the counselling process.

Four home visitations were made with the Social Worker. Two visits were also made to the home of one of the students dealt with on a long-term basis. One of these consultations was taped and shared with both the University Supervisor and Dr. Marie O'Neill (this was done with the parent's consent). The goal was to obtain additional help regarding future counselling procedures and activities, as well as to gain some possible insight into the cause of the exhibited behavior. Some insight was gained, confirming the previously determined course of action,

namely, the small group activities.

In the intern's opinion, one of the prime duties of the school counsellor is communicating with parents. Parents provide crucial background information as well as non-verbal and verbal cues which often provide a missing link. The internship experience confirmed this view. In many cases, school problems were a direct result of home conditions. Often, although little could be done to affect major change, some seemingly insignificant things could be modified. At times a concerned individual showing attention brought positive results.

VIII. SUMMARY

In this chapter the intern reviewed the major activities undertaken during the thirteen-week period. While they have been described in some detail, this description cannot possibly reflect the broadening experience provided for the intern. The value of the total experience far outweighs the benefits gained from the specific activities. At the end of this report, further comments concerning the effectiveness of the internship experience will be provided.

CHAPTER III

STUDENT AND TEACHER PERCEPTIONS OF STUDENT PROBLEMS:

THE RESEARCH COMPONENT

In today's schools, student behavior is becoming a matter of increasing concern. There are often widely differing perceptions, on the part of students and teachers, concerning the seriousness of various types of problems. While there will seldom be congruence in such perceptions, it would appear to be beneficial, indeed essential, for all those concerned not only to recognize the fact differences in perceptions exist, but also to have some awareness of the nature of those differences. This is of particular importance for the guidance counsellor. The way in which teachers and students perceive certain behavior problems will, in many cases, determine whether or not students having such problems will seek or be referred for counselling. This will, in part, determine the counsellor's role.

I. THE PROBLEM

The major purpose of this study was to determine whether or not congruence existed between the perceptions of teachers and students of Foxtrap Junior High School. The focus was on types of problems most important to Junior High School students.

A review of the literature led to the following hypotheses:

1. There would be significant differences between the perceptions of

Grade VII and Grade VIII students concerning the importance of selected problems.

2. There would be significant differences between male and female students' perceptions of the importance of selected problems.
3. There would be significant differences between students' and teachers' perceptions of the importance of student problems.

II. METHODOLOGY

This section describes the instruments, the sample, and the procedures used in the study.

Instrumentation

Two instruments were used in this study: (1) the Mooney Problem Check List (MPCL - Form JM), and (2) a questionnaire developed by the intern to measure the perceived importance of a selection of problems identified on the MPCL.

The MPCL was used to identify problems perceived by students and teachers as being of concern to students (see Appendix B). This instrument was developed in 1942 and revised in 1950. The items were selected from a master list of 5,000 items from sources such as: analyses of case records and interviews; a review of literature on students problems; and experiences of counsellors.

The MPCL is composed of seven areas. There are thirty items in each area. The seven areas are as follows: Health and Physical Development; School; Home and Family; Money, Work and the Future; Boy and Girl Relations; Relations to People in General; and Self-Centered Concerns. The person filling out the inventory was asked to underline the problems

which were bothering him or her, and then to answer four short questions related to his feelings about the questionnaire. This process usually takes from forty-five to fifty minutes. Because the second questionnaire solicited views concerning the importance of problems underlined, the four questions at the end of the MPCL were deleted in the present study. However, on the assumption that perceived problems might have changed since the last MPCL revision, an open-ended question was added and students were requested to list any additional problems.

A number of studies have concluded the MPCL is a valid and reliable instrument. Stoghill and Denton (1947) tested two groups, a remedial study class and a mental hygiene class. They found the former group marked more items pertaining to problems in studying than the latter, while the latter group marked significantly more problems pertaining to mental hygiene than the study group. Gordon (1950) provided information regarding the stability and consistency of the MPCL. In a test-retest administered to 116 college students, he found the correlation coefficient varied from .90 to .98.

In the Third Mental Measurements Yearbook, Buros (1972) concluded traditional concepts of reliability and validity should not be applied to the MPCL. He stated, "the validity of the instrument is difficult to ascertain, since this is, in part, a function of the interpreter" (p. 118). He also felt that inconsistency in marking items was neither good nor bad, but merely presents new information to be used in following the changes in an individual or group. Buros (1972) stated:

The lists do not purport to represent some internal capacity or trait or to make categorical predictions. They do purport to give students an opportunity to express their problems and provide assistance in understanding the problems expressed. The evidence indicates that the students can and

do express the problems included. . . . the reviewer knows of no alternative or comparable instrument designed for the same purpose. It seems to constitute a unique contribution to our counseling aids and techniques. (p. 68)

Brooks (1971) and O'Brien (1975) considered the MPCL to be appropriate for use in Newfoundland schools. Brooks used the MPCL to measure the relation of personal problems to academic achievement among Junior High School students in a rural area of Newfoundland. In organizing and establishing a guidance program for the Bay D'Espoir Integrated School District, Bay D'Espoir, Newfoundland, O'Brien used the MPCL to identify students in need of guidance services and to find problem areas where guidance services should be concentrated.

The second questionnaire used in the present study consisted of the thirty problems most frequently identified by students and teachers on the MPCL. The choice of the number thirty was somewhat arbitrary, although the literature indicated students often identified an average of twenty-five or thirty problems from the list (Mooney & Gordon, 1950). Teachers and students were asked to rank problems in terms of perceived importance to students. The problems selected were printed on cards and distributed to respondents accompanied by a personal information and tabulation sheet on which to record responses (see Appendix C). Respondents were then asked to read the cards and rank them in terms of importance--the students in terms of importance to them and the teachers in terms of their perceived importance to students. Cards were then divided into three groups--those the individual considered to be of most importance were placed in a pile at the left; those he considered to be of least importance in a pile at the right; and the remainder in a center pile. Respondents were asked to place ten percent ($N=3$) in each of the

most-important and least-important piles, leaving eighty percent ($N=24$) for the center pile. Having made this initial division the respondents were asked to divide the center pile into three further piles. They were to put twenty-five percent ($N=6$) in the most-important pile, twenty-five percent in the least-important pile, and fifty percent ($N=12$) in the center pile. The corresponding item numbers of the problems were then entered in the appropriate spaces on the tabulation sheet.

The Sample

The MPCL was administered to 21 teachers and 425 students at Foxtrap Junior High School. The second questionnaire was administered to a random stratified sample of fifty students and to all teachers. To select the sample of fifty students all students were assigned a number and placed in the following categories: Grade VII girls; Grade VII boys; Grade VIII girls; and Grade VIII boys. The proportion of the sample drawn randomly from each of these categories was the proportion each category was to the total school population. The fifty students (twelve Grade VII boys, fourteen Grade VII girls, eleven Grade VIII boys and thirteen Grade VIII girls) were divided into two groups and the questionnaires administered in two sessions.

Collection of the Data

The MPCL was administered to teachers by the intern on September 22, 1976, and to students on September 29, 1976. Four graduate students, from the Department of Educational Psychology at Memorial University, assisted the intern in the administration to students. Graduate students were instructed regarding the nature of the study and standardized administration procedures. The second questionnaire was administered, by the

intern, to teachers and the random sample of students on November 3, 1976.

Analysis of the Data

Analysis of the results of the MPCL involved tabulation of the frequency with which each of the items had been checked. The IBM 350/158 computer at Memorial University was used for this analysis. A summary was made ranking the items in order of the frequency of mention by both teachers and students.

As described above, respondents to the second questionnaire were asked to sort the problems into five groups. To facilitate the analysis, a weight was assigned to each category of the sort. The weighting of each category was inverse to the order of importance, that is, category one was weighted five, category two weighted four, category three weighted three, category four weighted two, and category five weighted one. For each problem, therefore, a frequency distribution of five categories was formed and the mean of the distribution calculated. Problems were then ranked according to the relative size of their means.

In comparing the degrees of importance assigned to an item by any two groups the statistical significance of the difference of means was computed.* An F ratio was used to test these differences. In all cases the five percent level of confidence was used.

III. LIMITATIONS OF THE STUDY

This study was limited by the following factors:

1. The nature of the instruments used.
2. The nature of the topic (perception of personal problems) being

*The SPSS One-Way Program was used.

investigated.

3. The location of the study. Since the study was confined to students and teachers at Foxtrap Junior High School, results were generalizable only to the degree that other populations are similar.
4. The magnitude of the study. Due to the necessity to limit the size of the study, only three hypotheses were tested.

The second limitation creates a special problem for studies of this nature. According to Zalkind and Costello (1963) there are many variables which influence a person's opinion or view of a situation. The following summarizes their view of the influencing variables of the perceptual process:

1. The perceiver may be influenced by considerations that he may not be able to identify; i.e. he responds to cues which are below the threshold of his awareness.
2. When required to form difficult perceptual judgments, he may respond to irrelevant cues to arrive at a judgment.
3. In making abstract or intelligent judgments, he may be influenced by emotional factors.
4. He will often weigh perceptual evidence coming from respected (or favored) sources more heavily than that coming from other sources.
5. A perceiver may not be able to identify all factors on which his judgments are based. Even if he is aware of these factors he is unlikely to realize how much weight he attaches to them.

At the adolescent stage of development, the influence of perceived social pressures and norms is crucial. The results of studies done by Mezei (1971) and DeFleur and Westie (1958) gave conclusive evidence a subject's own intention to perform various behaviors was related to his

perceptions of the intentions of family and friends. Fishbein (1975), in discussing attitude and intention, proposed that a person's intention to perform a given behavior was a function of two basic determinants, one attitudinal, the other normative. (Normative relates to a person's belief that relative referents think he should or should not perform the behavior, and his motivation to comply with these referents.)

Studies such as these give evidence of the complexity of the concept of perception, and the interrelatedness of the various factors influencing perceptions. However, for the purpose of analysis, this study assumed members of each sample would respond accurately and honestly to all questions, and would rate each problem objectively.

IV. REVIEW OF RELATED LITERATURE

Little or no research was available which examined the degree of congruence existing between perceptions of teachers and students regarding the types of problems most important to Junior High School students. However, there were numerous related studies.

Problems as Perceived by Students

Studies investigating attitudes of students toward behavior problems have been done by Thompson (1940), delSolar (1949), Griffiths (1952), Porter (1959), Mangan and Shafer (1962), Clements and Oelke (1967), Ziv (1970), Evans (1972), and Redfering and Anderson (1975). Those most directly related to the present study will be discussed below.

Griffiths (1952) attempted to discover what children consider to be their own behavior problems, how they think they should change their own behavior, and how children of different ages perceive and judge their

own behavior difficulties. The children thought boys show more delinquency-related behavior than girls, except at the twelve to fourteen age level. The older boys indicated more frequently than girls that their delinquency-related behavior should be changed. As the age of the children increased, they mentioned less frequently this type of behavior should be changed. Both the boys and the girls were aware of the delinquency-related traits assigned them by their parents and teachers. The findings also showed younger children were more concerned than older children with being obedient, and with making less noise and interrupting less. Older children felt they should spend more time on their homework. Both sexes thought their behavior should be changed so they would do more assigned chores and tasks. They also felt their teachers would want them to talk less and do more schoolwork.

Porter (1959) investigated the change in student attitudes as they reached college, became under-graduates, and, finally, after four years of college, became teachers. He found there was a decided tendency for older groups to move more and more toward the mental hygienist point of view (i.e. the best technique for handling behavior problems was to seek the cause). The general consensus of the groups tested was that most serious behavior problems involved unhappiness and moodiness, stealing, being disliked by others, fighting and truancy.

Using Wichman's list as a guide, Mangan and Shafer (1962) composed a list of forty-seven types of behavior. They then asked 101 grades five to eight children in public, parochial, and private schools to rate the seriousness of the types of problems on a four-point scale: very serious; serious; not serious; and trivial. Their findings indicated children tend to acquire the attitudes of their teachers toward

certain behavioral traits (correlation +.76 with Wichman's traditional teachers). Furthermore, their data, when compared with Porter's, showed students retain their attitudes on the seriousness of certain types of behavior.

Clements and Oelke (1967) studied factors related to reported problems of adolescents. A randomly selected group of 720 adolescents responded to the Mooney Problem Check List. When the means of the problem areas of the MPCL were compared, using the sex of the students as the independent variable, they found boys reported a higher mean number of problems in the areas of The Future; Vocational and Educational; and Adjustment to School Work. However, only the differences between means for the first two areas were statistically significant. In the other nine problem areas studied, girls reported a larger mean number of problems than did boys. Five of the nine were significant--Health and Physical Development; Courtship, Sex and Marriage; Social-Psychological Relations; Personal-Psychological Relations; and Curriculum and Training Procedures. These findings would seem to indicate the necessity for counsellors to provide more opportunities for male students to explore and plan for their future, while girls appear to need more guidance in other problem areas. The authors felt the problems of adolescence could be most effectively dealt with when all persons involved (students, parents, educators, and community leaders) recognize their seriousness and work together toward meaningful solutions.

Ziv (1970) had 165 eighth-grade students rank thirty behavior problems based on Wichman's list and compared those results with a group of teachers and a group of psychologists. The students ranked the items more like the teachers than the psychologists. Ziv attributed this

finding to the results of the teachers' socializing influence as well as to the continuous interaction between teachers and students.

Evans (1972) investigated the nature and the extent of agreement between students' and teachers' attitudes concerning the seriousness of certain behavior problems in students. Using the Westbrook, 1970 Scale, samples of students and counsellors in high schools were asked to rate the seriousness with which they regarded the problems, using a Likert format. The counsellors were also asked to estimate the rating the average student would give each item. All comparisons between counsellors' attitudes and those of the students were found to be congruent. There were, however, statistically significant differences in all but one category of the scale between the counsellors' estimates of the students' ratings and the actual student ratings.

A recent study by Redfering and Anderson (1975) looked at student problems as perceived by students, counsellors and counsellor educators. Students were randomly selected from high schools, counsellors from regional high schools, and counsellor educators from universities across the United States. The instrument used was developed by having a random sample of twenty-one high school males and females identify problems perceived as being important. Of the thirty-eight topics suggested, fifteen of the most frequently listed were selected. Results showed there were differences in perceptions between students and counsellors on eight topics and differences between students and counsellor educators on nine topics. There was a significant difference between perceptions of counsellors and counsellor educators on one item only, that of attitude toward military services. Problem areas perceived as most serious by counsellors and counsellor educators tended more toward psychological

well-being, e.g. self-concept and social adjustment. Students' greatest concerns were more basic and utilitarian. They identified areas such as personal appearance, boy-girl relationships, and "my future." Counsellors and counsellor educators tended to rate the most basic survival areas--physical, safety and health--as least important, whereas students rated good health and safety as more critical than two-thirds of the other topics. The results of the study suggested neither counsellors nor counsellor educators accurately perceive the relative importance of several concerns of high school students.

Problems as Perceived by Teachers

Wichman (1928), in his classical study, attempted to obtain information on the behavior problems of children in elementary schools as perceived by teachers and mental hygienists. The results were based on the responses from 511 first through sixth grade teachers, as well as thirty mental hygienists, thirteen psychiatric social workers, and five teachers with social work background. The teachers and mental hygienists were asked to rate the seriousness of fifty behavior traits. A comparison was then made between the two groups. Teachers were asked to rate the behavior traits according to the problems they presented in the classroom, and mental hygienists were asked to rate the problems in relation to the future life of the child. Findings indicated teachers were more concerned with transgressions against authority, dishonesty, immoralities, violation of rules and lack of orderliness. They were less concerned with emotional or social maladjustments which did not interfere with the school routine. The mental hygienists viewed withdrawn or regressive behavior as the most serious and in general ranked low those traits ranked high by teachers.

Ellis and Miller (1936) did a similar study. Junior and senior high school teachers were given directions similar to Wichman's mental hygienists. Their ratings correlated $+0.49$ with the ratings of the mental hygienists.

Mitchell's (1942) study, limited to elementary teachers, obtained a correlation of $+0.70$ between the teachers and mental hygienists, indicating a closer agreement between clinicians and teachers than Wichman had found. Sparkes' (1952) study also dealt with elementary teachers. Once again it was determined the problems most troublesome to teachers in the classroom situation were difficulties which frustrated the teacher in attempting to educate the children. Furthermore, teachers were primarily concerned with violation of general standards of morality rather than with traits indicative of a child's personality adjustment.

Hunter (1957), using Wichman's list of traits, sampled elementary and secondary school teachers in New Orleans. Hunter's teachers showed more concern with withdrawn traits than did Wichman's teachers. Hunter concluded teachers were becoming more understanding of the causes of problem behavior and its consequences. Furthermore, teachers were better able to recognize and understand the meaning of withdrawn and regressive forms of behavior.

Stouffer (1952) repeated Wichman's study. He used elementary school teachers and psychologists, psychiatrists, and psychiatric social workers. Using the same instrument Wichman had used, Stouffer found that in twenty-five years teachers and mental hygienists had moved closer to agreement. Change in teacher attitudes placed lesser importance on problems dealing with social morality and gave greater recognition to withdrawn and regressive personality traits.

Westbrook (1970) investigated teachers' recognition of and attitude toward problem behavior. He used a four-point rating scale, with forty-three items divided into: "withdrawn and recessive personality problems;" "aggressive and acting-out behavior problems;" "learning problems;" and "others." Among teachers, withdrawn behavior was still regarded as a lesser problem, but they did recognize learning problems as a special area which interfered with a child's normal development.

These studies indicated although teachers' perceptions of problems have changed greatly over the past few decades, aggressive and acting-out behavior is still perceived as creating more serious problems than recessive personality traits.

Summary

The results of the studies reported in the review of the literature indicated there was little consensus concerning perceptions of student problems. Quite often students' perceptions differed considerably from those of other groups. Within the student group, there were indications that perceptions of males differed somewhat from those of females. In the following section of this chapter, data collected from the present study will be analyzed to ascertain whether the findings will be consistent with the conclusions reported in the literature.

V. ANALYSIS OF RESULTS

The data from the study are presented under the following headings: (1) Problems on the MPCL most frequently identified by students and teachers; (2) Student perceptions of the importance of selected problems by grade; (3) Student perceptions of the importance of selected

problems by sex; and (4) Congruence of student and teacher perceptions.

Problems on MPCL Most Frequently Identified
by Students and Teachers

The thirty problems on the MPCL most frequently identified by students are listed in Table I. Of these, "Afraid of failing in school work" was checked by 40.2 percent of the 425 pupils responding. Other problems identified by more than 25 percent of the respondents included: "Wanting to earn some of my own money;" "Too much school work to do at home;" "Being nervous;" "Not interested in certain subjects;" "Don't like school;" "Having to ask parents for money;" "Don't like to study;" "Worried about grades;" and "Made to take subjects I don't like."

The thirty problems most frequently perceived by teachers as being of importance to students are reported in Table II. The most frequently identified problem was "Being afraid of making mistakes." Eighteen of the 21 teachers, or 85.7 percent, checked this problem. It should be noted this problem was checked by only 22.1 percent of the students. Other problems receiving high priority by teachers included: "Slow in reading" (81 percent); "Too easily led by other people" (76.2 percent); "Lacking self control" (76.2 percent); "Don't like to study" (71.4 percent); "Lacking self-confidence" (71.4 percent); "Not interested in certain subjects" (71.4 percent); "Made to take subjects I don't like" (71.4 percent).

Table III illustrates the problems most frequently identified by students and teachers categorized by area. Ten of the thirty problems identified by students were in the "School-Related" area; six in the area of "Self-Centered Concerns;" five in the area of "Money, Work and the Future;" four in "Relations to People in General;" two in each of "Health

TABLE I
THIRTY PROBLEMS MOST FREQUENTLY IDENTIFIED BY STUDENTS
(n = 425)

Problem	Frequency	Percent
Afraid of failing in school work	171	40.2
Wanting to earn some of my own money	142	33.4
Too much school work to do at home	130	30.6
Being nervous	129	30.4
Not interested in certain subjects	122	28.7
Don't like school	118	27.8
Having to ask parents for money	117	27.5
Don't like to study	116	27.3
Worried about grades	110	25.9
Made to take subjects I don't like	109	25.7
Sometimes not being as honest as I should be	107	25.2
Afraid to speak up in class	106	24.9
Overweight	104	24.5
Sometimes wishing I'd never been born	101	23.8
Afraid of tests	100	23.5
Wishing people liked me better	99	22.8
Trying to stop a bad habit	95	22.4
Being afraid of making mistakes	94	22.1
Not getting along with a brother or sister	91	21.4
Spending money foolishly	86	20.2
So often not allowed to go out at night	85	20.0
Wanting to buy more of my own things	85	20.0
So often feel restless in class	84	19.8
Feelings so easily hurt	81	19.1
Not good-looking	80	18.8
Finding it hard to talk about my troubles	79	18.6
Too little chance to do what I want to do	78	18.4
Losing my temper	78	18.4
Missing someone very much	77	18.1
Having no regular allowance	72	16.9

TABLE II
THIRTY PROBLEMS MOST FREQUENTLY IDENTIFIED BY TEACHERS
(n = 21)

Problem	Frequency	Percent
Being afraid of making mistakes	18	85.7
Slow in reading	17	81.0
Too easily led by other people	16	76.2
Lacking self-control	16	76.2
Don't like to study	15	71.4
Lacking self-confidence	15	71.4
Not interested in certain subjects	15	71.4
Made to take subjects I don't like	15	71.4
Not taking some things seriously enough	14	66.7
Afraid to speak up in class	14	66.7
Not interested in books	13	61.9
Not living with my parents	13	61.9
Not spending enough time in study	13	61.9
Being careless	13	61.9
Being lazy	13	61.9
Being stubborn	13	61.9
Can't keep my mind on my studies	12	57.1
Nothing interesting to do in my spare time	12	57.1
Don't like school	12	57.1
Don't get enough sleep	11	52.4
Afraid of failing in school work	11	52.4
Parents separated or divorced	11	52.4
Being teased	11	52.4
Getting into trouble	11	52.4
Parents expecting too much of me	11	52.4
So often feel restless in class	11	52.4
Unable to discuss certain problems at home	11	52.4
Daydreaming	11	52.4
Not knowing what I really want	11	52.4
Afraid to try new things by myself	11	52.4

TABLE III

THIRTY PROBLEMS MOST FREQUENTLY IDENTIFIED BY STUDENTS
AND TEACHERS, CATEGORIZED BY AREA

Problems by Area	Student Ranking	Teacher Ranking
<u>School Related</u>		
Afraid of tests	15	NI*
Don't like to study	8	5
Not interested in books	NI	11
Afraid of failing in school work	1	21
Slow in reading	NI	2
Not spending enough time in study	NI	13
Too much school work to do at home	3	NI
Can't keep my mind on my studies	NI	17
Worried about grades	9	NI
Don't like school	6	19
So often feel restless in class	23	26
Afraid to speak up in class	12	10
Not interested in certain subjects	5	7
Made to take subjects I don't like	10	8
<u>Self-Centered Concerns</u>		
Being nervous	4	NI
Being afraid of making mistakes	18	1
Getting into trouble	NI	24
Trying to stop a bad habit	17	NI
Sometimes not being as honest as I should be	11	NI
Lacking self-control	NI	4
Lacking self-confidence	NI	6
Sometimes wishing I'd never been born	14	NI
Being careless	NI	14
Daydreaming	NI	28
Being lazy	NI	15
Not taking some things seriously enough	NI	9

....continued

TABLE III (continued)

Problems by Area	Student Ranking	Teacher Ranking
<u>Self-Centered Concerns (continued)</u>		
Afraid to try new things by myself	NI	30
Finding it hard to talk about my troubles	26	NI
<u>Money, Work and the Future</u>		
Spending money foolishly	20	NI
Having to ask parents for money	7	NI
Having no regular allowance	30	NI
Wanting to earn some of my own money	2	NI
Wanting to buy more of my own things	22	NI
Not knowing what I really want	NI	29
<u>Relations to People in General</u>		
Wishing people liked me better	16	NI
Being teased	NI	23
Feelings too easily hurt	24	NI
Too easily led by other people	NI	3
Missing someone very much	29	NI
Losing my temper	28	NI
Being stubborn	NI	16
<u>Health and Physical Development</u>		
Don't get enough sleep	NI	20
Not good-looking	25	NI
Overweight	13	NI
<u>Boy and Girl Relations</u>		
Too little chance to do what I want to do	27	NI
Nothing interesting to do in my spare time	NI	18
So often not allowed to go out at night	21	NI
<u>Home and the Family</u>		
Not living with my parents	NI	12
Parents separated or divorced	NI	22

....continued

TABLE III (continued)

Problems by Area	Student Ranking	Teacher Ranking
<u>Home and the Family</u> (continued)		
Parents expecting too much of me	NI	25
Unable to discuss certain problems at home	NI	27
Not getting along with a brother or sister	19	NI

*NI -- Not included in thirty most frequently identified problems.

and Physical Development" and "Boy and Girl Relations;" and one in "Home and Family." For teachers eleven problems identified were in the "School Related" area; nine in "Self Centered Concerns;" four in "Home and the Family;" three in "Relations to People in General;" and one in each of "Health and Physical Development" and "Money, Work and the Future."

Only eight of the problems were common to both lists. These were: "Don't like to study;" "Afraid of failing;" "Don't like school;" "So often feel restless in class;" "Afraid to speak up in class;" "Not interested in certain subjects;" "Made to take subjects I don't like;" and "Being afraid of making mistakes." Of these, seven were in the "School Related" area.

In the "School Related" area teachers identified four problems not identified by students, while students identified three not identified by teachers (see Table III).

The one item common to both groups in the area of "Self Centered Concerns," was "Being afraid of making mistakes." Teachers identified eight problems in this area not identified by students, and students five not checked by teachers. As noted earlier, there were no common problems in any of the remaining areas.

When the responses for students and teachers were combined, the top thirty problems were basically the same as the list identified by students (Table IV). This was anticipated because of the large number of students in comparison to the number of teachers. Of the thirty selected, twelve were school-related problems.

Student Perceptions of the Importance of Problems, by Grade

Hypothesis 1: There would be significant differences between

TABLE IV

THIRTY PROBLEMS MOST FREQUENTLY IDENTIFIED BY BOTH
STUDENTS AND TEACHERS (n = 446)

Problem	Frequency	Percent
Afraid of failing in school work	182	40.8
Wanting to earn some of my own money	143	32.1
Too much school work to do at home	137	30.7
Not interested in certain subjects	137	30.7
Being nervous	133	29.8
Don't like to study	131	29.4
Don't like school	130	29.1
Made to take subjects I don't like	124	27.8
Afraid to speak up in class	120	26.9
Having to ask parents for money	118	26.5
Worried about grades	115	25.8
Sometimes not being as honest as I should be	114	25.6
Being afraid of making mistakes	112	25.1
Overweight	112	25.1
Afraid of tests	109	24.4
Sometimes wishing I'd never been born	103	23.1
Wishing people liked me better	101	22.6
Trying to stop a bad habit	97	21.7
So often feel restless in class	95	21.3
Not getting along with a brother or sister	95	21.3
So often not allowed to go out at night	92	20.6
Spending money foolishly	88	19.7
Feelings too easily hurt	88	19.7
Finding it hard to talk about my troubles	88	19.7
Wanting to buy more of my own things	87	19.5
Too little chance to do what I want to do	86	19.3
Slow in reading	86	19.3
Not good-looking	85	19.1
Not spending enough time in study	84	18.8
Losing my temper	84	18.8

the perceptions of Grade VII and Grade VIII students concerning the importance of selected problems.

Table V contains the results of the Q-Sort of the thirty problems contained in Table IV. The problem considered most important by both groups was "Afraid of failing in school work." Other problems considered most important by Grade VII students were: "Not interested in certain subjects;" "Worried about grades;" "Trying to stop a bad habit;" "Wanting to earn some of my own money;" and "Made to take subjects I don't like." These last two were tied for fifth place in the ranking. For Grade VIII students, however, those considered most important included (in addition to "Afraid of failing in school work"): "Don't like to study;" "Finding it hard to talk about my troubles;" "Made to take subjects I don't like;" and "Being nervous." The problems considered least important by Grade VII's were: "Afraid to speak up in class;" "Overweight;" "Finding it hard to talk about my troubles;" "Sometimes wishing I'd never been born;" "Not good-looking;" and "Having to ask parents for money." For Grade VIII's the least important included: "So often feel restless in class;" "Overweight;" "Having to ask parents for money;" "Wishing people liked me better;" and "Not getting along with a brother or sister." It might be noted, "Finding it hard to talk about my troubles" was included in the five least important by Grade VII's but in the five most important by Grade VIII's.

When the mean scores were compared for each item, there were significant differences for four items (Table VI). Grade VII students assigned significantly greater importance to "Wishing people liked me better" and "Not getting along with a brother or sister." Grade VIII students assigned significantly higher importance to "Don't like to

TABLE V
MEANS AND RANKINGS OF PROBLEMS SORTED BY STUDENTS,
CLASSIFIED BY GRADES

Problem	Grade VII n = 26		Grade VIII n = 24	
	Mean	Rank	Mean	Rank
Afraid of failing in school work	3.65	1	3.63	1
Not interested in certain subjects	3.38	2	3.38	7.5
Worried about grades	3.31	3	3.46	6
Trying to stop a bad habit	3.27	4	2.92	16
Wanting to earn some of my own money	3.23	5.5	2.75	23.5
Made to take subjects I don't like	3.23	5.5	3.50	4.5
Wishing people liked me better	3.19	8	2.54	29
Feelings too easily hurt	3.19	8	2.79	21.5
Not spending enough time in study	3.19	8	3.17	10
Being nervous	3.15	10.5	3.50	4.5
Wanting to buy more of my own things	3.15	10.5	2.96	14
Too much school work to do at home	3.12	12	3.33	9
Sometimes not being as honest as I should be	3.08	13	2.96	14
Don't like school	3.00	14	3.38	7.5
Spending money foolishly	2.96	16.5	3.04	11
So often not allowed to go out at night	2.96	16.5	2.83	19.5
Losing my temper	2.96	16.5	2.88	17.5
Not getting along with a brother or sister	2.96	16.5	2.08	30
Afraid of tests	2.92	20	2.96	14
Being afraid of making mistakes	2.92	20	2.83	19.5
So often feel restless in class	2.92	20	2.63	27
Slow in reading	2.88	22	2.88	17.5
Don't like to study	2.81	23	3.58	2
Too little chance to do what I want to do	2.77	24	2.75	23.5
Afraid to speak up in class	2.69	25.5	2.79	21.5

....continued

TABLE V (continued)

Problem	Grade VII n = 26)		Grade VIII n = 24	
	Mean	Rank	Mean	Rank
Overweight	2.69	25.5	2.63	27
Finding it hard to talk about my troubles	2.65	27	3.54	3
Sometimes wishing I'd never been born	2.62	28.5	3.00	12
Not good-looking	2.62	28.5	2.71	25
Having to ask parents for money	2.50	30	2.63	27

NOTE: The higher the mean score, the higher the perceived importance of the problem. Problems were categorized on a scale of 5 (most important) to 1 (least important).

TABLE VI
PROBLEMS ON WHICH THERE WERE SIGNIFICANT DIFFERENCES
OF MEANS BETWEEN GRADE VII AND GRADE VIII STUDENTS

Problem	Grade VII Means	Grade VIII Means	Probability
Wishing people liked me better	3.19	2.54	.05
Not getting along with a brother or sister	2.96	2.08	.01
Don't like to study	2.81	3.58	.01
Finding it hard to talk about my troubles	2.65	3.54	.01

study" and "Finding it hard to talk about my troubles."

Student Perceptions of the Importance of
Problems, by Sex

Hypothesis 2: There would be significant differences between male and female students' perceptions of the importance of selected problems.

Table VII contains the data derived from the Q-Sort classified by sex. The 23 male students included in the sample ranked "Worried about grades" as their most important problem. Others included in the top five most important were: "Afraid of failing in school work;" "Made to take subjects I don't like;" "Too much school work to do at home;" and "Don't like school." All these problems were in the "School Related" area.

Only one of the five problems considered most important by male students was included in the top five identified by the 27 female students, namely, "Afraid of failing in school work." This was ranked first by females. The remaining four ranked as being most important by female students were: "Being nervous;" "Finding it hard to talk about my troubles;" "Not spending enough time in study;" and "Not interested in certain subjects." Two of these five were in the area of "Self Centered Concerns" and three in the "School Related" area.

There were also considerable variations in the five problems considered least important by male and female students. The problems considered least important by males were: "So often not allowed to go out at night;" "Afraid to speak up in class;" "Sometimes wishing I'd never been born;" "Overweight;" and "Having to ask parents for money." Only this last problem was ranked relatively low by female students. Other problems identified as being least important by female students

TABLE VII
MEANS AND RANKINGS OF PROBLEMS SORTED BY STUDENTS,
CLASSIFIED BY SEX

Problem	Male n = 23		Female n = 27	
	Mean	Rank	Mean	Rank
Worried about grades	3.65	1	3.15	9
Afraid of failing in school work	3.61	2	3.67	1
Made to take subjects I don't like	3.57	3	3.19	6.5
Too much school work to do at home	3.48	4.5	3.00	14.5
Don't like school	3.48	4.5	2.93	18
Wanting to earn some of my own money	3.45	6	2.59	27
Not interested in certain subjects	3.43	7	3.33	4.5
Don't like to study	3.26	8	3.11	11
Spending money foolishly	3.22	9.5	2.81	22
Wanting to buy more of my own things	3.22	9.5	2.93	18
Being afraid of making mistakes	3.09	11	2.70	26
Slow in reading	3.00	13	2.78	23
Trying to stop a bad habit	3.00	13	3.19	6.5
Not spending enough time in study	3.00	13	3.33	4.5
Being nervous	2.96	15.5	3.63	2
Sometimes not being as honest as I should be	2.96	15.5	3.07	12.5
Wishing people liked me better	2.91	17.5	2.85	20.5
Losing my temper	2.91	17.5	2.93	18
Afraid of tests	2.87	19.5	3.00	14.5
So often feel restless in class	2.87	19.5	2.70	26
Feelings too easily hurt	2.83	21	3.15	9
Too little chance to do what I want to do	2.78	22	2.74	24
Not getting along with a brother or sister	2.74	23	2.37	30
Finding it hard to talk about my troubles	2.65	24.5	3.44	3

....continued

TABLE VII (continued)

Problem	Male n = 23		Female n = 27	
	Mean	Rank	Mean	Rank
Not good-looking	2.65	24.5	2.67	28
So often not allowed to go out at night	2.61	26	3.15	9
Afraid to speak up in class	2.48	27.5	2.96	16
Sometimes wishing I'd never been born	2.48	27.5	3.07	12.5
Overweight	2.43	29	2.85	20.5
Having to ask parents for money	2.39	30	2.70	26

NOTE: The higher the mean score, the higher the perceived importance of the problem. Problems were categorized on a scale of 5 (most important) to 1 (least important).

were: "Being afraid of making mistakes;" "So often feel restless in class;" "Wanting to earn some of my own money;" and "Not getting along with a brother or sister."

When mean scores were compared statistically, significant differences were found for four items (Table VIII). Male students assigned significantly higher importance to "Wanting to earn some of my own money." On the other hand, female students considered the following problems significantly more important: "Being nervous;" "Finding it hard to talk about my troubles;" and "Sometimes wishing I'd never been born."

Congruence of Student and Teacher Perceptions

Hypothesis 3: There would be significant differences between students' and teachers' perceptions of the importance of student problems.

As might be expected from the earlier discussion, "Afraid of failing in school work" was ranked most important in the Q-Sort by the sample of students (Table IX). Ranked second, third, fourth and fifth respectively were: "Worried about grades;" "Not interested in certain subjects;" "Made to take subjects I don't like;" and "Being nervous." Only one of these problems was included in the five problems perceived by teachers to be of most importance to students, namely, "Afraid of failing in school work."

The problem perceived as being of greatest importance by teachers was "Too much school work to do at home." Whereas students ranked "Being nervous" as fifth in importance, teachers ranked it as being twentieth. The other problems included in the top five for teachers were: "Don't like to study;" "Don't like school;" "Afraid of failing in school work;" and "Too little chance to do what I want to do."

TABLE VIII

PROBLEMS ON WHICH THERE WERE SIGNIFICANT DIFFERENCES
OF MEANS BETWEEN MALE AND FEMALE STUDENTS

Problem	Male Means	Female Means	Probability
Wanting to earn some of my own money	3.45	2.59	.05
Being nervous	2.96	3.63	.05
Finding it hard to talk about my troubles	2.65	3.44	.05
Sometimes wishing I'd never been born	2.48	3.07	.05

TABLE IX
MEANS AND RANKINGS OF PROBLEMS SORTED BY
STUDENTS AND TEACHERS

Problem	Students n = 50		Teachers n = 21	
	Mean	Rank	Mean	Rank
Afraid of failing in school work	3.64	1	3.76	4
Worried about grades	3.38	2.5	3.43	9
Don't like school	3.38	2.5	3.81	2
Made to take subjects I don't like	3.36	4	3.67	6.5
Being nervous	3.32	5	2.71	20
Too much school work to do at home	3.22	6	3.90	1
Don't like to study	3.18	8	3.76	4
Not spending enough time in study	3.18	8	2.76	18.5
Not interested in certain subjects	3.18	8	3.33	12
Trying to stop a bad habit	3.10	10	2.38	25.5
Finding it hard to talk about my troubles	3.08	11	3.33	12
Wanting to buy more of my own things	3.06	12	2.76	18.5
Sometimes not being as honest as I should be	3.02	13	2.24	27
Wanting to earn some of my own money	3.00	15	2.57	21
Feelings too easily hurt	3.00	15	2.81	17
Spending money foolishly	3.00	15	1.67	30
Afraid of tests	2.94	17	3.67	6.5
Losing my temper	2.90	18	2.10	28
So often not allowed to go out at night	2.90	19	3.43	9
Wishing people liked me better	2.88	21	3.33	12
Being afraid of making mistakes	2.88	21	3.14	16
Slow in reading	2.88	21	3.43	9
Sometimes wishing I'd never been born	2.80	23	2.48	23.5
Afraid to speak up in class	2.78	24	3.24	15
Too little chance to do what I want to do	2.76	25	3.76	4

....continued

TABLE IX (continued)

Problem	Students n = 50		Teachers n = 21	
	Mean	Rank	Mean	Rank
So often feel restless in class	2.74	26	3.29	14
Overweight	2.66	27.5	1.76	29
Not good-looking	2.66	27.5	2.52	22
Having to ask parents for money	2.56	29	2.38	25.5
Not getting along with a brother or sister	2.54	30	2.48	23.5

NOTE: The higher the mean score, the higher the perceived importance of the problem. Problems were categorized on a scale of 5 (most important) to 1 (least important).

The five problems ranked by teachers as being of least importance to students included two of the five ranked least important by students. These were: "Overweight" and "Having to ask parents for money." The three others identified by students were: "Afraid to speak up in class;" "Not good-looking;" and "Not getting along with a brother or sister." Other problems considered to be of least importance by teachers were: "Trying to stop a bad habit;" "Sometimes not being as honest as I should be;" "Losing my temper;" and "Spending money foolishly."

As hypothesized, there were significant differences between students and teachers in the perceived importance of many problems (Table X). Differences between the mean scores were significant on thirteen of the thirty items. Students assigned significantly higher importance to: "Being nervous;" "Trying to stop a bad habit;" "Sometimes not being as honest as I should be;" "Spending money foolishly;" and "Losing my temper." Three of these were in the area of "Self Centered Concerns," and one each in: "Relations to People in General;" "Money, Work and the Future;" and "Health and Physical Development." On the other hand, teachers assigned significantly higher importance to: "Too much school work to do at home;" "Don't like to study;" "Afraid of tests;" "Slow in reading;" "So often restless in class;" and "Too little chance to do what I want to do." Six problems assigned greater importance by teachers were in the "School Related" area.

VI. DISCUSSION OF FINDINGS

While there was some degree of congruence on the importance of problems in the "School Related" area, there were wide variations in perceptions in other areas. This may have resulted from the difficulty

TABLE X

PROBLEMS ON WHICH THERE WERE SIGNIFICANT DIFFERENCES
OF MEANS BETWEEN STUDENTS AND TEACHERS

	Student Means	Teacher Means	Probability
Being nervous	3.32	2.71	.05
Too much school work to do at home	3.22	3.90	.05
Don't like to study	3.18	3.76	.05
Don't like school	3.18	3.81	.05
Trying to stop a bad habit	3.10	2.38	.01
Sometimes not being as honest as I should be	3.02	2.24	.01
Spending money foolishly	3.00	1.67	.01
Afraid of tests	2.94	3.67	.05
Losing my temper	2.92	2.10	.01
Slow in reading	2.88	3.43	.05
So often feel restless in class	2.78	3.29	.05
Too little chance to do what I want to do	2.76	3.76	.01
Overweight	2.66	1.86	.01

teachers often experienced in communicating fully with students and parents from widely divergent backgrounds. The fact that teachers often had forty or more students per classroom compounded this difficulty.

The first hypothesis tested in this study was that significant differences existed between perceptions of Grades VII and VIII students concerning the importance of selected problems. Significant differences were found, but only on four of the thirty problems included. Grade VIII students assigned higher priority to "Don't like to study" than did Grade VII students. This could reflect a reaction to the increased amount of time required for home studies, and might suggest the need for a Study Skills Program. The fact Grade VIII students assigned significantly higher importance to "Finding it hard to talk about my troubles" probably reflected the tendency for adolescents to become slightly more inhibited in discussing personal concerns at this stage of their development (Bem, 1970).

The second hypothesis tested was that there would be significant differences between male and female students' perceptions of the importance of selected problems. Again, significant differences were found on only four problems. Males assigned higher importance to "Wanting to earn some of my own money." This would seem to support the widely held cultural belief that males, at this age, begin to develop a great desire for financial independence.

Girls tended to be more nervous and more inhibited in discussing their problems. This may stem from the fact that because girls at this age are more physically and emotionally mature, their problems are often of a more personal nature, and, hence, more difficult to discuss. Clements and Oelke (1967) supported this view and suggested girls be given more

guidance in these problem areas. Females also rated "Sometimes wishing I'd never been born" much higher than boys. This might also reflect the perceived complexity of problems at this stage of development.

The third hypothesis stated that significant differences would exist between students' and teachers' perceptions of the importance of student problems. The fact significant differences existed on thirteen of the thirty problems led to acceptance of the hypothesis.

Teachers assigned higher priority to all six of the "School Related" problems included in the list of thirteen significant problems. Students assigned higher importance to problems in the areas of: "Relations to People in General;" "Health and Physical Development;" "Self Centered Concerns;" and "Money, Work and the Future." This seemed to indicate teachers were aware of, and assigned higher priority to, problems about which they had more knowledge, namely, those related to academic concerns. This was also the finding of studies by Wichman (1928) and Sparkes (1952).

The need for increased communication between school and community in the solution of student problems appeared to be of paramount importance. School progress continues to be the result of non-school-related as well as school-related factors. Clements and Oelke (1967) concluded the problems of adolescents could be most effectively dealt with when all persons involved--students, parents, educators, and community leaders--recognized their seriousness and worked together toward meaningful solutions.

VII. SUMMARY

This chapter reported on the research component contained in the

internship. Included were: a statement of the problem; an outline of the limitations of the study; a description of the study; a description of the methodology used; a brief summary of related literature; and an analysis and discussion of the findings. A detailed summary of the findings will be included in the final chapter.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this chapter is to present a summary of the objectives of the internship and of the activities undertaken to achieve these objectives. Included will be a brief re-statement of the research findings and a discussion of the implications of these findings for teachers and counsellors. The chapter will conclude with a personal comment on the success of the internship.

I. OBJECTIVES AND ACTIVITIES

The internship proposal listed eight general objectives. Under each general objective specific objectives and activities to help achieve them were presented. A systematic analysis of the extent to which they were, in fact, achieved is contained in Chapter II of this report.

The stated objectives were appropriate to the intern's needs, and the activities were important in contributing to her growth. Some slight changes in stated objectives were made. For example, it was necessary to reduce the number of group counselling sessions to permit time for certain other experiences (e.g., home visitations).

Initially, the intern studied the nature of the guidance program at the school and assisted the Field Supervisor in the performance of certain routine functions. She also accompanied him on visits to various schools and agencies in the district. Observation of the Field Super-

visor in a wide variety of guidance situations provided a solid foundation for the remainder of the internship.

The intern became increasingly involved in individual and group guidance sessions as the internship progressed. Particularly valuable were the long-term counselling sessions. The continuous assistance and encouragement of both the field and university supervisors contributed greatly to the success of these experiences.

Many opportunities were provided for the intern to work with teachers, administrators, consultants, parents, and selected community personnel in the solution of various student problems. Included were: meetings with individual teachers; attendance at staff meetings; meetings with the reading consultant, the school nurse, and the social worker; and consulting with personnel at the Institute for Research in Human Abilities and the Learning Centre. The approach taken by the Field Supervisor in working with community personnel to help resolve home-related problems of students gave the intern new and valuable insights into the necessity for and value of the proper utilization of such community resources. The value of contact with parents, through home visits, also became abundantly clear.

One experience of considerable value to the intern was involvement in the planning of a workshop for teachers. This workshop, while not conducted at Foxtrap Junior High School, provided an opportunity for the intern to use some of the knowledge and understanding gained at Foxtrap. Under the direction of her University Supervisor, the intern developed the program for a two-day workshop on Family Life Education for teachers and houseparents at the Newfoundland School for the Deaf. This involved: a preliminary meeting with officials from the school; arranging for

speakers, organizing sessions; and assisting in conducting the workshop.

A number of other experiences were very beneficial in the professional and personal development of the intern. Included were: involvement in individual and group testing programs; visits to elementary schools, the high school, and the vocational school; and discussions with school and school district administrators. The intern also undertook considerable reading relevant to specific objectives of the internship.

II. RESEARCH FINDINGS

Two basic problems were dealt with in the research component of the internship. The first was to identify the common types of problems of concern to all students and teachers at Foxtrap Junior High School by having them respond to the Mooney Problem Check List. The second problem was to have a random stratified sample of fifty students and all twenty-one teachers at the school sort the thirty most frequently identified problems from the MPCL. The problems were ranked from the most important to the least important (using a five-point scale). Students indicated the degree of importance to them while the teachers reported their perceptions of the importance of the problems to students. Three comparisons were made. Grade VII student responses were compared with those of Grade VIII students; male students with female students; and teachers with students.

The most striking single conclusion drawn from the first phase of the study was that students and teachers differed markedly in what they perceived to be student problems. Only eight of the thirty problems from the MPCL most frequently identified by students were included in the thirty most frequently checked by teachers. These were: "Don't like

to study;" "Afraid of failing;" "Don't like school;" "So often feel restless in class;" "Not interested in certain subjects;" "Made to take subjects I don't like;" and "Being afraid of making mistakes."

When the responses of the Q-Sort were analyzed it was found there were relatively few differences in the degree of importance assigned to problems by (a) Grade VII and Grade VIII students, and (b) male and female students. Students generally assigned high priority to such problems as "Afraid of failing in school work," "Not interested in certain subjects," and "Made to take subjects I don't like."

There were, however, significant differences between mean scores on thirteen of the thirty problems, when the degree of importance assigned by students was compared with that assigned by teachers. Students assigned greater importance to the following: "Being nervous;" "Trying to stop a bad habit;" "Sometimes not being as honest as I should be;" "Spending money foolishly;" and "Losing my temper." Teachers assigned higher priority to: "Too much school work to do at home;" "Don't like to study;" "Afraid of tests;" "Slow in reading;" "So often restless in class;" and "Too little chance to do what I want to do."

As a result of these findings, certain suggestions may be made. Perhaps the most important is, to be effective, educators must make every effort to get an accurate understanding of the prevailing attitudes and problems of students. These problems can be most effectively dealt with when all persons involved recognize and work together towards meaningful solutions of the problems. The programs and services offered by counselors, in particular, should reflect such recognition.

III. A PERSONAL COMMENT

In total, the internship was a most challenging and rewarding experience. While as a result of the internship the intern is more aware of the need for continuing study, she also feels general satisfaction with the progress achieved. Particularly beneficial were the following: the privilege and pleasure of helping children to deal with problems, however short-term that assistance might have been; the opportunity to reflect on self-growth, using objectives and activities as criteria; the opportunity to work with both community and school personnel; and the positive feedback received from the Field and University Supervisors, as well as from dedicated teachers and administrators.

There were a number of reasons for the success of this internship. Firstly, the setting was very appropriate and the thirteen-week period provided sufficient time for involvement in a wide range of activities. Secondly, the co-operating counsellor's treatment of the intern as a professional colleague rather than as a visiting student from the university provided opportunities for involvement that would not otherwise have been possible. And, thirdly, the on-going assessment of the intern's progress under the direction of the University Supervisor provided both positive support and constructive criticism. Weekly meetings with the Supervisor to discuss problems and review tapes were particularly helpful in assisting the intern to relate theory to practice. These meetings also provided an opportunity to modify strategies during the course of the experience.

In all, a great deal of information was acquired and many benefits gained during the thirteen-week period. Perhaps the most

valuable experience, however, was involvement with a team of people striving to develop the best possible learning environment for each individual child. For this experience, the intern is indebted to all of those people with whom she worked during her internship.

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APPENDIX A

LIST OF READINGS

INDIVIDUAL COUNSELLING TECHNIQUES

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APPENDIX B

STUDY SKILLS PROGRAM
Langdon, Bernice, 1976

Objectives of the Study Skills Program

1. To motivate each student toward developing more efficient and more effective study habits.
2. To improve each student's efficiency through: (a) better utilization of his available study time; (b) improved organization of his study environment.
3. To improve each student's efficiency in preparing for and taking examinations.
4. To improve each student's efficiency through improved reading techniques.
5. To help each student develop a realistic understanding of the value of studying.

Section 1

Why should anyone study?

Many students want to do well but they find they lack the interest to study. The only cure for this is to concentrate on the most sensible reasons why anyone should study. This, in turn, will give each of us a purpose. Discussion can be started by introducing the idea of brain-storming. Get the students to list all of the reasons why they should study. Then evaluate each.

- The success a person achieves in school is more indicative of success in later life than most students realize.
- By studying hard a student can obtain benefits such as the following:
 1. An education enables a person to be exactly the person he has the capabilities of being.
 2. A person finds meaning and purpose in his life by being successful in his chosen occupation.
 3. Education can open many doors.
 4. Education can make you happy by making you feel a sense of achievement.
 5. Education helps you become a better citizen by making you capable of thinking for yourself and developing an inquiring mind.
 6. In most cases an education helps a person get a job which, in turn, enables you to earn good money.
 7. Education gives you the ability to learn how to communicate.
 8. Education helps you to influence others.
 9. Education helps us to appreciate art, books and music.

Studying is very hard work and is not unpleasant and burdensome unless you make it that way. Studying is all the habits, purposes and practises a person uses in order to learn.

The first step in developing successful study skills is developing an attitude which is conducive toward learning. The next step is to make these rewards contingent upon completion of one or more study tasks. Before a student starts he decides a cup of coffee will be a reinforcer for him at this particular time and he will allow himself to have one after he has finished the task. Self-reinforcement provides some payoff or reward for study activities which are not intrinsically reinforcing for students and for which external incentives are intermittent or absent.

Another way to motivate students is to use sayings and quotations of great men. Then get students to discuss them.

1. If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.

(Benjamin Franklin)

2. Inability is not a shame, but not wanting to learn is.

(German proverb)

3. Practise is in all things the best teacher for mortals.

(Euripidis, 484-406 B.C.)

4. Sincere effort must be coupled with persistence.

(Johann Wolfgang Von Goette)

5. Don't let yesterday use up too much of tomorrow.

(Will Rogers)

Ask yourself--Do I want to learn? If you think positively take the attitude: "Sure, I want to learn, because every time I learn something I grow and take another step in reaching my goals."

As we do these study skills many ideas will come to the surface which will help you in your studying. Put these ideas into action. Remember, ideas don't work unless you put them into action.

Section 2

Listening

Interest Measurement Test

1. Do you learn the names of people who are introduced to you?
2. Are you ready and waiting to listen when someone begins to speak, or do you miss the opening remarks?
3. Are you thinking of what you are going to say when you are talking to someone?
4. Are you addicted to the fatal belief that you can listen to two things at once?
5. Have you ever tested yourself to see exactly how much of what is said to you, you remember?

Do you know how to study? Listening is the first step in learning. Seventy-five percent of our knowledge is acquired through listening. You learn to listen and then you listen to learn. The

average person is only a half-listener. That is, he only listens to, or hears, about one-half of what is said to him.

Suggestions for Listening

1. Read ahead, before class, the material the teacher will discuss.
2. Get ready to listen as soon as the bell goes. Remember, today may be the day that you will hear something that will change the rest of your life. Also, the important information is usually given at the beginning and end of the class. If you can develop the power to listen for the first ten minutes of the class you will be able to develop the power to listen for the whole period.
3. Sit in a position that makes it easy to listen. Sit up straight and be alert to every word the teacher says. Turn a deaf ear to all other sounds and keep your eyes glued to the teacher. Train yourself to listen to all of your teachers since each one has something important to say to you. Adapt yourself to every teacher's individual style.
4. Have your ears tuned for directions and assignments. Write down all assignments on a piece of paper.
5. When you ask questions listen for the answer as if it contains the secrets of your life.
6. Take notes on what the teacher says is important. Ex.: Five main causes of the acceptance of the treaty.
7. Since you can listen faster than the teacher can talk listen between the lines. Anticipate what the teacher's next point will be or summarize what the teacher has said to this point in your own words.
8. Check yourself every time your mind begins to wander.

Activities

1. Listen to a fifteen minute newscast. Write down six events that were on the news.
2. Write down five things in becoming a good listener.
3. Pick out the best listener you know.
4. Write down the most important sentence you heard today.

If you listen you may earn rewards such as:

1. A subject you thought was extremely difficult and dull may really be easy and interesting.

2. The work may become easier all around.
3. You may learn more about the personalities of your teachers and classmates.
4. You may discover leads that may answer questions in other subjects.
5. Class time will go very quickly.

Handout: The signs of a good listener.

Games

1. Gossip. The leader whispers a message to one of the students who, in turn, whispers it to his friend until it has gone around the classroom. The objective of the game is to see if the message is the same when it reaches the last person in the room.
2. I was going to camp. In my knapsack I put a _____. The first person puts something in the knapsack. Each person has his turn but he must remember everything the preceding students have put into the knapsack before he can add anything to it himself. Also the things must be in the right order as they were added to the knapsack.

Section 3

Where should you study?

Where do you study? Whether you live in a large house or a tiny apartment you can arrange a good workshop for studying. You can do this by following a few simple rules:

1. Choose a quiet room. Most people study best when there are no interruptions. Unless you are different you will do your best work when you are alone and away from the television, radio, or telephone. If you have a room of your own you can control the amount of noise. Even if you have to study in the corner of a crowded room you can ask your family to help by leaving you alone and keeping it reasonably quiet while you are studying. (Don't take any phone calls because this will interrupt your train of thought and it will be hard to get back on the same track after the call. Ask your family to take a message and tell the person you will call them back later.)

Handout: Quiet, genius at work.

2. Make sure the room is ventilated and the temperature is around seventy degrees. If the room is below this temperature you will probably find it chilly. If the temperature is above this you will probably find it too warm and fall asleep.

3. Sit on a hard chair. Studying is hard work. A soft, cushioned chair will send you off into dreamland before you know it. A straight backed, hard chair will be much better.
4. Have a table or desk. You should have a desk or table to hold your book and to provide a work area. However, do not have anything on the desk besides what you need for studying. Pictures, greeting cards, souvenirs will only take your mind off your studying. Also, you should avoid putting your desk in front of a window or mirror because you will easily be distracted.
5. Have adequate lighting. Good lighting will cause you to make fewer mistakes. It will also cause you to work faster, be less tired and feel better.

Always have more than one light in the room so that there will be no very dark or very light spots on your books. A good reflecting desk lamp and especially treated reading bulbs will reduce glare.

Your eyes should be about fourteen inches from your book. If the book is any closer your eye muscles will have to work harder, thus they will get tired faster. Hold the book at an angle so that each word is about the same distance from your eyes.

6. Keep all supplies nearby. Don't have to look for supplies. Having to look for a pencil means lost time. Use the following list when you arrange your study area:
 - a) Dictionary: Careful work is impossible without a good dictionary. Spelling must be perfect, the meanings of new words should be looked up and learned. It is impossible for you to study efficiently without using a dictionary often. Good paper backed dictionaries are inexpensive.
 - b) Assignment book: This is the book in which you write down all of your assignments and it should be kept handy at all times.
 - c) Textbooks and workbooks: Make sure you bring the necessary books you need to complete an assignment at home. How many tales of sorrow begin with, "Oh, I forgot my books and the assignment is due tomorrow."
 - d) Notebooks: Notes taken in class should be kept in an orderly manner. They can be kept on loose leaf paper or in an exercise book. You have an exercise book for each subject if you use them at all. Whatever type of notebook you use you should know exactly where your notes are at all times.
 - e) Reference books: Many assignments need more information than can be found in your own textbooks. This means you will need library books, magazines, pamphlets, etc. These books are your reference books.

f) Watch: Keeping to your schedule will mean respecting time. You may be surprised to see how fast time passes.

g) Supplies: You should have the following items ready for use at all times: pencil, pen, eraser, ruler, math set.

7. Don't eat while studying. It takes your mind off what you are doing.

NOTE: Role-playing could be very useful in this section to convey the required ideas.

Section 4

When should you study?

Have you ever watched a good workman? If you have, you probably noticed that he knew exactly what he had to do. He wasted no time asking, "What do I do next?"

At the end of the day a good workman has the feeling of having achieved a great deal. He works well because he has a plan. If you are to study well, you too will need a plan. You will have to arrange your time so that you will be able to finish your studying without feeling tired or rushed.

The first step should be to set aside a certain amount of time for study every day.

While study can be relatively easy and enjoyable, it is not magic. Some people study by cramming the night before exams, but that's about the worst way to study. It is far better to have a plan and do a little each day. This will cut down on the work load you have to do the night before exams.

The amount of study time depends greatly on how much homework the teacher assigns each night, and how well you are doing in your work.

A good time to study is about half an hour after dinner, but this will vary with the individual. Many people find the time right after school, while it is still light outside, can best be used for recreation, visiting, or household chores. The hardest rule for you to get used to would be the fact that study time shouldn't be used for anything else unless there is a very special reason. Taking time to study should become a habit. Every time you break your schedule you will find it much harder to get back to it again. This requires a great deal of self-discipline. If time is, for some reason, borrowed from your study time it should be repaid as soon as possible.

So you should make a study schedule. We begin by deciding what time we have available for study, recreation, and sleep. (Instructor acquires a copy of the classes timetable and works from there with the class.)

If you have any study periods during the day, this would be the best time to do your written work or work on your most difficult subject.

In making your schedule you decide what subjects you have to prepare for each night. It may not be necessary to study every subject every night. If you find that you do not have much to study for the next day you should start an assignment which is not due for a while yet. It is important to start an assignment as soon after you get it as possible.

Many people wonder what subject they should study first--their easiest or their most difficult. If you have written work that requires a lot of concentration you should start with this. Your routine written work, which you find very easy, could be done later on when you are possibly a little tired. This routine written work can act as sort of a reward for doing the more strenuous work first. So it is a good practise to start off with your more difficult work and work towards your easiest.

Give yourself a few minutes break between each subject. During this break stand up, walk around the room, stretch, etc. You should not read, talk to anyone, eat anything, or leave the room. The desire to do something else will be very strong but pass the word on to your family and friends, "No telephone calls. No interruptions. Genius at work."

Students in the higher grades may find it more beneficial to them if they take a fifteen minute break after studying two or three subjects rather than taking a break after each subject.

When you have neither a daily assignment or a long term assignment in one subject, you may take a double study period to study for an emergency assignment in another subject. Remember, this arrangement is only for unusual cases. At all other times study every night for the next day, even when there are no assignments.

Making a study schedule and sticking to it is sure to do wonderful things for you. It will:

- give you more time than you realize for recreation;
- keep you up to date on all your school work;
- do away with feelings of rush and nervousness;
- help improve your marks almost immediately.

Try it and see for yourself. Put your schedule to work. You should have three copies of your schedule--one for in school, one to keep on you, and one to leave at home.

Always begin studying exactly on the time you have set aside for your study period and after awhile it will become natural to begin studying at that time.

Section 5

How to study

Up to now we have talked about the value of studying, conditions conducive to good studying, the value of listening and when to study. Once you have the right conditions for studying and a time to study, the next thing is how to study.

The first thing to do is see exactly what you have to do. If you have to read a story in language, read the title, then the subtitles. (Instructor reads the following story without telling the title to see the importance of having a title.)

Washing Clothes

The procedure is actually quite simple. First, you arrange things into different groups. Of course one pile may be sufficient according to how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step. Otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than to do too many at once. In the short run this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure may seem very complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into groups again. Then they can be put in their appropriate places. Eventually they will be used once more, and the whole cycle will then have to be repeated. However, this is a part of life.

Read the summary. Look at the pictures, tables, and diagrams in the material to help put your reading into perspective. Next, read the questions at the end of the section, if any. Then, before you do any more, stop and think. Ask yourself a few questions:

1. What do I have to do?
2. What do I know about the subject?
3. Do I know anything else written by the author?

Get a frame of reference from which to work.

Question #3 may not be applicable to some subjects, such as geography or history. Read the selection having question #1 in mind.

In history, geography, health science and other related subjects, you find headings for each section. Turn these headings into questions and read to find the answers. Ex.: Health science -- Heading: The Work of the Digestive System. Question: What is the work of the digestive system and how does it work?

After reading the first section try to recite the answer. It is a good practise to jot the answer down after the book is closed at the end of the section. If you know there are five causes of World War I and you know only four of them, go back and learn the other cause from the book.

Write the answer very briefly in your own words.

When the lesson is over review the notes you have taken.

At the end of each study section be sure you know the answers to the questions at the end of each section.

Also, if the teacher has given you study questions you may let these guide your reading.

Math -- Work through several examples whether they have a formula like $A=LW$ or an equation solving a problem while reviewing to make sure you understand the concept. If you don't understand the concept ask the teacher to go over it for you in the next class period.

Use filmstrip "Developing Your Study Skills" part 1 as review of the concepts introduced.

Section 6

How to take notes

Note-taking is an important key to successful studying and learning. Why? It's your personal diary of what you want to know. It helps you concentrate and keep awake in class. It brings to bear two senses, sight and hearing, in the learning process. It is also an aid to recall when you want to review.

First, you will need a notebook-looseleaf or bonded. A loose-leaf one can hold your notes for several subjects and spoiled pages can be removed. Also you can add or remove pages whenever you wish.

A bound notebook is sturdier and the pages last longer and they can't be lost. Usually the teacher will tell you what kind of notebook to use.

1. Arranging the notebook.

- a) On the cover and the first page write your name, grade, school and subject.
- b) Number each page in the upper right hand corner.
- c) Save pages for the table of contents. Begin with the first big topic you take in class and add pages and topics this way.

History	page
1. Settling in New England.	3
2. Growth of the Colonies	9
3. Early wars	18

- d) Keep a margin. This section should be kept clear except for the writing of a date, a new vocabulary word, a special assignment, or a question. Each time you write notes, write the date in the margin. When the teacher says, "Remember the work we did last Friday," you will be able to check without trouble.

Whenever you are given a special assignment, hear a vocabulary word, or find a question popping in your mind, write it in the margin.

- e) If you use a looseleaf book, use dividers to separate each subject.
2. Take your notes in ink or pencil that won't smudge. You will want to refer to them again, but they won't be too useful to you if you can't read them.
 3. Write legibly and clearly. We will have to make a special effort to do this because you will be taking notes under pressure, listening and trying to decide what is important. Doing all these things will be difficult, but with a little patience you will have a good set of notes that you can read.
 4. Use your own abbreviations for common words or phrases. Ex.: & for and, x for wrong, ≠ for not equal to, = for equal to. This will enable you to write down more of what is said in less time.
 5. Underline, or mark in some way, the most important points that you want to remember and review. One student went through his notebook after an exam to see how many of the things he had marked important were on the exam. He found that 67% of the exam was marked important in his notebook.
 6. Select the main ideas. Don't try to write everything down. Listen for key words. Try to write it down in your own words, not the teacher's. Try to listen for clues such as "the four main causes were," or "to sum up." The more time a teacher spends on a topic,

the more important the topic is likely to be. So if your teacher keeps coming back to a certain point, you can say that that point is a very important one. This point should be marked in your notebook.

7. If the class gets into a discussion, just jot down the main points that came up.
8. Outline -- Remember we said we write down the main ideas in as few words as possible. Use your own words unless the teacher puts titles or new vocabulary words on the board. Ex.: Suppose you are learning about iron and steel as an industry. In class the teacher will lead the discussion. The main points were:

- | | |
|------------------|-----------------------|
| a. Raw materials | d. Industrial centers |
| b. Manufacturing | e. Trade |
| c. Products | |

Let's take one of the main headings. Let's take #3, products. Remember, use as few words as possible. As the class discusses the topic listen for facts.

- A. Big Manufacturing (the teacher first asked about this and the class gave the following list:

1. Automation
2. Freight cars and locomotives
3. Framework for skyscrapers
4. Airplanes
5. Ships
6. Turbines and engines

- B. Small articles:

- | | |
|---------------------|---------------------|
| 1. Kitchen utensils | 4. Sports equipment |
| 2. Tools | 5. Jewelry |
| 3. Toys | |

9. Leave spaces after topics and subtopics as you take notes. Leave at least one line after each topic and between subtopics. If you have to go back and fill in, you will have the needed space and you won't have to squeeze your writing in between two lines you have already written.
10. Look at your notes after class while the class is still fresh in your mind. If you missed any points, ask the teacher about them in the next class.

Section 7

Preparing for an examination

Think of an exam as an opportunity, not as a trap. You welcome the opportunity to see how fast you can run or ride a horse, so why not show how well you can use your mental power by getting as good a mark as possible.

1. Don't rely on cramming the night before the exam to learn enough to get through the exam. Start in time to get ready. Start the first day of school by taking good notes. Review them often. Put hard facts and problems on cards and put them in your pocket. Review them while waiting for a friend or riding the bus.
2. Do all questions at the end of the chapters in your notebook. This is a little test in itself.
3. Go over what the teacher stresses in class. This is a clue to what is important. If they are starred in your notebook, do a little extra reading.
4. Get a good night's sleep. Go to bed with the hardest topic on your mind. After you have read all you can, let your subconscious work while you are asleep. But it must be given a definite assignment.
5. Take a good shower in the morning to be sure you are awake.
6. Eat a good breakfast. Your body will need the energy.
7. Be sure to take all the necessary materials to the exam room.
8. Don't come to the exam with the idea that you are going to fail or in a panic or frightened mood.
9. Try to guess the questions before the exam and see if you can answer them.

During the test:

1. Read the directions for each question slowly and carefully. Be sure you know exactly what you are supposed to do. If there is any doubt, ask the teacher. Be sure to read all of the test so you will be sure of what area you are expected to conclude.
2. Answer the easiest question first since this will give you a feeling of success. Find if you will be penalized for guessing. If you are, leave out the questions you aren't sure of.
3. Don't spend all of your time writing. It will pay you to think first and organize your ideas so you can write better.

4. Write clearly so the teacher can read what you are writing. Remember, it doesn't take any longer to write legibly. Think of the teacher who has to read thirty or forty papers.
5. Budget your time. Give more time to the more important questions that carry a great deal of credit. If a question is worth 33%, then you should spend one-third of your time doing that question. If all questions carry equal value, divide your time equally amongst all of the questions.
6. Work as fast as you can. Don't waste your time daydreaming or thinking about other students who are finished. Maybe they have given up due to lack of answers. They aren't going to help you, so come back to earth and concentrate on your exam.
7. If your mind goes blank on a particular question, don't panic. Give yourself time to think. If you can't figure it out forget it and go on to another question. If you have a choice, you may not have to do that question.
8. Make an outline of proposed answers before you begin. This will guide your writing.
9. Don't cheat. After all, it is a test to see what you know--not what your friends know. Nobody can stop you, but remember, that a mark of 90% received by cheating is no indication of what you know.
10. Relax and take a deep breath before your exam.
11. Proofread for mistakes after you have finished your exam.

Use filmstrip "Developing Your Study Skills," part 2.

MY STUDY HABITS

Directions

There are right and wrong ways of studying. The statements below will help you to find out what you do right and what you do wrong.

If you "never" do what a statement says, put "N" in the space in front of it; if you "usually" do what the statement says, put "U" there; if you "always" do what the statement says, put "A" before it. If a statement does not apply to you, put "X" in the space.

My Attitudes Toward Studying

- _____ 1. I realize the importance of doing as well as I can in school.
- _____ 2. I try to develop an interest in each school subject.
- _____ 3. When it is time to study, I begin my work at once, rather than finding excuses for putting it off.
- _____ 4. I begin working at what needs to be done, even though it is not interesting at first.
- _____ 5. I listen attentively to assignments, explanations, etc.
- _____ 6. I do the best work I can with the ability I have.
- _____ 7. I try to be a good listener.
- _____ 8. I begin study without being told to do so.
- _____ 9. I do my written assignments on time.
- _____ 10. My written assignments are neat and orderly.
- _____ 11. I try to increase my understanding of what I study in school by reading more than is assigned.
- _____ 12. I do more work than is required by the teacher.
- _____ 13. When my school work is not good, I try to find the reasons and do something about it.
- _____ 14. I pray regularly that I will be successful in my school work.
- _____ 15. In judging my success I consider how well I have used my talents.

Setting the Stage for Study

- _____ 16. I try to keep in good physical condition for studying.
- _____ 17. I have a regular time and place for studying.
- _____ 18. I do my assignments with classmates only when I can learn better that way.

- _____ 19. I try to study where ventilation and lighting are good.
- _____ 20. I remove myself as far as possible from anything that makes it hard to concentrate (TV, radio, conversation, etc.)
- _____ 21. I do my most difficult subjects at the time that I work best.
- _____ 22. I put myself under a slight time pressure in order to keep my mind from wandering.
- _____ 23. Before beginning to study, I gather all the materials I shall have to use (pencil, paper, assignment, etc.)
- _____ 24. I try to keep my mind from wandering when I study.

My Methods of Study

- _____ 25. I review the previous lesson before starting a new one.
- _____ 26. I adjust my rate of reading to the purpose for reading.
- _____ 27. As I read, I occasionally try to recall what I have read, and re-read passages if necessary.
- _____ 28. In reading, I look for the main thought in each paragraph.
- _____ 29. I try to find out the meaning of words I do not know.
- _____ 30. I use textbooks as I should (index, contents, etc.).
- _____ 31. I make use of maps, pictures, charts, etc., to help understand what I am studying.
- _____ 32. Where useful, I make an outline of what I have learned.
- _____ 33. I memorize material that will be needed again and again (rules, important information, etc.).
- _____ 34. When I take notes, they are neat, and so arranged that I can find what I want.
- _____ 35. When I have something to memorize, I read it all first, and then work on the parts.
- _____ 36. When memorizing something, I distribute my study over a period of time (rather than trying to do it at one sitting).
- _____ 37. I "overlearn" what I memorize (keep on studying for a while after I think I know it).
- _____ 38. I review what I have learned soon after learning it, so as not to forget it.
- _____ 39. I try to organize what I have learned.
- _____ 40. I discuss at home what I have learned in school.
- _____ 41. I try to use outside of school what I have learned in school.
- _____ 42. I try to understand something before I memorize it.
- _____ 43. When written assignments are returned, I try to find and correct my mistakes.

- _____ 44. I ask my parents, teachers, and others about things I do not understand.
- _____ 45. I occasionally time myself in doing my homework.

Examinations

- _____ 46. I review for tests well in advance of the time the test is to be given.
- _____ 47. Before beginning to answer the questions on a test, I read the directions carefully.
- _____ 48. I look over an entire examination before starting to answer any questions.
- _____ 49. I plan my time so as to be able to answer all questions on a test.
- _____ 50. In taking a test, I read each question carefully before trying to answer it.
- _____ 51. I keep my eyes away from other pupils' papers when taking an examination.
- _____ 52. I see that I have a good night's sleep before an examination.

Scoring Information

Giving yourself a score:

For each "A" give yourself 3 points.

For each "U" give yourself 2 points.

For each "N" give yourself 1 point.

I had

_____ "A's" at 3 points each.....points

_____ "U's" at 2 points each.....points

_____ "N's" at 1 point each.....points

Rate yourself regularly to see how much your study habits have improved.

The Signs of a Good Listener

1. HE IS PREPARED

He enters the classroom with all the materials he needs. He has completed his assignments. Above all, he is serious about getting as much as he can from the lesson.

2. HE LOOKS AT THE SPEAKER

He watches the speaker's eyes. He studies the speaker's actions. In a short time he learns how to tell when the speaker is presenting a main idea.

He is alert when the speaker

- raises his eyebrows
- suddenly speaks loudly or softly
- moves his arms vigorously
- says each word slowly
- begins to write on the board
- says something like:

"More than anything else . . ."

"Above all . . ."

"The three big points to remember . . ."

3. HE IS COURTEOUS

He never interrupts a speaker, nor does he do anything else that might annoy the speaker. If he cannot hear, he raises his hand and asks, "Would you be kind enough to speak just a little louder?" He makes himself a part of the lesson by:

- a) asking questions to clear up anything that he doesn't understand—"I've been listening to you carefully, Mr. Smith, but I missed the part about the forming of clouds. Could you go over that again, please?"
- b) giving information that will help the teacher develop a main idea—"Yesterday the class talked about the grizzly bear. In the school library I found a book that was written by an Alaskan trapper. Here is a picture that gives us an idea of the bear's size."

- c) making suggestions that will help the work along—"Since we are studying trade routes, would it be a good idea to draw them on a large map?"

A courteous listener never hesitates to call attention to the talents of his classmates. "Mr. Smith, you have been telling us about different kinds of flowers. Have you seen the beautiful drawings James made?" Nor does he hesitate to thank his teacher. What teacher wouldn't appreciate hearing a pupil say, "Thank you for the clear explanation about fractions. It helped me a lot today." Of course, appreciation of classmates and teachers must always be sincere.

4. HE IS PATIENT

Since your mind races faster than the speaker's words, use the extra time for selecting main ideas or for taking notes. Be kind when your classmates seem to be asking questions about topics you understand. Help a hesitant speaker along with a good question or a bit of information.

5. HE TAKES PART IN DISCUSSIONS

Often the teacher will invite the class to consider a question. Make sure that you listen, that you think before you answer, and that you take part in the discussion. Instead of remaining quiet because you are "afraid to talk," contribute whatever you can. Listening to classmates and adding your own thoughts makes learning more interesting.

6. HE TAKES NOTES

After a lesson is over, many of the important things that have been said will be forgotten unless you have kept a record of them. Writing down the main ideas clearly, as the speaker presents them, will help you keep up with the work. Good notes are absolutely necessary when you study for a test. Note taking is so important that we shall consider it in detail in another lesson.

QUIET
Exercise
PLEASE
AT WORK



Homework




BEING DONE

DO NOT DISTURB


HOW TO WRITE A REPORT--

① Do your reading and research so you **KNOW YOUR SUBJECT**

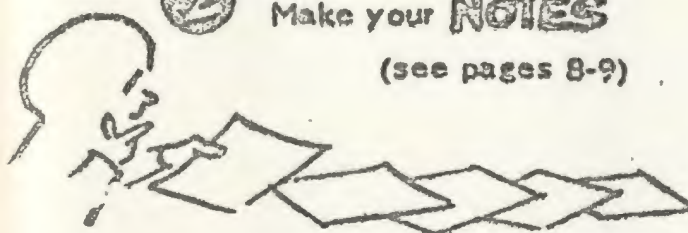


⑥ Do a quick **FIRST DRAFT** using your **OUTLINE** for **SUBHEADINGS**

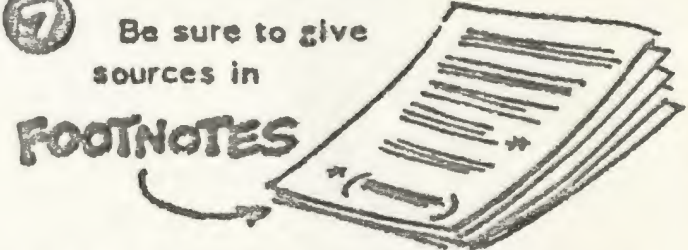
Incidentally, can you type?



② Make your **NOTES** (see pages 8-9)




⑦ Be sure to give sources in **FOOTNOTES**




③ Think of YOUR **MAIN POINTS**

a b c




⑧ Then **RE-READ, RE-THINK** and **RE-WRITE**



④ Then make an **OUTLINE** by **SUBJECTS** that answer


WHY? the problem
WHAT? the subject
HOW? the program
So WHAT? action summary

Include -- attachments, exhibits, drawings, etc.

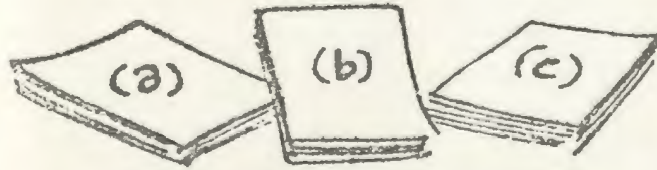


⑨ Check your **FINAL DRAFT** for **MECHANICS**

- spelling
- punctuation
- paragraphing
- sentence structure
- style
- vocabulary
- sentence rhythm
- sound pattern

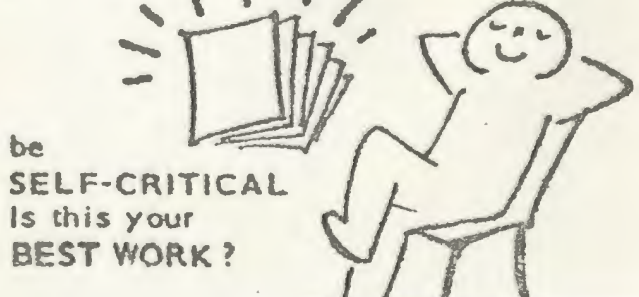


⑤ Arrange your **NOTES** (or cards) by **SUBJECT** per your **OUTLINE**



⑩ **SO... THERE IT IS!**

be **SELF-CRITICAL**
 Is this your **BEST WORK?**



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APPENDIX C

Q-SORT FORMAT

NAME _____ GRADE _____ AGE _____ SEX _____

MOST IMPORTANT _____ LEAST IMPORTANT _____

THREE

SIX

TWELVE

SIX

THREE

