

**A STUDY OF THE GUIDANCE IMPLICATIONS OF PSYCHOLOGICAL REPORTS
IN THE PUBLIC SCHOOLS**

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CHAPTER I
INTRODUCTION

There have been developed, over the past years, various programs and techniques that have aided educators in recognizing and helping students, who, because of various conditions, did not gain full benefit from educational programs, or because of particular problems, needed help from agencies other than the school. One area developed to help in the alleviation of these conditions was the counseling program. As Rothney and Roens, however, pointed out:

These programs are so diverse in kind and quality of offering, so variable in their administrative arrangements, so varied in statements of objectives, and so lacking in evidence of accomplishment of their aims that other than labels, they have few elements in common.¹

From this general statement of counseling the idea was developed to investigate certain specific areas of counseling, namely, the use of school psychologists as part of the counseling program and their relationship with other personnel connected directly or indirectly with the school guidance program.

Therefore, this led to the investigation of certain aspects of the psychological services in a program of guidance and to the determining of the values and weaknesses that might result when the psychological services were made use of.

¹Rothney, John W. M., and Roens, Bert Ax, Counseling the Individual, p. 1.

Statement of Problem

The purpose of this investigation was to determine certain characteristics of psychological reports and their value to teachers and principals as an evaluation of specific difficulties which pupil referrals presented in a variety of school situations.

In order to develop the possibilities this general statement presented, certain specific problems were considered necessary for the complete study of the problem. These specific problems were:

1. What types of referrals and how many were found at various grade levels?
2. How effective had the psychological services been toward reorientation of pupil referrals?
3. To what extent had the schools been following up the recommendations of the school psychologists?
4. What factors, if any, caused difficulty in the proper cooperation between the school and psychologists?
5. What factors, if any, contributed to the strengthening of this program?
6. What were the opinions of personnel, such as the teacher, principal, and the parents concerning the value of such a service?
7. In what ways could the psychological service, as part of the guidance function, be improved.

Significance of the Problem

With the increasing recognition of the role which guidance played in our public schools came the increasing need for various evaluative procedures that would determine how well the program was succeeding and what progress was being made. A study of the data provided, within certain narrow confines, evaluative procedures by which it could be determined how certain areas of service, for example, the follow-up of psychological reports, had succeeded. The significance of this procedure was pointed out by Wrenn and Kamm² in a report of a University of Minnesota study which isolated 14 specific services within the realm of a student-personnel program. They constructed a form for the evaluation of these services. The authors stated that the development of such a form was the first step in the evaluation of the student-personnel program. They felt that critical evaluation by "appropriate" research methods should follow.

Another point that should be brought out to show the significance of the problem was the fact mentioned by Rothney and Roens³ that uncertainty concerning the activities that counselors should undertake will continue until they have accepted the responsibility for evaluating their work in terms of the objectives set forth. They contended that the "paucity of evidence concerning the achievements of guidance workers makes it virtually impossible to determine which of the many types of programs would be most suitable for any particular institution."

²Wrenn, C. Gilbert and Kamm, Robert B., "A Procedure for Evaluating a Student Personnel Program," School and Society 67:266-270, April 3, 1948.

³Rothney and Roens, Op. Cit., p. 2.

Having developed to some extent the need for evaluative research, it became necessary to be more specific as to how this was related to the immediate problem. In the past few years the Indianapolis public school system has endeavored to increase and improve services in the area of pupil personnel. One of these services was the establishment of four psychological centers, better known as pupil personnel centers, where pupil referrals could be sent for psychological counseling. This service was available for students from kindergarten through secondary school. Three of the centers were provided with one psychologist each and the fourth with two making a total of five in the entire system.

The school authorities responsible for the sending of referrals to the psychologists were the school principals. Although the teacher or the parent could present a request, it had to meet with the approval of the school principal.

This set-up presented some problems as to the utilization of the psychological services. For example, some schools, apparently, used this service to a considerable extent, while others seldom, if ever, availed themselves of this opportunity.

Delimitation of the Problem

1. This investigation was limited to the psychological services and to the schools within the Indianapolis public school system.
2. The study was limited to the calendar year, September 1, 1953 to August 1, 1954. This limit was deemed necessary because: (a) most of the psychological service for referrals would have been completed for

that school year and enough time would have elapsed to note any progress or regression of the referrals in the study, and (b) this time was recent enough to permit respondents to recall factors necessary for the investigation of certain areas.

3. The investigation was limited to those teachers who had made psychological referrals within the calendar year mentioned above. This limitation was made to be certain to reach teachers who might have had experience with psychological referrals. The response of all school principals was asked for even though their school may not have made referrals during that year.

Purpose of the Study

1. To determine the value of psychological reports as an evaluation of specific difficulties which pupil referrals manifested.
2. To determine what takes place after the referrals have been made and recommendations reported.
3. To obtain the psychologist's opinion as to the school's follow up of reports.
4. To determine the teacher's and principal's reaction to psychological recommendations.
5. To determine the effectiveness of communication between the school and the psychologists.
6. To determine what areas of recommendations proved most effective for pupil referrals.

Definition of Terms

In order to provide greater clarity in the interpretation of this study certain terms used herein were defined as follows:

The term psychological reports refers to a written or oral report or a combination of both made by the school psychologist to the school on pupils whom the school had referred because of some difficulty. These reports contained findings made by the psychologist and recommendations as to what should be done for the pupil.

A psychologist is a professional worker employed by the school system for the direct purpose of consulting with the representative schools regarding pupils that manifested difficulties that may be beyond the scope of the school to handle.

Referral is a term used to denote a pupil referred to the psychologist for study.

Teacher reaction refers to the expressed opinion of the teacher as to the value of psychological reports.

Principal reaction refers to the expressed opinion of the principal as to the value of psychological reports.

Parent reaction refers to the observed reaction of parents by teachers and principals to the recommendations made by the psychologist for their child.

The term adaptations of the school programs refers to changes made in a school's program in an attempt to follow the psychologists recommendation or to alleviate conditions that caused a pupil difficulty.

The investigation of areas where psychological reports were or were not followed refers to areas in the school program such as program and curriculum, area of personal adjustment, area of methods and materials of instruction, and area of interpersonal relations.

Psychological in-service training refers to training given to teachers and principals through conferences, workshops, and other media concerning the work of the psychologist and the recognition of problems that could be brought to the attention of those specialists.

Basic Assumptions of the Study

The following major assumptions were made in this study:

1. That teachers and principals would be best able to indicate the value of psychological reports as to their implications for guidance in the public schools.

2. That teachers and principals, under desirable conditions, would willingly express their honest opinions.

3. That the school psychologists, under desirable conditions, would willingly express their honest opinions.

4. That the investigation of psychological reports would require weighing, analyzing and evaluating of data before any recommendations for improvement should be made.

5. That the criteria set up to measure improvement or regression on pupil adjustment or school program adaptations was as accurate and unbiased as it was possible to obtain.

6. That teacher and principal observation of parent reaction to the psychological service would be a true and accurate account of such responses.

Procedures

The following procedures were used in the design for the study:

1. A preliminary investigation of research studies and literature was made.
2. Permission was obtained from school officials for a continuation of the study.
3. Psychological records were obtained and studied for factors necessary to the study.
4. Based on the factors obtained from psychological reports a preliminary questionnaire was constructed.
5. The questionnaire was tested by using a trial run on personnel not involved directly with the study.
6. The questionnaire was given final revision and made ready for distribution.
7. A second questionnaire was constructed, and tested as above, and sent to all the psychologists in the city of Indianapolis.
8. The questionnaire was sent to all teachers and principals whose names appeared on psychological reports either as the initiator of the request for the service, or as the recipient of information from the psychologists.
9. Follow-up letters were sent to help increase the number of questionnaires returned.

10. Personal interviews were held with a random sample of teachers and principals to test the validity and reliability of information obtained.

11. Statistical analyses were made of the data received from teachers.

12. Statistical analyses were made of the data received from the principals.

13. Statistical analyses were made of the data received from the school psychologists.

Limitations of the Study

Following were limitations that were recognized and mentioned for this study.

1. Only those teachers who had made psychological referrals were used. Other teachers might have had opinions that could have changed the findings.

2. Only those data collected from personnel in the Indianapolis public schools were used and as a result no claims are made that findings reflected national trends.

3. The psychological reports from one pupil personnel center did not take in the entire time between September 1, 1953 to August 1, 1954. This was due to a change in psychologists for that section of the city.

4. Information used was obtained through the questionnaire method and may contain errors due to misunderstanding, errors of omission, and other inherent weaknesses of the questionnaire as a data gathering device even though checks for this were employed to reduce these discrepancies.

Need for the Study and Its Values

At the time there was a need in the existing school program for assistance for those students who manifestly were too difficult a problem for the school to handle adequately without assistance from a specialist, such as the school psychologist. This by no means implied that the school shirked responsibility, but merely was understood to mean that teamwork was necessary in order that the school could provide a realistic program for such students.

The first step, it was logically assumed, would be to determine if psychological reports to the referring schools were of value, and if not, what factors were involved that hindered the effectiveness of these reports.

Strang⁴ pointed out that a common complaint of psychologists was that their recommendations were not followed by school personnel and that the valuable time of specialists, and also money were wasted because of this. It was felt, therefore, that determination of the cause or causes for such a condition could lead to better teamwork among resource persons.

The third step would be to recognize the importance of when to refer individuals needing a specialist's help and thereby obtaining needed information for the referral in order to carry out adequate treatment for an individual or a group.

⁴Strang, Ruth, The Role of the Teacher in Personnel Work, p. 73.

More specifically as pointed out by Palmer⁵ in his study, the following factors contributed to the value of this study of the psychological services of the Indianapolis public schools:

1. No such previous study had been made within Indianapolis.
2. The most helpful factors of the psychological services needed to be identified.
3. The less helpful factors of the psychological services which should be modified or eliminated needed to be revealed.
4. The study should stimulate further interest in and a more intensive study into a continuous evaluation of guidance activities.

Summary

This study proposed to determine certain characteristics of psychological reports and their value to teachers and principals as an evaluation of specific difficulties which pupil referrals presented in a variety of school situations.

It was desired that this study should be of use to those charged with the responsibility of guiding students who at times manifested by their responses to their environment that they required help from specialists. It was also hoped that all personnel involved and concerned with the improvement of such services in the Indianapolis public schools would be aided by the full development of these guidance services.

⁵Palmer, Wayne Robert, A Study of Existing and Desired Supervisory Services in the Indianapolis Public Schools, Doctor's thesis, School of Education, Indiana University, Bloomington, 1954, 196 pp., typed.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The actual research pertaining to the specific area of the problem was exceedingly limited. The approach made here was to point out various studies and literature that would serve as a frame-work to the organization of the study. Such relatedness varied to a considerable degree depending upon the information contained therein.

Taking into consideration the personnel involved in the study and also their many relationships to different aspects of the broad general field of guidance, the amount of information then became voluminous. Actually, the organization of background material fell roughly into the areas of the teacher and administrator relationship to the guidance program; the teacher and his or her response or reaction to problem children; the psychologist and his relationship to the school; and various adaptations that were made by the schools and parents toward orientation of those children that were referred for various reasons to resource persons outside the school.

The Teacher

Quite naturally it was assumed the key person in the guidance team was the teacher. And because they have this key position, it was important to determine the attitudes that teachers had toward the understanding and guidance of children. For example, Wickman's¹ study in 1928

¹Wickman, E. K., "Children's Behavior and Teacher's Attitudes," New York: The Commonwealth Fund, Division of Publications, 1928, p. 128.

showed that teachers and clinical psychologists differed considerably in their rating of the most serious of various kinds of behavior. The psychologists listed unsocialness, suspiciousness, unhappiness, resentment, and the like as being very important problems from the standpoint of adjustment. These were not considered as serious by teachers who placed, instead, such practices as heterosexual activity, stealing, masturbation, or toilet talk high on the list of problem behavior. The implication from the study would seem to be that teachers did not always recognize the kinds of behavior which were indicative of poor adjustment.

A follow-up study by Mitchell,² however, in 1942 clearly indicated that mental hygienists and teachers were coming more closely together in that the hygienist was becoming more conservative and the teacher was considering non-aggressive traits more serious than did teachers in Wickman's study.

Lewis³ in a study in 1947, however, found that lack of tidiness or resistance to teacher authority were mentioned as problems, rather than extreme shyness or withdrawal which the clinician would regard as serious. Yet, the teacher, although disturbed by these problems mentioned above, did have considerable insight into constructive measures for a child once the problem was recognized and the seriousness of the

²Mitchell, John C., "A Study of Teacher's and Mental Hygienists Ratings of Certain Behavior Problems of Children," Journal of Educational Research 36:292-307, December, 1942.

³Lewis, William Drayton, "Some Characteristics of Children Designated as Mentally Retarded, as Problems and as Geniuses by Teachers," Journal of Genetic Psychology 70:29-51, March, 1947.

manifestation was established. Along this line Stendler,⁴ through a free response questionnaire, found that on the whole teachers recognized constructive measures. They favored such procedures as adjusting the work, praising or encouraging, and studying the child to find causes of behavior.

Arbuckle⁵ felt, too, that a great disservice had been done by the "professionally trained" who played down the role of the teacher in guidance. He held that the teacher was the most important guidance person in the school. He gave, however, seven reasons why the teacher had not reached "the top:" (1) wrong thinking regarding problem behavior; (2) keeping the teacher's records rather than records of the child; (3) tendency to look outward rather than inward; (4) teaching a subject for the sake of the subject; (5) failing to know personally many students; (6) regarding school as life itself rather than preparation for life; and (7) failing to see the value in extra-curricular activities.

From another approach, that of the vocational area, the teacher again was considered the key figure. Shairman⁶ felt that the teacher was in the important role in the area of guiding retarded pupils to permanent success because he was paramount in helping the student to equip himself to meet the standards of the public employment bureaus to which the specialists often sent him.

⁴Stendler, Celia B., "How Well Do Elementary School Teachers Understand Child Behavior?" Journal of Educational Psychology 40:489-498, December, 1949.

⁵Arbuckle, Dugold S., "Guidance: Seven Opportunities Neglected by Classroom Teachers," Clearing House 23:140-142, November, 1948.

⁶Shairman, George, "The Import of Guidance and Placement on the Classroom Teacher," Occupational Education 6:65-75, December, 1948.

In a program to promote understanding between teacher and counselor, Frazier⁷ listed the following essentials necessary: (1) the teacher must understand the counseling process and the relationship between counselor-student and counselor-teacher; (2) the counselor should understand and help the teacher make use of the opportunities for therapy that lie in the classroom.

In order to develop a better understanding by the teacher for problems that manifested themselves in the classroom, Patterson⁸ listed and discussed characteristics of emotional disturbances, and "do's and don'ts" for teachers who would provide an atmosphere in which disturbed children might find themselves. Tapp⁹ also cited examples of symptom complexes found in preadolescent children which might be observed by teachers and referred to psychiatrists or physicians.

From another approach, that of measuring teacher attitudes toward children with problems, two studies attempted to measure by an analysis of cumulative records. Wolfe,¹⁰ for example, measured the positive and negative attitudes of teachers towards children by analyzing cumulative reports written by the teacher.

⁷Frazier, Alexander, "The Teacher and Counselor-Friends and Enemies," National Education Association Journal 38:104-105, February, 1949.

⁸Patterson, C. H., "The Classroom Teacher and the Emotional Problems of Children," Understanding the Child 21:67-72, June, 1942.

⁹Tapp, Robert F., "Preadolescent Emotional Difficulties are the Teacher's Enemies," Educational Administration and Supervision, 38:48-53, January, 1952.

¹⁰Wolfe, Stanley W., An Investigation of Teachers Attitudes Revealed by Analyzing Cumulative Reports, Master's thesis, Ohio State University, Columbus, 1947, 104 pp., typed.

In one of the better known studies in education concerning teacher's attitudes toward children--"Helping Teachers Understand Children,"¹¹ written cumulative reports were utilized as a point of departure in attempting to find out how the teachers really felt. It was found that there was a tendency to record only generalized statements with very few supporting facts. Most of the generalizations were evaluative rather than genuinely descriptive.

One aspect of this review regarding the role of the teacher was the influence of the teacher on pupil personality. La Rue¹² presented a study to indicate that good teachers tended to exhibit superior mental health. He studied the emotional tendencies of good and poor teachers--a possibility that suggested the "carry over" of those good qualities of the superior teacher to the pupil. Perkins¹³ told how teacher participation in the administration of his school contributed to the morale of the staff; he pointed out that children cannot be trained in democratic social living if autocratic relations prevail between principals and teachers.

Rothney¹⁴ also clearly indicated the important responsibility of the teacher in the teacher-student relationship. He gave examples of

¹¹Helping Teachers Understand Children, By the Staff of the Division on Child Development and Teacher Personnel, Washington, D.C., American Council on Education, 1945.

¹²La Rue, Daniel, "Emotional Differences Between Superior Teachers and Inferior Teachers," The National Elementary Principal 15:395-402, July, 1936.

¹³Perkins, Hugh W., "Teacher Growth Thru Participation in School Control," The National Elementary Principal 15:410-417, July, 1936.

¹⁴Rothney, John W. M., The High School Student, p. 253.

what the teacher can do to improve teacher-student relationships:

Teachers will realize that they must make keen diagnoses of the hazards that students face in developing good relationships with other persons. (particularly with adults), but the whole procedure of diagnoses and treatment is likely to be most effective when teachers ultimately realize that the development of good teacher-student relationships depends largely upon the teacher. It is a two party problem, but the initiative for action is the responsibility of the teacher.¹⁵

Aside from the relationship of the teacher with the pupil, another important aspect was the relationship of the teacher to the guidance program.

Hefferman¹⁶ brought out the point that there were several misconceptions about the function of the teacher in guidance. She felt that certain teachers have come to believe that their own function was to make "referrals" instead of meeting many of the maladjustments apparent in every classroom group themselves. This concept caused an overloading of guidance workers with an innumerable case study load. She also expressed:

Specially qualified personnel were needed, but primarily in the capacity of consultants to the only persons who could most continuously bring about change in the child's behavior or meet his problems--his parents and his teacher. The parents might remove causes of frustration in their work with the child at home, or, if this were not possible, bring greater understanding to the conditions responsible for the behavior. The teacher could adjust the curriculum to the child's needs and interests so that he might experience a greater feeling of adequacy in relation to his school tasks.¹⁷

¹⁵Ibid., p. 253.

¹⁶Hefferman, Helen, "The Role of the Teacher in Guidance," The National Elementary Principal 34:60-69, September, 1954.

¹⁷Op. cit., p. 62

Strang¹⁸ also felt that the teacher held the key role in the guidance program by wielding a cumulative influence on his (the pupil) psychological growth.

Proffitt,¹⁹ in a summary of a 70 city report indicated the major problems in guidance, pointed out that one of the major problems was the difficulty of getting staff members to see the factors related to guidance. This was one of five major problem areas. Also in an attempt to bring about an alleviation of the condition set forth above, Douglass²⁰ developed an outline of nine fields in in-service training necessary for a growing program of personnel work. Along this same line Strang²¹ indicated the areas necessary for a teacher who will use all the guidance resources in the school and community.

In many articles there was an expression of feeling concerning whether the teacher can perform all the required guidance functions in the school. Some of the articles indicated there was not complete agreement among teachers that all teachers looked with favor upon their role as counselors.

¹⁸Strang, Ruth M., The Role of the Teacher in Personnel Work, 491 pp.

¹⁹Proffitt, Maris M., "Guidance Problems in City Schools," School Life, 22:19-20, September, 1936.

²⁰Douglass, Harl R., "Developing Staff Participation in Personnel Work," Bulletin of National Association of Secondary School Principals 32:84-90, March, 1948.

²¹Strang, Ruth M., "Guidance While Teaching," The Journal of Education 130:10-11, January, 1947.

Sorrells,²² for example, pointed out that not all teachers looked with favor upon their role in guidance work. Another, Crow and Crow²³ referred to the feeling among some teachers that the release of some of their fellows from teaching duties for guidance work constituted part of the "racket."

As has been mentioned previously, the characteristics of the good teacher and the good counselor were, according to many articles, almost exactly the same. This indicated the changing role of the teacher which was in effect that the teacher is a mental hygienist or guidance worker whether he thinks he is or not. For example, LaFever, Turrell, and Weitzel²⁴ have indicated that some full-time teachers have guidance functions to perform as an integral part of the classroom instruction, and Shostrom and Brammer²⁵ pointed out that some schools even believe that one must have an academic relationship in order to be effective as a counselor.

The Principal

As has been stated in Chapter I, this study also involved another key person in the guidance area, that of the school administrator or

²²Sorrells, David J., "Guidance a Challenge to the Small School," Personnel and Guidance Journal 31:108-112, November, 1952.

²³Crow, Lester D., and Crow, Alice V., An Introduction to Guidance: Principles and Practices, 430 pp.

²⁴LaFever, David W.; Turrell, Arch M.; and Weitzel, Henry J., Principles and Techniques of Guidance, 577 pp.

²⁵Shostrom, Everett L., and Brammer, Lawrence M., The Dynamics of the Counseling Process, 213 pp.

principal. In reviewing literature involving the relationship of the principal, it was kept in mind that the background of information involved would be essentially the same as that of the teacher. Although their particular functions would differ, the background studies and literature would be approached from similar angles.

Strang²⁶ felt that the administrator had two basic functions. In the narrower sense he created conditions that made effective guidance possible, and secondly, acted in the capacity of counselor, both to teacher and students, and frequently parents.

Moon and Dickinson²⁷ looked upon the principal as the architect of the school's guidance program. They listed 10 aspects that reflected an architect's design:

1. The general atmosphere he created, whether he has an open or closed door policy, and whether he placed emphasis on perfection or upon growth.
2. The pattern he set by his example.
3. The type of organization he set up--autocratic or democratic.
4. The basis on which he selected his staff.
5. The values demonstrated in the budget that he prepared.
6. The school program.
7. The educational techniques emphasized.
8. The materials used.

²⁶Strang, Op. cit., p. 69.

²⁷Moon, James V., and Dickinson, Ruth A., "The Administrator as Architect of the School Guidance Program," The National Elementary Principal 34:30-34, September, 1954.

9. Home-school cooperation.

10. Interpretation of the school's needs, activities, and purposes to the community.

Lucas²⁸ pointed out another function by describing how the mental health of a teacher was an important influence in the conditioning of pupil behavior and emphasized that it was the duty of the principal to organize his school so that teachers may develop a sense of belonging, security, and mutual respect.

Erickson²⁹ felt that the alert administrator had also the responsibility of development of the staff in the building of a guidance program.

The importance of the principal in exercising his function as a part of the personnel program was stressed in two "source" books. First, as Koos and Kefauver contended:

If at one extreme his school is so large that most administrative responsibilities--even guidance activities among them--must be delegated to others, he must have an adequate understanding of the significance and scope of guidance and an intelligent appreciation of the means to be used. If at the other extreme the high school has a small staff and enrollment, his connection is more direct in that he must be the person or one of the persons directly engaging in the guidance activities.³⁰

Secondly, Lee³¹ argued for the importance of this point in an even more positive manner.

²⁸Lucas, W. C., "The Principal and Teachers Mental Health," American School Board Journal 115:33-34, September, 1947.

²⁹Erickson, Clifford E., A Basic Text for Guidance Workers, 547 pp.

³⁰Koos, Leonard V., and Grayson N. Kefauver, Guidance in Secondary Schools, 578 pp.

³¹Lee, Edwin A., "Critical Issues in Guidance and Personnel," Occupations 5:692, May, 1936.

Lee contended that the key to any effective program in occupational adjustment resided in superintendents and principals of schools. They must be convinced of the necessity for adequate consideration of the problem of occupational adjustment in the budget, in the selection of personnel, in curriculum revision, and in administrative organization and practice. This practical issue excelled all others in importance for unless progress takes place in this realm, achievement in the remaining issues was stopped automatically. It was at this point, therefore, that all guidance and personnel workers focused their immediate attention.

Leavitt and Hinds³² stressed the idea that the result of administrative responsibility in guidance should be indicated by wholesome relationships between pupil and teachers, pupil and pupil, teacher and fellow workers. Those relationships when developed, showed that the responsibilities of the school principal had been fulfilled and good guidance was being practiced.

The authors, Leavitt and Hinds,³³ also brought out the point that it was the responsibility of the principal to know the agencies in the school, the city, and the state to which cases needing remedial assistance might be referred. These avenues of referrals should also be known to the teachers and to parent groups.

³²Leavitt, Jerome E., and Hinds, Richard W., "Guidance is Part of Administrative Responsibility," The National Elementary Principal 33:12-16, September, 1954.

³³Ibid., p. 14.

The Psychologist

It is in apparent common agreement that the important part played by psychology in current educational procedures makes it imperative that all teachers and principals be well versed in the field. Increasing recognition is being given to the fact that the classroom teacher and administrator must have the competence of a good generalist with reference to most of the problems arising in the usual school sometime but that the classroom teacher cannot be expected to have the specialized training necessary to deal appropriately with the unusually complex types of cases or situations. The teacher and the principal should be capable of deciding when their own efforts need supplementing with the assistance of specialists.³⁴

The background or development of child guidance clinics or the placement of psychologists in schools began near the turn of the century. Louttit³⁵ stated that the first psychological clinic was established at the University of Pennsylvania in 1896. Otto³⁶ said in some communities the services of specialists, particularly those of psychologists, were made available to schools by adding such persons to the school staff. Other sources revealed that in some cases psychologists were added to personnel of research bureaus; in others, separate departments of child study were organized.

Schultz³⁷ reported in 1938 that five of the 16 cities studied by him had integrated pupil-adjustment departments and that all 16 had one or more psychologists on the staff. In seven of the 16 cities the

³⁴Otto, Henry J., Elementary School Organization and Administration, 719 pp.

³⁵Louttit, C. L., Clinical Psychology, p. 10.

³⁶Otto, op. cit., p. 342.

³⁷Schultz, J. L., An Analysis of Present Practices in City Attendance Work, pp. 55-57.

psychologists were members of the attendance department. Nine of the cities provided psychiatric service; in three of them the psychiatrist was a member of the attendance department. In the other six cities the psychiatric service was available through other departments of the school system.

According to Louttit³⁸ some school districts maintained a psychological clinic; whereas others operated an educational clinic, or both. He felt there was some overlapping on the part of these clinics on certain cases.

Hildreth³⁹ obtained by questionnaire a tabulation of the functions of specialists now at work in this field in the schools of the country. She also analyzed the reports in professional literature of the actual and the theoretical functions of child-guidance specialists and research bureaus in educational institutions and in public-school practice.

Stevenson⁴⁰ reported the development of child-guidance clinics. The first of these, the Child Juvenile Psychopathic Institute, was established in 1909 through private sponsorship. The Commonwealth Fund financed eight demonstration clinics. These demonstration clinics started in St. Louis, Norfolk, and Monmouth County, New Jersey, in 1922; in Dallas and Minneapolis-St. Paul in 1923; in Los Angeles and Cleveland in 1924; and in Philadelphia in 1925.

³⁸Louttit, op. cit., p. 10.

³⁹Hildreth, G. H., Psychological Service for School Problems, 317 pp.

⁴⁰Stevenson, G. S., Child Guidance Clinics, Ch. IV.

At the present time, Williamson and Hahn⁴¹ reported that school psychologists are relatively rare in individual schools but common in some school systems.

The functions of school psychologists vary widely according to the size and complexity of the school system and the stage of maturity the system has attained in its guidance program. Strang⁴² pointed out that the psychologist could help the teacher to improve methods, and could "stand by" if complications arose. The psychologist could also explain treatment and diagnosis; explain results of tests that had been administered; and assist the teacher in making and using informal tests for teaching as well as for diagnostic purposes. Strang also felt the psychologist was a resource, not a crutch.

Larkin⁴³ listed four categories of clinical services usually performed by the psychologists:

1. Gathering information through tests, interviews, and inspection of records.
2. Interpretation to the pupil, his parents, and his teachers to increase mutual understanding.
3. Referrals to other resources such as physicians, family counseling agencies, group work agencies, tutors, or special classes.
4. Development of other resources within the limits of the practical situation to meet the child's special needs.

⁴¹Williamson, E. G., and Hahn, M. E., Introduction to High School Counseling, p. 251.

⁴²Strang, op. cit., p. 86.

⁴³Larkin, Alice, "From the Files of a School Psychologist," National Elementary Principal 33:117-130, September, 1954.

Haskell⁴⁴ recommended that the school psychologist function in a broader area of usefulness. She felt that too often they were functioning just as psychometrists, and that they should broaden into hearing or audio problems and also personality problems.

Burling⁴⁵ discussed the function of the school psychologist. From the data studied he concluded that the functions differ markedly from school to school. In some places he was almost purely a diagnostician. In others he undertook remedial instruction. Again in some cases he found the psychologists' most important work to be that of educating the classroom teachers, while occasionally his chief function was research on educational problems.

Cornell⁴⁶ stated that ideally the psychologist should be confined to the diagnostic psychological functions of discovering and interpreting to teachers the mental, emotional, and social causes of individual maladjustments.

The work of the school psychologist in the vocational area was discussed by Di Michael.⁴⁷ This writer felt that a psychologist could

⁴⁴Haskell, Jessica M., "The School Psychologist Counsels," California Journal of Secondary Education 21:88-91, February, 1946.

⁴⁵Burling, Temple, "How the Specialists in the School May Aid Principal and Teachers," The Elementary School Principal 15:554-560, July, 1936.

⁴⁶Cornell, Ethel L., "The School Psychologists Contribution," The Elementary School Principal 15:561-566, July, 1936.

⁴⁷Di Michael, Salvatore G., "Characteristics of a Desirable Psychological Report to the Vocational Counselor," Journal of Consulting Psychology 12:432-437, November, December, 1948.

do his best work with a client referred to him for vocational evaluation, but if the report of his findings was poor then his work was of no value to the vocational counselor. He felt that the psychologist role in this instance was that of the teacher in that he must "put across" his information.

The ideal report, stated the author, would be compiled in five sections: (1) observation of the clients behavior; (2) technical results; (3) interpretation of the technical results; (4) recommendations; and (5) summary.

Mathews, Tulchin, Rogers and others⁴⁸ also called for the effective functioning in a broader area by clinical psychologists. They pointed out that this is directly applicable to the field of the school psychologist.

From the determination of the function of the school psychologist, arose the question of the understanding of the relationship of the psychologist to the total school area. Frensch,⁴⁹ for example, made a study of 719 psychological examinations made by five different psychologists in the period 1934-1944, of pupils ranging from the primary grades to the senior high school. He attempted to determine what teachers actually wanted when they asked for psychological examinations of pupils. He concluded that the reasons given for requesting examinations pointed up the need for teachers to have a better understanding of the psychological services and to use and understand the principles of guidance.

⁴⁸A symposium by Mathews, Tulchin, Rogers and others in July, 1942, American Journal of Orthopsychiatry.

⁴⁹Frensch, Edwin A., "A Study of Psychological Reports in a School System," Education and Psychological Measurement 6:249-252, Summer, 1946.

Oftentimes this relationship between educator and psychologist was hampered by difficulties in communication. Barker⁵⁰ discussed this point by bringing out the factors that hampered this communication. He felt that cultural background of teachers, forces in the teaching situation, the academic status hierarchy, differences in emphasis for psychologists and teachers were the factors that hampered the co-ordinating activities of educators and psychologists.

Sailer⁵¹ reported that misunderstandings can often be ironed out by conferences in which interchange was valuable and the teacher could understand and accept defiant behavior more fully when she realized its significance in the treatment of the child.

The Child

The previous discussion in the review has dealt primarily with the persons involved in the life of the child regardless of whether the child manifested need for special treatment. To complete the total picture it was necessary to include the results of what literature and research indicated about children who were in circumstances that resulted in their needing help from specialists or others.

In order effectively to discuss this area of the review, it was felt that certain categorizations were necessary. For example, what were

⁵⁰Barker, Roger G., "Difficulties of Communication Between Educators and Psychologists: Some Speculations," Journal of Educational Psychology 33:416-426, September, 1942.

⁵¹Sailer, Agnes, "The Psychologist in a Small Cooperative Day School," The National Elementary Principal 33:133, September, 1954.

the problems children encountered that could be called to the attention of the specialist? Spence⁵² reported that these problems fell into eight groups: (1) children who showed aggression too marked for either individual or group welfare; (2) children too withdrawn or shy to participate effectively in the school program; (3) children whose academic performance was far below capacity, especially in reading; (4) children about whom teachers noted a demanding, possessive, or protective mother-child relationship; (5) children who made excessive use of the school clinic for complaints that had no physical basis; (6) children whose handicaps meant referral to the department of special education; (7) children who needed financial help for lunches, or clothing; and (8) children whose attendance was poor.

Although limited to the nine-year-olds, Larkin's⁵³ study listed four problem areas. They included children with super abundant energy, with inability to read, with superior intelligence, and those with emotional disturbances that grew out of troubled family relationships.

Wang⁵⁴ made a study the results of which indicated four major types of school problems: poor academic performance, difficulties with reading or arithmetic, truancy, and behavior problems. She found that the largest proportion was either a behavior or an academic problem.

⁵²Spence, Louise, "Child Guidance Activities of the School Worker," The National Elementary Principal 33:112, September, 1954.

⁵³Larkin, op. cit., p. 112.

⁵⁴Wang, Anchen, "Elementary School Children with School Problems," Clearinghouse for Research in Child Life, Children's Bureau, Washington, D.C., February, 1950.

Five reasons were found for the school problems: mental limitations, physical handicaps, inadequate home environment, personality difficulties, and the school situation itself.

The categorization of children's problems indicated a great deal of similarity, although the listings were from different sources. The question of who needed help arose. Murphy⁵⁵ believed that almost every child at some point could benefit by psychiatric help, and that emotional problems were as normal as budget problems in modern life.

Wattenburg⁵⁶ reported that since there were not nearly enough qualified personnel workers to handle all problems which came to their attention, there must be objectivity in seeing that available services reached those who could profit most from counseling. He detailed criteria for determining these cases.

From another viewpoint in the discussion of cases that should be referred for special help, Bauer⁵⁷ believed that there were no problem children--only problem parents. He felt that the proper orientation of parents would alleviate many problems that were usually manifested by children. He stressed in particular, neglect, wrong kinds of discipline, and the feelings of insecurity in children brought on by mis-handling by parents.

⁵⁵Murphy, Lois, "Who are the Children Who Need Psychiatric Guidance," Journal of Home Economics 39:27-29, January, 1947.

⁵⁶Wattenberg, Wm. W., "Who Needs Counseling?" The Personnel and Guidance Journal 32:202-205, December, 1953.

⁵⁷Bauer, Wm. W., Stop Annoying Your Children, 277 pp.

Clayton⁵⁸ called for more exact terminology in classifying cases. He felt that for the purpose of clarity and because of the emotional effect of such words as "lazy" we needed to develop the use of more accurate, less inclusive terms.

Newell⁵⁹ made a study in 1947 of the contributing factors of mental illness in young people. He reported that these included a great lack of security, personality defects in parents and children, ignorance of the needs of children and suitable guidance of youth, immorality of parents, and failure of the community to detect these children in time.

Schumacher⁶⁰ discussed more specifically the causes of disturbances in adolescence. He held that mental or emotional disturbances at this particular time of life were due to home and school maladjustment, sex ignorance, homesickness, nostalgia, illness, and physical disturbances. He believed that whatever the cause, the treatment must be in the light of complete knowledge of the adolescent's background. Patience and time he regarded as the important factors in dealing with adolescent disturbances.

In the area of scholastic or educational problems, both of the failing and gifted student, Strang⁶¹ discussed the special problems of

⁵⁸Clayton, Frank L., "Let's Quit Calling Pupil's Names," The Clearing House 22:36-38, November, 1947.

⁵⁹Newell, N. J., "Mental Health and Ill Health Among Youth," Understanding the Child 16:3-6, January, 1947.

⁶⁰Schumacher, Henry C., "Mental and Emotional Disturbances in Adolescence," Journal of Child Psychiatry 1:113-120, Fall, 1948.

⁶¹Strang, Ruth, "Guidance of the Gifted," The Personnel and Guidance Journal 21:26-30, October, 1952.

the gifted children and their particular need for guidance. She thought that the counselor was responsible for identifying the gifted and recognizing their problems, for helping teachers to create a favorable environment and for counseling on individual student problems.

Martin⁶² made a study in an attempt to determine some characteristics of failing students, and some of the effects of interviewing at mid-semester. It was concluded that interviewing had some morale effect but accounted for little scholastic improvement. Along similar lines of thought pertaining to scholastic problems, Stromwald and Wrenn⁶³ reported that scholastic adjustment implied that the student accepts the responsibility for attaining his optimum proficiency in various areas of living. They also held that the counselor may set up the following diagnostic constructs: (1) misclassification; (2) inadequate educational background; (3) inadequate command of study skills and habits; (4) inadequate use of time; and (5) interference with study by problems outside the scholastic realm. The authors concluded that careful attention to the adjustment problems of students tended to decrease the number of maladjusted students who fail and stimulated able students to perform on a level commensurate with their ability.

⁶²Martin, Glenn C., "Interviewing the Failing Student," Journal of Educational Research 46:53-60, September, 1952.

⁶³Stromwald, Stanley A., and Wrenn, C. Gilbert, "Counseling Students Toward Scholastic Adjustment," Educational and Psychological Measurement 8:57-65, Spring, 1948.

Summary

As has been stated before, the literature related here has been broad in scope bringing into focus the individuals concerned with the areas under study. These individuals included the teacher, the principal, the psychologist, and the child. Another important person, the parent, was not included as a separate factor, but was included within the scope of the above personnel as they related to specific functions of individuals involved.

The changing concept of the role of the teacher in guidance and her relationship to other persons involved was brought out. This included also the change in teacher attitudes toward children with problems which dated roughly from Wickman's study to the present time. This attitude change was found to run concurrently with the increasing responsibility of the teacher in the guidance area.

The responsibilities of the principal or school administrator in the guidance area were developed briefly. It was found that the basic functions were the development of wholesome relationships between personnel under his influence, an understanding of the guidance program, and a thorough knowledge of agencies and specialists that he can bring to bear upon problems that are beyond the professional scope of himself or the teacher.

A historical account of psychological services, or more specifically, the development of child guidance clinics was given. The changing functions of school psychologists were noted. This revealed an expansion of services from the role of psychometrist to the expanding area of learning and personality difficulties. The causes of poor relationships

between the psychologist and the educator were mentioned and included, mainly, the idea that cultural background and a hierarchy existed which prevented adequate communication between the two professions. One source revealed that this communication can be improved by conferences and by working together on common problems.

Next to be noted were the children who in various ways manifested problems that present difficulties which usually require special treatment. The literature in this broad area was voluminous and necessitated practical limitations. Problems therefore were arbitrarily categorized and pertinent sources were noted. The categories included the exceptional child, both the superior and retarded, the behavior problem, and the academic problems not necessarily related to the exceptional child. Some sources included personality disorders under behavior, others categorized personality disorders in more detail. Some included truancy as a separate category.

Various recommendations were given to affect re-orientation of these cases. The most notable point revealed was the marked similarity in suggestions regarding the possibilities of effecting adjustments.

CHAPTER III

METHODS AND PROCEDURES

Certain procedures were used and described as they related to the following areas: (1) collection of case-study reports by the psychologists from August, 1953 to September, 1954, (2) construction of the questionnaire, (3) collection of data from the principals and teachers, (4) collection of data from the psychologists, (5) validation of the questionnaires, (6) information concerning the psychological case-studies, and (7) information concerning the respondents.

Collection of Psychological Reports

The first step was to secure permission from the Pupil Personnel Division of the Indianapolis public schools to obtain the files of the school psychologists in order that the psychological reports could be studied and tabulated. The second step was to make appointments with the psychologists for the collection of these data.

The following information was used from the psychological reports: (1) the grade of the referral, (2) the sex of the referral, (3) the teacher and principal who referred the student, (4) the school of the referral, (5) reasons for referring, and (6) the recommendations of the psychologists.

Six hundred and sixty-eight usable reports were collected from the five psychological centers. These reports were about the students who had been referred between the previously mentioned dates.

This information, concerning psychological referrals, was then categorized into areas covering the types of problems that the referrals manifested, such as, academic failures, behavior and emotional problems, the retarded child, and the gifted student.

Also obtained from these psychological reports were the names and school location of teachers and principals who had made referrals during the previously mentioned time. A list of these teachers and principals was then compiled in order to determine the number of possible respondents.

Construction of the Questionnaire

Considering the number of people to be contacted and the type of information to be obtained, it was decided that the best instrument to use was the check-list questionnaire.

The one outstanding factor in determining this procedure was the large number of people involved. As Good, Barr, and Scates¹ mentioned, the questionnaire procedure normally comes into use when one cannot readily see, personally, all the people from whom responses are desired.

Also considerable attention was given to certain criteria in constructing the questionnaire. Aside from the important fact that a high percentage of responses was desirable, other basic criteria were considered essential. Koos² gives as the basic and essential criteria for

¹Good, Carter C., Barr, A. S., and Scates, Douglas E., The Methodology of Educational Research, p. 325.

²Koos, Leonard V., The Questionnaire in Education, p. 99.

a good questionnaire (a) the ability, and (b) the willingness of the persons approached to give reliable answers. Whipple³ lists seven criteria: (1) be comprehensible, (2) minimal amount of writing, (3) directed to ascertainable facts, (4) elicit unequivocal replies, (5) deal with matters worth investigating, (6) stimulate supplementary communications, and (7) should promise the respondent a copy of the published results.

Next, the mechanical factors of the checklist were taken into consideration. They were as follows:

1. Questionnaire was printed for easy readability and attractiveness.
2. Directions for marking were clear and concise.
3. All significant items were included.
4. Construction was such as to make checking simple.
5. Space was provided for comments of respondents.

The basic idea involved in the above mechanical factors was to elicit a high per cent of returns. Most authorities agreed that this was essential and that the physical and mechanical make-up determined to a great extent the percentage of returns. Nixon⁴ felt that the emphasis should be placed on consideration for the respondents, including every inducement conceivable that would get a response from them.

Two checklist questionnaires (Appendixes B and C) were constructed based on the previously mentioned criteria for gathering data. In

³Whipple, Gertrude, "The Improvement of Educational Research," School and Society 28:249-250, 1927.

⁴Nixon, J. B., "The Mechanics of Questionnaire Construction," Journal of Educational Research 47:486-487, March, 1954.

constructing these questionnaires a detailed analysis was made of psychological reports and the literature pertaining to provisions made for pupils needing psychological help. In addition psychological cases were categorized for classification purposes.

The first questionnaire, sent to teachers and principals, was constructed to secure information as follows: (1) general information about teachers and principals, (2) respondent's opinions as to the effectiveness of psychological reports, (3) accomplishments resulting in changing the school program as recommended by the psychological reports, (4) factors that prevented follow-up of psychological recommendations, (5) determination of results of following psychological recommendations, (6) difficulties experienced with the psychological services, and (7) observation of parent reaction to psychological recommendations.

The second questionnaire was constructed for gathering data from psychologists. The information desired was as follows: (1) determination of school follow-up of psychological recommendations, (2) factors that prevented recommendations from being followed, (3) types of cases and comparative frequency seen by the psychologists, and (4) frequency of requests from different school personnel.

After preliminary construction of the questionnaires, copies were sent to ten teachers, one psychologist, four administrators, one high school counselor, and faculty members at Butler and Indiana Universities. From these sources numerous suggestions were obtained for the improvement of the instruments. Several revisions of the questionnaire were made from these suggestions. After final revisions were made, the questionnaires were printed and distributed to respondents by mail.

Collection of the Data

Permission was obtained from the school officials of the Indianapolis public schools to collect data within the school city.

As previously mentioned, from the psychological reports, the names of the teachers and principals who had made psychological referrals were listed as possible respondents. These included all requests between the dates of August, 1953 and September, 1954. A check was then made to eliminate from the list all teachers or principals who had resigned or left the school system at any time during or following these inclusive dates. All the remaining teachers and principals were then asked to participate. This number included 235 teachers, 80 principals and five psychologists. The discrepancy between the number of psychological reports (668) and the number of teachers participating (235) was caused by the fact that several teachers had made more than one request, several reports did not give a teacher's name, and some requests were made by teachers who had left the school system.

A letter was received from the superintendent of schools explaining the procedure and its desirability to the schools in the city. The letter also assured complete anonymity. The questionnaire, along with the letter from the superintendent, was mailed to the school addresses of the teachers and principals on April 11, 1955. A self-addressed, stamped envelope was included with each questionnaire. The psychologist's questionnaire was mailed to their offices on April 18, 1955. Both questionnaires used an anonymous procedure for collecting data.

A reminder card was mailed to all respondents on April 25, 1955.

A follow-up letter and second questionnaire was mailed to all respondents on May 9, 1955.

It was not necessary to send a follow-up letter to the psychologists since a 100 per cent return was made within three weeks of the first mailing.

Data from the teachers and principals were punched on Holerith cards and tabulated on International Business Machines. Responses from the psychologists were hand tabulated.

Statistical analyses were made of all data and presented in tabular form.

Validation of the Instruments

A follow-up interview of a random sampling of the respondents was used to validate the questionnaire. Approximately 11 per cent of the teachers and 10 per cent of the principals were interviewed. These interviews had been arranged by phone and were held, in most cases, during after-school hours and at the schools of the respondents.

Certain items in the questionnaire were used as a basis for validation. These items were relatively free from personal influence. Interviewing was continued until a pattern of response was established. Through this method the questionnaire responses were determined to be valid.

Description of the Subjects

Psychological reports made and processed during the period of August, 1953 and September, 1954 were categorized and tabulated. Categorization was made by putting each case into one of the following general areas: behavior problems, academic problems, mentally retarded, mentally superior, personal adjustment problems, and requests for information.

These categories were obtained by the following processes:

1. Study and tabulation of each case history in the psychological files.
2. Use of the annual report by the psychologists to the pupil personnel office.
3. Use of Notice No. 413, dated June, 1953, (see Appendix D) and issued by the pupil personnel office to principals for evaluation of psychological services.
4. Requested opinions of others familiar with the psychological services. These persons were asked to categorize cases as they were brought to their attention.
5. By requesting information from the psychologists through part of the questionnaire sent to them. They agreed to the categories listed above.

Definition of Categories

Behavior problems were those cases in which behavior manifestations emerged as the most direct or important problem. Behavior was defined as a maladjustment which caused disturbance, not only with the individual

involved, but with others in the school or community environment, such as the classrooms, the teachers, the parents, and so forth.

Academic problems were those cases in which the individual had the mental capacity to do acceptable school work, but was failing to do so for various reasons other than behavior or personal adjustment problems.

Mentally retarded were those individuals who lacked the mental capacity to do acceptable school work and who required special class placement or institutional care.

Mentally superior were those individuals who qualified, through superior mental ability, for placement in gifted classes.

Personal adjustment problems were those cases that manifested problems of adjustment involving only themselves. They differed from behavior problems in that they, apparently, did not disturb their immediate environment. These tended to withdraw from the group.

Requests for information were inquiries from teachers and principals on procedures, materials, and so forth. This category was numerically very small.

There was considerable overlapping in a number of the case studies. For example, a behavior problem frequently had academic difficulties, or, a retarded child frequently manifested serious maladjustments. This situation often showed a wide variation between the reasons given for the referral and the recommendations made by the psychologists. In order to avoid confusion in reporting, each case was classified according to the findings of the psychologist.

Between the dates previously mentioned, a total of 668 usable case histories was studied and tabulated. Of this total 67 per cent,

or 450 cases, were boys and 33 per cent, or 218 cases, were girls. As indicated in Table 1 the largest classifications were the academic problems and the mentally retarded, each accounting for 30 per cent and making a total of 60 per cent of all the cases.

TABLE 1. PERCENTAGE AND NUMBER DISTRIBUTION OF THE 668 CASES AS TO SEX AND CASE PROBLEM CLASSIFICATION

Case classification	Number		Per cent
	Boys	Girls	
Behavior	82	25	17
Academic	149	59	30
Retardation	139	69	30
Superior	19	29	8
Personal adjustment	56	31	13
Request for information	5	5	2
Total	450	218	100

Behavior problems amounted to 17 per cent, personal adjustment problems 13 per cent, and the superior mental cases and requests for information eight and two per cent respectively. In only one classification, the superior mental, the girls numbered more than the boys.

Table 2 shows the distribution of case problems by grade. As indicated, Grade 4 had the largest total, 108 cases or 16 per cent,

Grade 5 was second with 104 cases or 16 per cent. The largest number of behavior problems was found in Grades 1 and 3, academic problems in Grade 1, mentally retarded in Grade 5, mentally superior in Grade 4 (it is at this grade level that pupils are tested for placement in the classes for the gifted), and personal adjustment in Grade 6.

TABLE 2. PERCENTAGE AND NUMBER DISTRIBUTION OF 668 PSYCHOLOGICAL CASES BY GRADE, AND BY CASE CLASSIFICATION

Grade	Behavior problems		Academic problems		Mentally retarded		Mentally superior		Personal adjustment		Request for information	
Kg	6		7		9		0		3		1	
1	16		30		32		0		6		1	
2	10		24		18		0		7		1	
3	16		26		21		1		6		1	
4	15		27		32		27		6		1	
5	13		29		34		17		10		1	
6	7		22		23		2		16		0	
7	10		28		23		1		13		2	
8	6		11		6		0		9		0	
9	4		3		0		0		3		0	
10	1		1		0		0		4		0	
11	0		0		0		0		3		0	
12	0		0		0		0		1		1	
Special	3		0		10		0		0		6	
Number and per cent	N	P	N	P	N	P	N	P	N	P	N	P
	107	16	208	30	208	30	48	7	89	13	10	1

Respondents

Questionnaires were sent to 80 principals, 235 teachers and five psychologists. As shown in Table 3, more than three fourths of the principals participated, 60 per cent of the teachers returned the questionnaires, and all the psychologists responded.

TABLE 3. PERCENTAGE DISTRIBUTION OF QUESTIONNAIRE RETURNS OF PRINCIPALS, TEACHERS, AND PSYCHOLOGISTS

Respondents	Number of returns	Per cent of returns
Principals	62	78
Teachers	143	60
Psychologists	5	100

Principals. Of the principals who participated, 31 per cent were male and 69 per cent female. All had a college degree with 100 per cent reporting having a master's degree or above. The range of teaching experience was from two years to 47 years in the elementary school. Fourteen principals indicated secondary school experience that ranged from one year to 12 years. The median year of experience at the elementary level was 24.5. The median amount of experience at the secondary level was three years.

Over half of the principals were over 55 years of age and nearly half of these were in the "over 60" age bracket. A third of those reported were between the ages of 45-55. Only six principals were under 45 years of age.

Sixty-eight per cent graduated from college during the 1930-39 period, and 23 per cent during 1920-29 and nine per cent during the 1940-49 period. Two principals reported a 1950 college graduation.

The 62 principals were asked to indicate the number of college credit hours earned in courses in the guidance area. According to Table 4, 56 per cent indicated that they had from four to six credit hours in guidance. Twenty per cent had 13 or more hours, while one per cent showed over 22 credit hours in this area. None of the 62 principals, however, reported having a graduate degree in guidance.

TABLE 4. PERCENTAGE DISTRIBUTION OF THE NUMBER OF CREDIT HOURS IN GUIDANCE HELD BY 62 PRINCIPALS

Credit hours in guidance	Percentage
None	8
1-3	5
4-6	26
7-9	30
13-15	10
16-18	10
19-21	1
Over 22	1
No response	9

The principals were asked to indicate the type of guidance functions they performed as regularly assigned duties. As shown in Table 5, 58 per cent indicated they participated in counseling activities, 45 per cent listed testing as regularly assigned duties. Twenty-six per cent indicated they did not perform any guidance functions.

TABLE 5. PERCENTAGE DISTRIBUTION OF 62 PRINCIPALS ACCORDING TO TYPE OF GUIDANCE FUNCTIONS PERFORMED AS REGULARLY ASSIGNED DUTIES

Guidance functions	Per cent
None	26
Testing (Group and individual)	45
Counseling	58
Service on guidance committee	10
Home room guidance	5
Give occupational information	5
Vocational placement	1
Other guidance activities	5
No response	15

These principals were also asked to estimate the approximate number of hours per week devoted to duties related directly to guidance activities.

As indicated in Table 6, twenty-six per cent of the principals devoted more than five hours per week performing guidance activities.

Thirty-seven per cent indicated they performed duties ranging from 1-3 hours and 16 per cent reported 4-5 hours of guidance activities per week.

TABLE 6. PERCENTAGE DISTRIBUTION OF THE 62 PRINCIPALS ACCORDING TO NUMBER OF HOURS PER WEEK DEVOTED TO GUIDANCE ACTIVITIES

Number of hours in guidance activities	Per cent
1 hour	8
2 hours	13
3 hours	16
4 hours	13
5 hours	3
More than 5	26
No response	21

Teachers. Questionnaires were sent to 235 teachers and from this number 143 usable responses were returned. Of the 143 teachers, 21 were male and 122 were female.

Forty per cent reported having a master's degree or above. All 143 indicated having at least a bachelor's degree.

Table 7 shows the age distribution of the teacher respondents. As indicated 29 per cent were between the ages of 40 - 50, 27 per cent from 50-60, 20 per cent were between the ages of 30-40, 15 per cent were under 30, and seven per cent were over 60 years of age.

TABLE 7. PERCENTAGE DISTRIBUTION OF 143 TEACHERS, ACCORDING TO THEIR AGES

Age	Per cent
20-24	6
25-29	9
30-34	11
35-39	9
40-44	14
45-49	15
50-54	17
55-59	10
Over 60	7
No response	2

The teachers were asked to indicate the number of credit hours they had in guidance courses. As shown in Table 8, 21 per cent listed having between 4-6 hours of guidance, 17 per cent reported both 1-3 hours and 7-9 hours, but 19 per cent indicated that they had no guidance courses that they recognized as such. Two per cent reported having over 22 hours of guidance. Two teachers reported they had a graduate degree in guidance. Five indicated having a graduate degree in educational psychology.

TABLE 8. PERCENTAGE DISTRIBUTION OF 143 TEACHERS ACCORDING TO THE NUMBER OF CREDIT HOURS IN GUIDANCE

Number of credit hours	Per cent
None	19
1-3	17
4-6	21
7-9	17
13-15	9
16-18	1
19-21	2
Over 22	2
No response	12

The teachers were asked to indicate the grade level they were now teaching. According to Table 9 a distribution of percentage range was shown from Grade 1 to 8. Twenty per cent of the teachers were teaching at the Junior high school level (7 and 8 grades). Forty per cent were at the 4th and 5th grade levels and three per cent were in secondary school.

TABLE 9. PERCENTAGE DISTRIBUTION OF 143 TEACHERS ACCORDING TO THE GRADE LEVEL TAUGHT

Grade level taught	Per cent
Kindergarten	2
1	7
2	11
3	8
4	20
5	20
6	9
7	10
8	10
9-12	3
No response	1

The 143 teachers were asked to indicate the amount of teaching experience they had had at the elementary or secondary level. The amount of experience ranged from two years to 46 years experience at the elementary level and from one to 27 years at the secondary level. The median of the years of experience at the elementary level (Grades 1-8) was 19.5 and at the secondary level it was 5.5.

The types of specific guidance activities that were performed as regularly assigned duty was asked of the teacher-respondents. As shown in Table 10, 59 per cent indicated they participated in group and

individual testing, 44 per cent performed home room guidance assignments, 15 per cent indicated counseling activities and 13 per cent reported they had not participated in any guidance activities.

TABLE 10. PERCENTAGE DISTRIBUTION OF 143 TEACHERS ACCORDING TO PERFORMANCE OF GUIDANCE FUNCTIONS AS REGULARLY ASSIGNED DUTY

Guidance function performed	Per cent
Testing (group and individual)	59
Counseling	15
Service on a guidance committee	3
Home room guidance	44
Give occupational information	8
Vocational placement	1
Others pertaining to guidance	5
None	13
No response	5

The teachers were also asked to indicate the approximate number of hours per week they devoted to duties related directly to guidance activities. As indicated in Table 11, 34 per cent approximated one hour per week for guidance activities, 15 per cent two hours, 38 per cent did not respond as to the number of hours they spent in guidance activities.

TABLE 11. PERCENTAGE DISTRIBUTION OF 143 TEACHERS ACCORDING TO AMOUNT OF HOURS SPENT PER WEEK IN GUIDANCE ACTIVITIES

Amount hours per week	Per cent
1 hour	34
2 hours	15
3 hours	5
4 hours	4
5 hours	3
More than 5 hours	4
No response	35

Psychologists. The five psychologists were not sent the same questionnaire as was sent to the principals and teachers. The opinionnaire sent to them did not contain background information. (See Appendix B). The psychologists were asked to check the comparative frequency of certain types of cases that came to their attention. This check list contained the following possibilities: (1) Frequent, (2) Seldom, and (3) Never. The types of cases listed were as follows: behavior problems, academic problems, the mentally retarded, the mentally superior, personal adjustment problems, request for information, and other types of cases not listed previously.

All five psychologists checked as having seen "frequently" the following: behavior problems, academic problems, mentally retarded, and personal adjustment problems. Three indicated that they "seldom" saw

the mentally superior or had requests for information. The other two psychologists listed these two classifications as being seen "frequently."

CHAPTER IV
ANALYSIS OF THE DATA

Questionnaires were sent to 235 teachers and 80 principals. From this total 143 teachers and 62 principals responded. These responses indicated opinions on certain areas that related to the function of psychological reports and their implication for guidance services performed in the public school. These areas included the following: the opinions of the respondents on the psychological reports; the adaptation of the school program as recommended by these reports; results in following the psychological recommendations; factors that prevented follow-up of these recommendations; difficulties experienced with the psychological service and the amount of help needed along with the amount of help received; the observation of parents reactions, and difficulties experienced with parents in relation to psychological recommendations; and, suggestions for improvement of the psychological service.

Opinions of 62 Principals as to Psychological
Reports and Their Implications
for Guidance Services

In the survey, 62 principals were asked to check statements that indicated their opinion of psychological reports and the implications for guidance services they may have performed. They were asked to check one of four possibilities for each statement. These possibilities were listed as "Always," "Often," "Seldom," or "Never." (See Appendix B). Percentage distribution for each item was computed and set up to give a numerical indication of the responses for this group.

Psychological reports. As shown in Table 12, 71 per cent of the principals indicated that the psychological reports either "always" or "often" were specific in their recommendations. Twenty-one per cent reported that the reports "seldom" were specific. When asked to respond to whether the reports were written in general terms, 32 per cent indicated they "often" were and 31 per cent reported that they "seldom" were general in their recommendations.

Eighty-six per cent of the 62 principals thought that the psychological reports were always or nearly always written in understandable language. Eighty-five per cent felt these reports were "often" or "always" related to school procedures. As to whether it was possible for these recommendations to be carried out within limitations of time, equipment and skills, it was found that 45 per cent indicated it "often" was, while 42 per cent felt that it "seldom" was.

As noted, the principals reported favorably on all items indicating the value of psychological reports. To show this, 85 per cent believed that these reports were "realistically" in line with public school philosophy. Likewise the same percentage felt that the reports were relatively free from implications that the teacher or principal should be completely permissive in his relationship with students.

TABLE 12. VALUE OF PSYCHOLOGICAL REPORTS AS INDICATED BY 62 PRINCIPALS

Psychological reports	No response		Never		Seldom		Often		Always	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Are specific in their recommendations	4	2	1	2	13	21	30	48	14	23
Are general in their recommendations	11	18	5	7	19	31	20	32	7	12
Are expressed in understandable language	1	2	0	0	7	12	25	40	29	46
Are related to school procedure	3	5	0	0	7	12	32	52	20	33
Are possible to carry out within limitations of time, equipment, and skills	2	3	1	2	26	42	28	45	5	8
Are free from implications that teachers are at fault	3	5	0	0	7	12	25	40	27	43
Explains what diagnosis and treatment are given	1	2	5	8	15	24	27	43	14	23
Explains results of tests that are given	1	2	1	2	6	9	24	39	30	48
Recommends, where necessary, the help of other specialists	1	2	3	5	8	13	34	55	16	25
Are realistically in line with public school philosophy	2	3	1	2	6	9	37	59	16	26
Make you feel insecure as to your method of discipline and standards of conduct	1	2	33	52	18	30	8	13	2	3
Imply that you should be completely permissive	5	8	26	42	22	35	9	15	0	0

Adaptations of the school programs. The principals were asked to check items in the questionnaire to indicate what they had been able to accomplish in adapting the school program based on possible recommendations made by the psychologists. These items were to be checked as follows: "Always," "Often," "Seldom," or "Never." Values were assigned to each of the above, such as, "Never" = 0, "Seldom" = 1, "Often" = 2, and "Always" = 3. To compute weighted totals for each item and also to determine rank order, the percentages of responses to each item were multiplied by the corresponding assigned value, and the products were totaled and recorded in the weighted totals columns.

Change in program and curriculum. As shown in Table 13, the principals tended to indicate their greatest accomplishment was in placing the student in classes with pupils of similar ability. Closely ranked with this was the enrichment of the student's program. Sixty-nine per cent of the principals were able to accomplish the change of class placement "often" or "always" while 68 per cent accomplished an enrichment of the student's program.

The change in lengthening the noon hour ranked last. Two-thirds felt that they either "never" or "seldom" accomplished this change. Sixty-four per cent indicated they "never" or "seldom" accomplished limiting the school day for students needing such an arrangement. This may be due to the tendency of the elementary school program to be inflexible as to time spent per day; or, in the lack of need for such a recommendation in schools other than special schools set up for the physically handicapped.

TABLE 13. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN PROGRAM AND CURRICULUM CHANGES ACCORDING TO THE OPINION OF 62 PRINCIPALS

Program and curriculum change	Accomplishments										Weighted total	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Substitution of courses	18	29	8	13	10	16	25	40	1	2	102	5
Curriculum changes regarding students interest	12	19	4	6	17	28	29	47	0	0	122	3
Change to different class in line with ability	4	6	1	2	15	24	39	63	3	5	165	1
Enrichment of the students program	6	10	1	2	12	19	39	63	4	6	163	2
Lighter extra-curricular activities load	20	32	7	11	15	24	20	32	0	0	88	6
Addition of club or group activities	18	29	8	13	11	18	21	34	4	6	104	4
Limited school day	20	32	25	40	15	24	2	4	0	0	32	7
Lengthened noon hour	20	32	34	55	7	11	1	2	0	0	15	8

Changes for personal adjustment. As indicated in Table 14, the 62 principals listed as their most important accomplishment that of individual counseling within the building. Ninety per cent of them indicated this as most often accomplished within this area of personal adjustment. Over two-thirds felt that referral of students to the guidance clinic when necessary was an accomplished fact. Ranking last was the change that resulted in exclusion from school. Almost three-fourths indicated that this was seldom, if ever, used. Sixty-eight per cent also felt that a change in home environment was "seldom" or "never" accomplished. This probably reflected factors over which no one connected with the schools had specific control.

TABLE 14. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES FOR PERSONAL ADJUSTMENT ACCORDING TO THE OPINION OF 62 PRINCIPALS

Personal adjustment changes	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Exclusion from school	13	21	16	26	30	48	3	5	0	0	58	7
Referral to guidance clinic	1	2	3	5	14	23	41	66	3	5	170	2
Changes of schools	10	16	12	19	28	45	11	18	1	2	87	4
Individual counseling within building	4	6	1	2	1	2	43	69	13	21	203	1
Continued counseling with other psychologists	10	16	20	32	19	31	13	21	0	0	73	5
Change of home environment	11	18	19	31	23	37	9	14	0	0	65	6
Referral to physician, or clinic, i.e., brain damage, neurological impairment, etc.	12	19	7	11	22	36	20	32	1	2	106	3

Changes in methods and materials of instruction. The principals were asked to check this area of adapting the school program. As seen in Table 15, the 62 principals felt their greatest accomplishment in this area was in having assignments adjusted to the individuals, and simplified instruction, based on more skillful analysis of the learning process. Seventy-three per cent indicated that they were "often" able to make changes in the two areas above. Closely following, 69 per cent showed that they were "often" able to give more individualized instruction. The area showing the least change was in providing opportunities for work experience. Almost 50 per cent said they "seldom" or "never" made this change. This may be due to the age of the student referrals, although almost a third indicated that they were "often" or "always" able to accomplish this.

TABLE 15. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES IN METHODS AND MATERIALS OF INSTRUCTION ACCORDING TO THE OPINION OF 62 PRINCIPALS

Materials and method changes	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Assignments adjusted to the individual	2	3	0	0	7	11	45	73	8	13	196	1
Simplified instruction, based on more skillful analysis of the learning process	1	2	0	0	9	15	45	73	7	11	194	2
More individualized instruction	3	5	2	3	5	8	43	69	9	15	191	3
Provide opportunity for independent study	10	16	0	0	9	15	41	66	2	3	156	5
Provision of reading materials covering a wide range of interest and reading difficulty	7	11	1	2	7	11	38	61	9	15	178	4

TABLE 15 (Continued)

	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Materials and method changes												
Provision of equipment and materials for handwork, shopwork, games, and sports needed by individual students	8	13	4	6	21	35	25	40	4	6	133	6
Opportunities for work experience having educational value	15	24	13	21	15	24	17	27	2	3 4	87	7

Changes in interpersonal relations. Table 16 indicates the opinion of the 62 principals concerning the area that reflected changes in interpersonal relations. As shown, the principals felt that providing opportunity for the student to maintain a constant, friendly, warm relationship with some one person was easiest accomplished. Ninety-two per cent of them indicated that this area was most often done, while 84 per cent showed that they "often" or "always" provided provisions of opportunities for the student to use special ability to achieve recognition and a sense of worth. All other items were closely aligned, and two were even in ranking; however, the respondents felt that the induction of the student into a small, congenial group was an area in which they were least able to accomplish anything worth while. However, one half said they were "often" able to do this.

TABLE 16. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES IN INTERPERSONAL RELATIONS ACCORDING TO 62 PRINCIPALS

Interpersonal relations changes	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Induction of the student into a small, congenial group	8	13	1	2	22	35	31	50	0	0	135	6
Provision of opportunities for the student to use special ability to achieve recognition and a sense of worth	3	5	0	0	7	11	45	73	7	11	190	2
Provision for instruction in special social, athletic, or other skills that will help him to take his place as an acceptable member of the group	6	10	1	2	7	11	45	72	3	5	170	3.5

TABLE 16 (Continued)

Interpersonal relations changes	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Enlistment of fellow students to aid in an individual's social development	7	11	1	2	10	16	40	65	4	6	164	5
Provisions of opportunities for leadership	5	8	1	2	9	15	44	71	3	5	172	3.5
Opportunity for the student to maintain a constant, warm, friendly relationship with some one person	2	3	0	0	3	5	49	79	8	13	202	1

Changes in attitudes of parents and teachers toward the individual.

The principals were asked to check three items concerning this area. As indicated in Table 17, all three items were very closely ranked; however, the principals believed they were most often able to get the parents and teachers to provide a genuine atmosphere of affection for the individual. Percentagewise 73 per cent of the principals felt that they "often" were able to develop the attitude of expecting to make good on the part of parents and teachers toward the referral. Over two-thirds indicated they "often" were able to bring about a change in attitude of acceptance of the individual by parents and teachers.

TABLE 17. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES IN ATTITUDE OF PARENTS AND TEACHERS TOWARDS THE INDIVIDUAL ACCORDING TO THE OPINION OF 62 PRINCIPALS

Changes in attitude of parents and teachers	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
An attitude of expecting the individual to make good	4	6	2	3	5	8	45	73	6	10	184	2
An attitude of acceptance of the individual as a whole	5	8	0	0	8	13	42	68	7	11	182	3
Genuine affection for the individual	3	5	0	0	11	18	38	61	10	16	188	1

Prevention of psychological follow-up. In the following sections the 62 principals were asked to give their opinion on certain items that may have prevented any or partial follow through of psychological recommendations. This section was divided into two main areas: the area of learning difficulties, and area of behavior difficulties. As before, the respondents were given one of four possibilities to check. These possibilities were as follows: "always," "often," "seldom," and "never."

In order to determine rank and percentage distributions that could best describe the relative importance of each item, arbitrary weights were given to the four possibilities as follows: "never" = 0, "seldom" = 1, "often" = 2, and "always" = 3. These weights were multiplied by the percentages, the product of these being a weighted total. This gave rank to each item.

Area of learning difficulties. As shown in Table 18, the 62 principals listed the item over-crowded classroom as the most frequent occurring factor that prevented follow through of the recommendation made by the psychologist. Almost two-thirds checked this as occurring most often. Sixty-five per cent checked "often" on the environment of the pupil as a cause for lack of follow-up.

Over half marked "often" on the factors, 'lack of cooperation on the pupil's part', 'parents uncooperative' and 'inadequate facilities'. As shown, the principals felt that disagreement with psychological recommendations and lack of cooperation from teachers were the least important factors causing disruption of the psychologist's recommendation. Sixty per cent and sixty-six per cent checked "never" and "seldom" respectively on these last two items.

TABLE 18. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF FACTORS CAUSING ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Area of learning difficulties	Amount and frequency of occurrence										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Lack of cooperation on the pupil's part	9	15	2	3	18	29	33	53	0	0	135	4
Lack of professional experience	23	37	9	15	15	24	15	24	0	0	72	9
Parent uncooperative	10	17	2	3	18	29	32	51	0	0	131	5
Inadequate facilities	13	22	3	5	7	11	35	56	4	6	141	3
Over-crowded classrooms	7	11	2	3	7	11	39	64	7	11	172	1
Inappropriate materials of instruction	19	31	0	0	17	27	25	40	1	2	113	6
Disagreed with psychological recommendations	20	32	11	18	26	42	5	8	0	0	58	10.5
Lack of cooperation from other teachers	17	27	15	24	26	42	3	5	1	2	58	10.5
Environment of the pupil	9	14	0	0	12	19	40	65	1	2	155	2
Physical condition of the pupil	15	24	1	2	29	47	17	27	0	0	101	7
Irregular attendance	17	27	6	10	16	26	23	37	0	0	100	8

Area of behavior difficulty. Table 19 illustrates that the 62 principals believed that the home environment of the pupil was the greatest cause for failure of achieving results from psychological recommendations. Seventy-one per cent indicated that inadequate facilities to handle such cases ranked second in importance as a disruptive factor. Ranked as least contributive to the lack of follow through was lack of cooperation from the teachers. Over two-thirds felt that this "seldom" or "never" was a contributing factor. The same idea was conveyed when 66 per cent indicated that the psychological recommendations themselves were "seldom" or "never" causes for lack of follow through in this area.

TABLE 19. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF FACTORS PREVENTING ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Area of behavior difficulty	Amount and frequency of occurrence										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Pupil uncooperative	10	16	3	5	22	35	24	39	3	5	128	3
Parent uncooperative	11	18	3	5	24	39	22	35	2	3	118	4
Lack of experience in dealing with types of behavior	17	27	5	8	29	47	11	18	0	0	83	6
Inadequate facilities to handle such cases	9	15	2	3	10	16	37	60	4	6	154	2
Psychological recommendation not appropriate	18	29	7	11	28	45	8	13	1	2	77	7
Physical condition of pupil	18	29	1	2	29	47	14	22	0	0	91	5
Home environment of pupil	8	13	0	0	8	13	44	71	2	3	164	1
Lack of cooperation from other teachers	17	27	12	19	30	48	3	5	0	0	58	8

Results of Psychological Follow-up

The 62 principals were asked to check factors which indicated any results they might have achieved by following psychological recommendations. Three main areas were included in this section. These were the area of learning difficulties, area of behavior difficulties, and area of social development. One of four possibilities was to be checked. These four were "none," "little," "some," and "much." Computation to find weighted totals and rank were the same as has been previously used based on "none" = 0, "little" = 1, "some" = 2, and "much" = 3.

Area of learning difficulties. As indicated in Table 20 the 62 principals thought the greatest result was in a better understanding of pupil achievement. Sixty-five per cent of the principals indicated there was "some" or "much" improvement in this specific area. Sixty per cent also noted improvement in school progress and the same per cent indicated improvement in pupil interest. Nearly half of the principals saw improvement in all other items listed for checking. The least improvement noted in any one area was in pupil attendance. Thirty-one per cent of the principals noted little or no improvement in this particular area.

TABLE 20. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Area of learning difficulty	Results obtained										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Scholarship improved	12	19	4	7	12	19	30	48	4	7	136	5
School progress improved	9	15	1	2	15	24	29	47	8	13	157	2
Achievement level raised	10	16	2	3	20	33	23	37	7	11	140	4
Pupil more industrious	12	19	5	8	15	24	24	39	6	10	132	6
Special abilities discovered	16	26	6	10	12	19	23	37	5	8	117	8
Pupil attendance improved	18	29	5	8	14	23	15	24	10	16	119	7
Pupil interest increased	10	16	3	5	12	19	28	45	9	15	154	3
Better understanding of pupil achievement	8	13	4	6	10	16	26	42	14	23	169	1

Area of behavior difficulties. As shown in Table 21 the principals felt that the greatest results were in improvement in parent cooperation. Sixty-eight per cent of the principals indicated "some" or "much" improvement along this line. Over 60 per cent of the principals noted "some" or "much" improvement in behavior manifestations, emotional manifestations, and pupil interest. The area showing least improvement was the pupil's home environment. Thirty-six per cent of the principals saw little or no improvement in this particular area.

TABLE 21. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED FROM FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Area of behavior difficulty	Results obtained										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Behavior manifestations improved	8	13	3	5	14	23	26	42	11	18	161	2
Parent cooperation improved	6	10	3	5	11	18	26	42	16	26	180	1
Attendance improved	19	31	4	6	11	18	17	27	11	18	124	6
Pupil home environment improved	17	27	13	21	9	15	20	32	3	5	94	7
Classroom atmosphere improved	18	28	1	2	8	13	26	42	9	15	142	5
Emotional manifestations improved	7	11	8	13	10	16	31	50	6	10	116	4
Interest improved	9	15	6	10	10	16	28	45	9	15	151	3

Area of social development. As shown in Table 22, 69 per cent of the principals thought the greatest improvement was in the feeling of belonging on the part of the referral. Closely following this, 67 per cent noted improvement in school relations. Over half indicated "some" or "much" improvement in the referrals' social attitude. Over 40 per cent saw "some" or "much" improvement in social standards, social skills, and in the family relations of the pupil. The least improvement was noted in the areas of increased extra-curricular activity and freedom from anti-social tendencies. Thirty-four per cent of the principals saw "little" or "no" increase in extra-curricular activities and thirty-four per cent also noted "little" or "no" improvement in the referrals being free from anti-social tendencies.

TABLE 22. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED FROM FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Area of social development	Results obtained										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Social attitude improved	11	18	1	2	16	25	24	39	10	16	151	3
Feeling of belonging improved	7	11	1	2	11	18	30	48	13	21	177	1
Free from anti-social tendencies	16	26	3	5	18	29	23	37	2	3	112	7
Social standards improved	16	26	4	6	14	23	25	40	3	5	118	5
Social skills improved	18	29	5	8	11	18	25	40	3	5	113	6
Family relations improved	14	23	8	13	11	18	24	39	5	8	120	4
School relations improved	8	13	1	2	11	18	32	51	10	16	168	2
Increase in extra-curricular activities	24	39	6	10	15	24	17	27	0	0	88	8

Psychological service. The principals were asked to check statements of difficulties that they may have experienced concerning the psychological service. They were asked to do two things with each problem: 1. Check the amount of help they needed. 2. Check the amount of help they received. Under each of these two areas they were to check one of four possibilities listed as follows: "none," "little," "some," and "much." Arbitrary weights were given these possibilities, such as, "none" = 0, "little" = 1, "some" = 2, and "much" = 3. These were multiplied by the percentage of response for each item and the products gave the weighted totals.

As shown in Table 23, 69 per cent of the principals said they needed "some" or "much" help in case conferences with parties that were involved in the referrals, although 41 per cent said they received "some" or "much" help in this area. Sixty-four per cent indicated they needed "some" or "much" help in in-service training in the psychological area and 40 per cent reported that they have received "little" or "no" help. Almost three-fourths (73 per cent) of the principals noted they needed "some" or "much" help in working effectively with the psychologists; however, 67 per cent reported receiving "some" or "much" in this area. Fifty-three per cent indicated needing "some" or "much" help in understanding causes of psychological manifestations, whereas, 31 per cent reported having received "little" or "no" help for this item.

Another variation that became apparent between the help needed column and help received column was in securing appropriate materials. Almost half of the principals (48 per cent) needed "some" or "much" help, while 39 per cent reported receiving "little" or "no" help in this area.

TABLE 23. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF DIFFICULTIES EXPERIENCED CONCERNING PSYCHOLOGICAL SERVICES ACCORDING TO THE OPINION OF 62 PRINCIPALS

Psychological service	Amount of help needed							Amount of help received						
	Percentages					Weighted totals	Rank	Percentages					Weighted totals	Rank
	No response	None	Little	Some	Much			No response	None	Little	Some	Much		
Working effectively with psychologists	13	6	8	44	29	183	1	18	2	13	43	24	171	1
Aid in recognizing problem cases	16	26	13	39	6	109	9.	8	18	10	37	23	123	2
Understanding records and reports	16	22	26	26	10	108	11	21	22	15	31	11	110	4
Planning activities for psychological referrals	31	13	13	27	16	115	8	34	22	15	21	8	81	8
Securing appropriate materials	26	10	16	16	32	144	3	34	23	32	11	2	60	11
In-service training in the psychological area	29	11	13	34	13	120	7	32	27	13	26	2	71	10
Understanding and interpreting tests results	16	13	18	47	6	130	6	21	22	11	37	8	109	5
Understanding the work of other agencies	24	6	10	48	12	152	4	27	18	15	32	8	103	6
Understanding psychological recommendations	29	13	13	39	6	113	9.	37	19	13	27	4	79	9
Understanding causes of psychological manifestations	29	8	10	37	16	132	5	32	15	16	29	8	98	7
Case conference with parties involved	15	8	8	35	34	180	2	31	12	16	23	18	116	3

Reactions of parents to psychological recommendations. The principals were asked to check one of four possibilities, "always," "often," "seldom," and "never" on items that were listed to show their opinion on the reaction of parents to psychological recommendations. The same procedure, as was used before, was employed to determine weighted totals and rank.

The 62 principals noted that the parents were highly cooperative. Over three-fourths (See Table 24) said this occurred "always" or "often". Fifty per cent reported that the parents although at first disturbed became cooperative later on. Eighty-four per cent "seldom" or "never" thought that parents withdrew or transferred their children to another area. Seventy-nine per cent of the principals noted that "seldom" or "never" did the parents reject any suggestion throughout the entire time. Approximately three-fourths of the principals checked "seldom" or "never" as to whether the parents became over-dependent on either them or the psychologist, or that the parent became suspicious or resistant, or was indifferent throughout the counseling time.

The principals were also to check, with a similar procedure previously used, their opinion as to what were the reasons for difficulties experienced with parents regarding the psychological services.

TABLE 24. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF OBSERVED REACTION OF PARENTS TO PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS

Parent reaction to psychological recommendations	Observed reaction										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Parents were at first disquieted but became highly cooperative	7	11	6	10	18	29	27	44	4	6	135	2
Were highly cooperative at all times	7	11	0	0	13	21	35	57	7	11	168	1
Became over-dependent either with you or the psychologist	8	13	16	25	32	52	6	10	0	0	72	5
Rejected any suggestions or recommendations throughout the entire time	9	15	22	35	27	44	4	6	0	0	56	8
Became suspicious or resistant at times	8	13	20	32	28	45	6	10	0	0	65	6
Had unrealistic expectations of the psychological services	10	16	12	19	26	42	14	23	0	0	88	3
Withdrew their children from school or transferred them to another area	10	16	44	71	8	13	0	0	0	0	13	9

TABLE 24 (Continued)

Parent reaction to psychological recommendations	Observed reaction										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Were highly cooperative until recommendations were made	12	19	15	24	19	31	14	23	2	3	86	4
Were completely indifferent throughout as to outcome of psychological services	9	15	23	37	23	37	7	11	0	0	59	7

Table 25 has shown that the principals believed that misunderstanding due to inadequacy of the parents ranked first. Thirty-nine per cent noted that this occurred "often" or "always." The majority of the principals noted that the other reasons listed as possible difficulties seldom if ever occurred.

TABLE 25. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF POSSIBLE REASONS FOR DIFFICULTIES EXPERIENCED WITH PARENTS REGARDING THE PSYCHOLOGICAL SERVICES ACCORDING TO THE OPINION OF 62 PRINCIPALS

Reasons for difficulties	Amount of difficulties experienced										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Misunderstanding due to lack of preparation for psychological services	13	21	15	24	17	27	16	26	1	2	85	4
Misunderstanding due to inadequacy of parents	10	16	9	15	19	31	23	37	1	2	111	1
Indifferent attitude of parents to the welfare of their children	10	16	13	21	25	40	14	23	0	0	86	2.5
Intimate atmosphere of the school effected a resistance due to fear their child might be different	18	29	14	23	22	35	8	13	0	0	61	5
Social pressure of maintaining status in the community	10	16	13	21	26	42	12	19	1	2	86	2.5

Recommendations Offered by the Principals
for Improving the Psychological
Services

The principals were asked to write in any suggestions or recommendations which they felt would improve the psychological services. As indicated in Table 26, the 62 principals listed 37 recommendations. These suggestions were categorized, according to percentage distribution.

Eleven per cent of those responding suggested that better provision for placing pupils in special education be employed. None of these suggestions indicated the type of special training desired. It is assumed by many in Indianapolis that special education refers to the slow or mentally retarded. Five principals recommended more follow-ups of psychological cases be made by the home visitor and psychologist. Four principals suggested having more conference time with all persons concerned.

Three principals suggested the psychologist have some teaching experience and two principals suggested that parents be better informed on the intent and purposes of the psychological services. Sixteen per cent of the principals recommended miscellaneous items that in some cases reflected the same ideas that had been listed in Table 26 or had at this time no practical value.

TABLE 26. PERCENTAGE DISTRIBUTION OF THE 62 PRINCIPALS' RECOMMENDATIONS ACCORDING TO THEIR OPINION ON IMPROVING THE PSYCHOLOGICAL SERVICE

Suggestions	Frequency		Rank
	Number	Per cent	
Better provisions for placing pupils in special education	7	11	1
More follow-up by the psychologist	5	8	2
More conference time with all persons concerned	4	6	3.5
Increase number of personnel in order to get service when needed	4	6	3
Psychologist have teaching experience	3	5	5
Reduce case load of home visitor	2	3	6.5
Provide more information to parents regarding psychological service	2	3	8
Miscellaneous	10	16	
Total	37	58	

Opinions of 143 Teachers as to Psychological Reports and Their Implication for Guidance Service

In the survey 143 teachers were asked to check statements that indicated their opinion of psychological reports. They were asked to check on four possibilities for each statement. These possibilities were listed as "always," "often," "seldom," or "never". Percentage

distribution for each item was computed and set up to give a numerical indication of the responses for this group.

Psychological reports. As shown in Table 27 the teachers responded to items regarding certain characteristics of psychological reports. Of the 143 teachers almost half thought the reports were specific in their recommendations. Thirty-four per cent said they "seldom" or "never" were. When asked if the reports were general in their recommendations, 61 per cent noted that they "often" or "always" were, while 17 per cent indicated they "seldom" or "never" fell into this classification. On whether the reports were expressed in understandable language, 78 per cent said they were, and eight per cent said the reports "seldom" or "never" were written understandably. Over half checked that the reports were "often" or "always" related to school procedures.

As to the question whether it was possible to carry out the reports within limitations of time, equipment, and skill, almost half noted that it was "never" or "seldom" possible to do this. Thirty-six per cent said that it was possible within these limitations. As to whether the reports were free from implications that the teachers were at fault, 79 per cent said they were and only eight per cent noted that they were not.

TABLE 27. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF THE VALUE OF PSYCHOLOGICAL REPORTS ACCORDING TO THE OPINION OF 113 TEACHERS

Psychological reports	Evaluations										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Are specific in their recommendations	26	18	2	1	47	33	55	39	13	9	138	8
Are general in their recommendations	32	23	3	2	21	15	73	51	14	10	117	6
Are expressed in understandable language	20	14	1	1	10	7	66	46	46	32	195	2
Are related to school procedure	24	17	4	3	37	26	58	41	20	14	150	5
Are possible to carry out within limitations of time, equipment, and skills	22	15	7	5	63	44	44	31	7	5	121	10
Free from implications that teachers are at fault	19	13	1	1	10	7	56	39	57	40	205	1
Explains what diagnosis and treatment are given	25	18	10	7	39	27	45	32	24	17	142	7
Explains results of tests that are given	19	13	4	3	20	14	47	33	53	37	191	3

TABLE 27 (Continued)

Psychological reports	Evaluations										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Recommends, where necessary, the help of other specialists	25	18	20	14	29	20	47	33	22	15	131	9
Are realistically in line with public school philosophy	25	18	5	6	30	21	59	41	24	17	154	4
Make you feel insecure as to your methods of discipline and standards of conduct	18	13	45	32	51	36	26	18	3	2	78	11
Imply that you should be completely permissive	32	23	44	31	39	27	24	17	4	3	70	12

Finally, 68 per cent of the teachers reported that the reports did not make them feel insecure in their methods, and 58 per cent of the teachers did not feel that the reports implied that they should be completely permissive with students. Twenty per cent of the teachers in each of the above two areas stated that reports "often" or "always" made them feel insecure or implied permissiveness in their relationship with students.

Adaptations of the school program. In the following sections the 143 teachers were asked to evaluate and check statements concerning changes in the program and curriculum, for personal adjustment, in methods and materials of instruction, in interpersonal relationships, and in attitudes of the teacher and parent toward the student. These statements in each of the above areas were possible recommendations made by the psychologist for student referrals. The teachers were asked to check one of four possibilities, "always," "often," "seldom," or "never" as a means to determine what they had done to adapt the school program to meet the needs of these particular pupils. To obtain a numerical rating and rank order, arbitrary weights were given the four possibilities as follows: "always" = 3, "often" = 2, "seldom" = 1, and "never" = 0. These weights were then multiplied by the percentage of response for each possibility, the product to serve as a weighted total.

Change in program and curriculum. As determined in Table 28, approximately one-fourth to one-third of the teachers did not respond due perhaps to the fact that many of the items did not apply to their particular situation. Of those that were able to respond it is shown that the teachers were best able to bring about enrichment of a student's

program. Forty-seven per cent were able to accomplish this "always" or "often," while 24 per cent indicated they were not able to do this frequently.

The least accomplished was in changes involving limiting the school day and lengthening the noon hour. Over half (54 per cent) were not able to limit the school day and 62 per cent indicated they "seldom" or "never" lengthened the noon hour. Considering the fact that 60 per cent did not respond, the percentages are predominantly in the negative regarding these two changes.

Curriculum change regarding students interest ranked second in importance as noted by the 41 per cent who said they were "often" or "always" able to make this change. Forty-four per cent checked that they were able to accomplish the placement of a student in class groups of those with similar ability.

TABLE 28. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGING THE PROGRAM AND CURRICULUM ACCORDING TO THE OPINIONS OF 143 TEACHERS

Program and curriculum change	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Substitution of courses	45	30	30	21	32	23	32	23	4	3	78	4
Curriculum change regarding students interest	36	25	16	11	33	23	53	37	5	4	109	2
Change to different class in line with ability	33	23	24	17	23	16	57	40	6	4	108	3
Enrichment of the students program	42	29	14	10	20	14	60	42	7	5	113	1
Lighter extra-curricular activities load	53	37	30	21	23	16	33	23	4	3	71	5
Addition of club or group activities	53	37	28	20	31	21	26	20	3	2	67	6
Limited school day	51	36	64	45	13	8	14	10	1	1	34	7
Lengthened noon hour	49	34	81	57	7	5	4	3	2	1	14	8

Changes for personal adjustment. As shown in Table 29, the predominant accomplishment in this area was that the teachers were able to do individual counseling within each building. Almost half (48 per cent) were able to do this frequently. The least amount of changes was in excluding a student from school. Sixty-two per cent reported that this change was "seldom" or "never" done. Twenty-eight per cent had pupil referrals sent to a guidance clinic, while 45 per cent reported this "seldom" or "never" happened in their case. Between 50 and 60 per cent of the teachers "seldom" or "never" indicated any accomplishment in counseling with psychologists, change in home environment, and referral to physician or clinic.

TABLE 29. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES FOR PERSONAL ADJUSTMENT ACCORDING TO THE OPINION OF 143 TEACHERS

Personal adjustments	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Exclusion from school	46	33	67	47	22	16	8	4	0	0	24	7
Referral to guidance clinic	40	28	27	19	36	25	36	25	4	3	84	2
Change of schools	44	31	41	29	36	25	22	15	0	0	55	3
Individual counseling within building	39	26	18	13	19	13	52	37	15	11	120	1
Continued counseling with other psychologists	46	32	44	31	31	22	22	15	0	0	52	5
Change of home environment	47	33	53	37	31	22	12	8	0	0	38	6
Referral to physician or clinic, i.e., brain damage, neurological impairment, etc.	44	31	46	32	30	21	21	15	2	1	54	4

Changes in materials and methods of instruction. The teachers were asked to check statements regarding their accomplishments in the area of methods and materials of instruction. As shown in Table 30, 70 per cent were "always" or "often" able to adjust assignments to the individual. Sixty-three per cent "always" or "often" tried simplified instruction, based on a more skillful analysis of the learning process; while 61 per cent gave more individualized instruction for pupil referrals.

The least accomplished in this general area was in providing opportunities for work experience having educational value. Including 38 per cent who did not respond, an additional 45 per cent "seldom" or "never" accomplished this for referrals. As previously noted this was perhaps due to the predominant number of teachers having pupils below the normal working age.

It was to be noted that over half (54 per cent) provided reading material covering a wide range of interest and reading difficulty.

TABLE 30. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES IN METHODS AND MATERIALS OF INSTRUCTION ACCORDING TO THE OPINION OF 143 TEACHERS

Methods and materials of instruction	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Assignments adjusted to the individual	25	18	5	3	14	10	72	50	27	19	167	1
Simplified instruction, based on more skillful analysis of the learning process	34	24	6	4	13	9	71	50	19	13	148	2.5
More individualized instruction	29	20	8	6	19	13	68	48	19	13	148	2.5
Provide opportunities for independent study	47	33	16	11	19	13	51	36	10	7	106	5
Provision of reading material covering a wide range of interest and reading difficulty	43	30	8	6	15	11	54	38	23	15	132	4

TABLE 30 (Continued)

Methods and materials of instruction	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Provision of equipment and materials for handwork, shopwork, games, and sports needed by individual students	47	33	26	18	32	23	30	22	8	6	85	6
Opportunities for work experience having educational value	54	38	37	26	27	19	23	16	2	1	54	7

Changes in interpersonal relations. The teachers were asked to check statements regarding their accomplishments in the area of making changes for the referral in their interpersonal relationships. As indicated in Table 31, the teachers felt that providing opportunity for the student to maintain a constant, warm, friendly relationship with some one person was accomplished most often. Fifty-eight per cent of the teachers "often" or "always" were able to accomplish this. Also 59 per cent indicated they "often" or "always" provided opportunities for the student to use his special ability to achieve recognition and to aid in the development of a sense of worth. Although the items in this area were reasonably close in ranking, the providing for instruction in special social, athletic, or other skills in order to make the referral feel to be an acceptable member of the group was ranked last. Twenty-eight per cent, however, accomplished this item "always" or "often." Forty-four per cent were able to put the referral into small congenial groups, probably within the larger class group. Fifty per cent reported favorably on being able to enlist the aid of fellow students in developing the referrals' social skills and 42 per cent were "always" or "often" able to provide opportunities for leadership within the class grouping.

TABLE 31. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGES IN INTERPERSONAL RELATIONSHIPS ACCORDING TO THE OPINION OF 143 TEACHERS

Interpersonal relations	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Induction of the student into a small, congenial group	44	31	16	11	21	14	55	39	7	5	107	5
Provision of opportunities for the student to use special ability to achieve recognition and a sense of worth	35	25	12	8	11	8	66	46	19	13	139	1
Provision for instruction in special social, athletic, or other skills	50	35	14	10	25	18	40	28	14	10	104	6
Enlistment of fellow students to aid in an individual's social development	40	28	15	11	17	12	55	38	16	11	121	3

TABLE 31 (Continued)

Interpersonal relations	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Provision of opportunities for leadership	44	31	13	9	25	18	49	34	12	8	110	4
Opportunity for the student to maintain a constant, friendly, warm relationship with some one person	36	25	8	6	17	12	65	45	17	12	138	2

Changes in attitude of parents and teacher toward the individual.

The teachers were asked to check statements to determine their accomplishments in changing their own attitude or that of the parents toward the pupil referral. This, of course, applied where there may have been a need for attitude changing.

As indicated in Table 32, the teachers noted accomplishments in this area since two-thirds checked "often" or "always" as to changes in attitude of acceptance of the individual in general and as to having genuine affection for the individual. Fifty-eight per cent noted a change frequently in the attitude of expecting the individual to make good. In general, the items ranked fairly even; however, there is no distinction between whether the change reflects different parental attitudes or changes in the teachers' attitudes. The item reflects perhaps the sum total of both observed parent attitude and of teachers' opinions as to their own attitude change.

TABLE 32. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF ACCOMPLISHMENTS IN CHANGING THE ATTITUDE OF THE TEACHER AND PARENT TOWARD THE INDIVIDUAL ACCORDING TO THE OPINION OF 143 TEACHERS

Attitude change	Accomplishments										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
An attitude of expecting to make good	36	25	5	3	20	14	64	45	18	13	143	3
An attitude of acceptance of the individual as a whole	34	24	3	2	10	7	73	51	23	16	157	1.5
Genuine affection for the individual	36	25	2	1	13	9	67	47	25	18	157	1.5

Prevention of follow through on psychological recommendations.

The teachers were given a list of items to check that could give some idea as to the factors that prevented any or partial follow through of psychological recommendations. These items were divided into two main areas: the area of learning difficulties and the area of behavior difficulties. For each item the 143 teachers were given a choice of one of four possibilities to check. These were "always," "often," "seldom," and "never." The same formula was used for the previous sections to find the weighted totals and rank order.

Area of learning difficulties. As shown in Table 33 the teachers indicated that overcrowded classrooms were the most prohibitive factor in following up psychological recommendations. Sixty-nine per cent checked this as occurring "always" or "often." Sixty-four per cent "always" or "often" thought that the environment of the pupil was a prohibitive factor, while 58 per cent saw inadequate facilities for dealing with such cases as the most important cause. Fifty-nine per cent felt that the psychological recommendations were "seldom" or "never" a cause for lack of follow-up, and 60 per cent indicated that lack of cooperation from other teachers "seldom" or "never" was a factor in lack of psychological follow-up.

TABLE 33. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF FACTORS THAT PREVENTED ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS

Area of learning difficulties	Amount of follow up										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Lack of cooperation on the pupil's part	42	29	7	5	35	25	56	39	3	2	109	7
Lack of professional experience	54	37	17	12	42	30	28	20	2	1	73	9
Parents uncooperative	34	23	7	5	34	24	67	47	1	1	121	4
Inadequate facilities	42	30	4	3	15	10	67	47	15	10	134	3
Over-crowded classrooms	33	23	4	3	8	6	66	46	32	22	164	1
Inappropriate materials of instruction	45	31	7	5	35	25	44	31	12	8	111	6
Disagreed with psychological recommendations	51	36	24	17	56	39	12	8	0	0	55	10
Lack of cooperation from other teachers	52	36	44	31	41	29	6	4	0	0	37	11
Environment of the pupil	36	24	1	1	15	11	84	59	7	5	144	2
Physical condition of the pupil	42	30	7	5	43	30	49	34	2	1	101	8
Irregular attendance	40	27	7	5	35	25	59	42	2	1	112	5

Area of behavior difficulties. The 143 teachers felt that (see Table 34) the most important of the factors that prevented follow through of psychological recommendations in the area of behavior difficulties was the home environment of the referral. Sixty-three per cent indicated this was "always" or "often" the cause. A little over half of the teachers regarded the lack of cooperation on the pupil's part and inadequate facilities to handle such cases as primary causes for lack of follow through. Again the teachers felt that the psychological recommendations or the lack of cooperation from other teachers were seldom contributive to lack of follow through of psychological recommendations. As indicated, 59 per cent checked "seldom" or "never" on lack of teacher cooperation, while 43 per cent checked the same for psychological recommendations.

TABLE 34. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF FACTORS THAT PREVENTED ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS

Behavior difficulties	Amount of follow up										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Pupil uncooperative	37	25	3	2	32	23	69	49	2	1	124	2
Parent uncooperative	40	28	4	3	39	27	58	41	2	1	112	4
Lack of experience in dealing with types of behavior	52	37	10	7	49	34	30	21	2	1	79	6
Inadequate facilities to handle such cases	50	35	2	1	18	13	64	45	9	6	121	3
Psychological recommendations not appropriate	56	39	14	10	47	34	26	18	0	0	70	7
Physical conditions of the pupil	53	36	9	6	38	27	42	30	1	1	90	5
Home environment of the pupil	42	30	3	2	9	6	82	57	7	5	135	1
Lack of cooperation from other teachers	55	39	39	27	46	32	3	2	0	0	36	8

Results in following psychological recommendations. In this section the teachers were asked to check items that reflected any results that they might have accomplished in following psychological recommendations. This included three major areas: learning difficulties, behavior, and social development. The teachers were given one of four possibilities to check for each item. These possibilities were "none," "little," "some," and "much." Arbitrary weights were multiplied by the percentage of response for each item and the product of these resulted in the weighted total. The sum of the weighted totals indicated the rank order for each item.

Area of learning difficulties. As noted in Table 35 the teachers felt the most important result accomplished in this area was that of a better understanding of pupil achievement. Fifty-five per cent noted this as being accomplished "some" or "much." Almost half felt that pupil interest increased; and 44 per cent indicated that there was some or much improvement in school progress. Thirty-five per cent noted "little" or "no" improvement in raising the achievement level of the referrals and ranked pupil attendance as the lowest accomplishment.

TABLE 35. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS

Learning difficulties	Amount accomplished										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Scholarship improved (marks)	42	30	9	6	38	27	47	32	7	5	106	4
School progress improved	36	25	7	5	38	27	54	37	8	6	119	3
Achievement level raised	44	31	13	9	37	26	43	30	6	4	98	6
Pupil more industrious	47	33	9	6	33	23	43	30	11	8	107	5
Special abilities discovered	57	40	22	15	17	12	41	29	6	4	82	8
Pupil attendance improved	62	43	10	7	18	13	41	29	12	8	95	7
Pupil interest increased	43	30	5	4	26	18	56	36	18	12	126	2
Better understanding of pupil achievement	54	38	4	3	7	5	45	32	33	22	135	1

Area of behavior difficulties. As shown in Table 36, the teachers noted that the greatest accomplishments were in improvement in the classroom atmosphere and in interest. Almost half indicated improvement in classroom atmosphere. Nearly 40 per cent saw "some" or "much" improvement in all other areas with the exception of the pupil's home environment. Thirty-nine per cent indicated "little" or "no" improvement for this item.

TABLE 36. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS -

Behavior difficulties	Amount accomplished										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Behavior manifestation improved	45	32	9	6	29	20	50	35	10	7	111	4
Parent cooperation improved	49	34	13	9	23	16	49	35	9	6	104	6
Attendance improved	56	39	9	6	24	17	38	27	16	11	104	5
Pupil home environment improved	61	42	29	20	27	19	24	17	1	2	59	7
Classroom atmosphere improved	49	34	10	7	14	10	53	37	17	12	120	2.
Emotional manifestations improved	44	30	10	7	24	17	52	37	13	9	118	3
Interest improved	41	29	9	6	27	19	48	34	16	12	123	1.

Area of social development. The teachers (See Table 37) felt that there was "some" or "much" improvement in the feeling of belonging on the part of the referral in relation to the group. Over half (55 per cent) noted this accomplishment. Forty-eight per cent indicated "some" or "much" improvement in school relations, while 45 per cent said there was improvement in social attitude. Thirty-six per cent saw little or no improvement in the referrals being free from anti-social tendencies, and little or no improvement in social skills. As a group the teachers ranked last the item that indicated an increase in extra-curricular activities.

TABLE 37. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF RESULTS OBTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS

Social development	Amount accomplished										Weighted totals	Rank
	No response		None		Little		Some		Much			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Social attitude improved	41	28	7	5	32	23	52	36	11	8	119	3
Feeling of belonging improved	36	25	1	3	25	18	57	40	21	14	140	1
Free from anti-social tendencies	56	39	14	10	29	20	37	26	7	5	87	5.5
Social standards improved	53	36	10	7	32	21	42	30	8	6	99	4
Social skills improved	59	40	11	8	31	22	35	25	7	5	87	5.5
Family relations improved	66	46	16	11	35	25	22	15	4	3	64	7
School relations improved	43	30	8	6	23	16	53	37	16	11	123	2
Increase in extra-curricular activities	79	55	15	11	24	17	19	13	6	4	55	8

Difficulties experienced with the psychological services. The teachers were asked to do two things in this section. They were to check the amount of help they needed and the amount of help received from psychological service. Under each of the above two areas the teachers were asked to check one of the four possibilities: "none," "little," "some," and "much." Weighted totals and rank order were computed in the same way as described previously.

As noted in Table 38, 56 per cent of the teachers said they needed "some" or "much" help in working effectively with psychologists, while 38 per cent received "little" or "no" help with this problem. A similar per cent, however, said they received "some" or "much" help in this area. As shown, 46 per cent indicated they needed "some" or "much" help in planning activities for psychological referrals while 46 per cent noted that they received "little" or "no" help with this problem. Likewise, 44 per cent said they needed "some" or "much" help in securing appropriate materials for the referrals, while 51 per cent indicated they received "little" or "no" help. Forty-one per cent replied that they needed "some" or "much" help in in-service training in the psychological area, and 42 per cent received "little" or "no" help in this particular area. Forty per cent needed "some" or "much" help in understanding the work of other agencies, while 41 per cent received "little" or "no" help with this problem. As indicated, 47 per cent said they needed "some" or "much" help in understanding causes of abnormal psychological manifestations. Thirty-seven reported that they had received little or no help in this area.

TABLE 38. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF AMOUNT OF HELP NEEDED AND AMOUNT OF HELP RECEIVED WITH DIFFICULTIES EXPERIENCED WITH PSYCHOLOGICAL SERVICE ACCORDING TO THE OPINION OF 113 TEACHERS

Psychological service	Amount of help needed							Amount of help received						
	Percentages					Weighted totals	Rank	Percentages					Weighted totals	Rank
	No response	None	Little	Some	Much			No response	None	Little	Some	Much		
Working effectively with psychologists	28	5	11	31	25	118	1	22	11	24	29	11	115	1
Aid in recognizing problem cases	32	17	16	26	9	95	9	32	21	17	22	8	85	2
Understanding records and reports	34	18	21	19	8	83	11	33	23	18	18	8	78	3.5
Planning activities for psychological referrals	35	6	13	25	21	126	3	36	28	18	12	6	60	7.5
Securing appropriate materials	41	6	9	21	23	120	4	37	37	14	8	4	42	11
In-service training in the psychological area	41	8	10	20	21	113	5	41	27	15	13	4	53	10
Understanding and interpreting tests results	36	11	18	23	12	100	7.5	39	18	17	18	8	77	5
Understanding the work of other agencies	42	8	10	25	15	105	6	43	21	20	12	4	56	9
Understanding psychological recommendations	40	13	13	23	11	92	10	39	15	20	20	6	78	3.5
Understanding causes of psychological manifestations	39	6	8	22	25	127	2	38	22	15	19	6	71	6
Case conference with parties involved	46	6	11	22	15	100	7.5	42	23	15	15	5	60	7.5

The problem in which the teachers reported they needed the least amount of help was the area of understanding psychological records and reports. The area in which the teachers reported they had received the greatest amount of help was in working effectively with the psychologists.

Parental reaction to psychological recommendations. The teachers were asked to check statements that would determine in some ways their observation of the reaction of parents to psychological recommendations. With each statement the 143 teachers were to check one of four possibilities listed as "always," "often," "seldom," and "never." Computation to determine weighted totals and rank order of these items was computed in the same way as has been described in previous sections.

As indicated in Table 39, almost 40 per cent of the teachers thought the parents were cooperative at all times or if at first disturbed they became cooperative as the counseling and service became understood. On almost all items the teachers tended to check negatively the listed reactions. For example, 58 per cent said the parents "seldom" or "never" withdrew their children from school or transferred them to another school. Almost half (47 per cent) of the teachers reported that the parents seldom, if ever, rejected any suggestions or recommendations throughout the entire time of counseling.

A little over a fourth of the teachers indicated that the parents were highly cooperative until the recommendations were made, but 24 per cent reported that some parents had an unrealistic expectation of the psychological service.

TABLE 39. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF THE OBSERVED REACTION OF PARENTS TO PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 143 TEACHERS

Parental reactions	Amount observed										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Parents were at first disquieted but became highly cooperative	56	38	8	6	28	20	48	34	3	2	94	2
Were highly cooperative at all times	44	31	6	4	37	26	40	28	16	11	115	1
Rejected any suggestions or recommendations throughout the entire time	57	39	21	15	45	32	16	11	4	3	63	7.5
Became over-dependent either with you or the psychologist	59	41	19	13	43	30	21	15	1	1	63	7.5
Became suspicious or resistant	56	39	17	12	40	28	28	20	2	1	71	5.5
Had unrealistic expectations of the psychological service	63	44	12	8	34	24	31	22	3	2	74	3
Withdrew their children from school or transferred them to another area	58	40	65	46	17	12	3	2	0	0	16	9

TABLE 39 (Continued)

Parental reaction	Amount observed										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Were highly cooperative until recommendations were made	65	45	15	11	26	18	36	25	1	1	71	5.5
Were completely indifferent throughout as to outcome of psychological service	54	37	26	18	32	23	23	16	8	6	73	4

Reasons for difficulties experienced with parents regarding the psychological service. As shown in Table 40, 44 per cent of the teachers felt that when difficulty was experienced it "often" or "always" was a misunderstanding due to the inability of the parents to cope with the referral's problems. Almost a third of the teachers indicated that the indifferent attitude of parents to the welfare of their children constituted a difficulty regarding the psychological service. Thirty-five per cent of the teachers said that "seldom" or "never" did the intimate atmosphere of the school cause resistance due to the fear their child might be different.

TABLE 40. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER OF REASONS FOR DIFFICULTIES EXPERIENCED WITH PARENTS REGARDING THE PSYCHOLOGICAL SERVICE ACCORDING TO THE OPINION OF 143 TEACHERS

Reasons for difficulty	Amount of difficulty										Weighted totals	Rank
	No response		Never		Seldom		Often		Always			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
Misunderstanding due to lack of preparation for the psychological service	60	41	15	11	29	20	35	25	4	3	79	4
Misunderstanding due to inadequacy of parents	50	35	9	6	22	15	55	39	7	5	108	1
Indifferent attitude of parents to the welfare of their children	52	36	11	8	36	25	39	27	5	4	91	2
Intimate atmosphere of the school effected a resistance due to fear their child might be different	68	48	12	8	39	27	21	15	3	2	63	5
Social pressure of maintaining status in the community	55	38	14	10	31	22	39	27	4	3	85	3

Recommendations Offered by the Teachers for
Improving the Psychological Service

As indicated in Table 41, the 143 teachers listed 78 suggestions. These suggestions were categorized, coded for International Business Machine, and presented according to percentage distribution.

Eleven per cent of those responding suggested more follow-up with referrals by the psychologist. The implication, of course, is probably an increase of psychologists or a reduction of the case load so that continued follow-up of cases can be done. Ten teachers recommended speedier service--in other words a cut down of time between the pupil's referral and his actually being seen by the psychologist. Six per cent of the teachers wanted an increase in in-service training in this area and the same per cent wanted better provisions for placing students in special education.

TABLE 41. PERCENTAGE DISTRIBUTION OF THE 143 TEACHERS' RECOMMENDATIONS ACCORDING TO THEIR OPINION ON IMPROVING THE PSYCHOLOGICAL SERVICE

Suggestions	Frequency		Rank
	Number	Per cent	
More follow-up by the psychologist	16	11	1
Psychological services when needed	10	7	2
Better provisions for placing pupils in special education	8	6	3.5
Guidance organization set up in each school	3	2	9.5
More conference time with all persons concerned	7	5	5
Increased clinical help	4	3	6
Provide more information to parents regarding psychological service	4	3	6
Smaller classes	3	2	9.5
Increased in-service training for teachers in the psychological area	8	6	3.5
Reduce case load of the psychologist	4	3	6
Miscellaneous	11	8	
Total	78	55	

Comparison Between the Opinions of Principals and Teachers
as to the Value of Psychological Reports

In order to make a comparison of opinions of the 62 principals and 143 teachers on psychological reports, a percentage table was completed to give a numerical comparison between these two groups.

In general, the principals and teachers show an over-all similarity of opinion on psychological reports. Table 42 indicates different percentages between the principals and teachers within each area; however, the percentages tend to show the teachers and principals in general agreement when the unequal number of respondents for each group is taken into consideration.

The one significant difference noted was that the teachers tended to consider the psychological reports written in general terms more than did the principals. This was considered significant because this item was the only one in which the teachers percentages were larger than the principals. For example, 61 per cent of the teachers indicated the reports were "always" or "often" general in their recommendations, while only 44 per cent of the principals checked these terms.

TABLE 42. PERCENTAGE DISTRIBUTION, WEIGHTED TOTALS, RANK ORDER COMPARISON OF 62 PRINCIPALS AND 143 TEACHERS ACCORDING TO THEIR OPINION ON PSYCHOLOGICAL REPORTS

Psychological reports	Comparative percentages											
	Principals					Teachers						
	Never	Seldom	Often	Always	Weighted totals	Rank	Never	Seldom	Often	Always	Weighted totals	Rank
Are specific in their recommendations	2	21	48	23	186	7	1	33	39	9	138	8
Are general in their recommendations	8	31	32	12	131	10	2	15	51	10	147	6
Are expressed in understandable language	0	12	40	47	233	1	1	7	46	32	195	2
Are related to school procedure	0	12	52	32	212	4	3	26	41	14	150	5
Are possible to carry out within limitations of time, equipment, and skills	2	42	45	8	156	9	5	44	31	5	121	10
Free from implications that teachers are at fault	0	12	40	44	224	3	1	7	39	40	205	1
Explains what diagnosis and treatment are given	8	24	44	23	181	8	7	27	32	17	142	7
Explains results of tests that are given	2	9	39	48	231	2	3	14	33	37	191	3
Recommends where necessary, the help of other specialists	5	13	55	26	201	6	14	20	33	15	131	9
Are realistically in line with public school philosophy	2	9	60	26	207	5	6	21	41	17	154	4
Make you feel insecure as to your methods of discipline and standards of conduct	53	30	13	3	65	11.5	32	36	18	2	78	11
Imply that you should be completely permissive	42	35	15	0	65	11.5	31	27	17	3	70	12

Comparison Between 62 Principals' and 143 Teachers' Opinions
on Adapting the School Program to Referrals

A comparison was made between the principals and teachers as to their opinion on adapting the school program to referrals based on psychological recommendations. The areas included in the following sections include a comparison between principals' and teachers' opinion on changes in program and curriculum, for personal adjustment, in materials and methods of instruction, in interpersonal relations, and in changes in attitude of parents and teachers toward the individual referral.

Change in program and curriculum. A comparison table was constructed to show any percentage differences between the 62 principals and 143 teachers opinions as to changes they made in program and curriculum for the referral based on psychological recommendations. (See Table 43).

A comparison was made by showing the weighted totals and rank order of each item. Accordingly, the teachers ranked enrichment of the student's program first, while the principals had this second. The principals ranked first a change to different classes in line with the referrals ability. The teachers ranked this third. The reason for this difference is probably because of the fact that the principals could more easily effect this change within their administrative responsibility. Generally, there was agreement on most items. Both groups indicated that lengthening the noon hour and shortening the school day were the two items they were least able to change.

TABLE 13. WEIGHTED TOTALS AND RANK ORDER OF CHANGES IN THE PROGRAM AND CURRICULUM FOR REFERRAL ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Changes in program and curriculum	Accomplishments			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Substitution of courses	100	5	76	4
Curriculum change regarding students' interest	111	3	109	2
Change to different class in line with ability	165	1	108	3
Enrichment of the students program	163	2	113	1
Lighter extra-curricular activities load	88	6	71	5
Addition of club or group activities	104	4	69	6
Limited school day	30	7	32	7
Lengthened noon hour	15	8	14	8

Change for personal adjustment. A comparison table was made to indicate any significant differences between the opinions of the 62 principals and those of the 143 teachers as to changes they made for personal adjustment of the referral based on psychological recommendations.

Table 44 shows considerable agreement among principals and teachers as to change for personal adjustments. Both groups agreed that their most effective change was individual counseling within the building. Also both agreed that exclusion from school was the change least likely to be made.

TABLE 44. WEIGHTED TOTALS AND RANK ORDER OF CHANGES FOR PERSONAL ADJUSTMENT FOR REFERRALS ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Changes for personal adjustment	Accomplishments			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Exclusion from school	58	7	27	7
Referral to guidance clinic	162	2	84	2
Change of schools	87	4	55	3
Individual counseling within building	193	1	120	1
Continued counseling with other psychologists	75	5	52	5
Change of home environment	67	6	38	6
Referral to physician or clinic, i.e., brain damage, neurological impairment, etc.	105	3	54	4

Change in methods and materials of instruction. A comparison was made to show any percentage differences between the opinions of the 62 principals and those of the 143 teachers as to changes they made in methods and materials of instruction for the referral.

As shown in Table 45, the principals and teachers were in complete agreement. Both groups said that changing assignments to adjust to the individual was most often accomplished. And both groups felt that providing opportunities for work experience having educational value was least attainable of all the items.

TABLE 45. WEIGHTED TOTALS AND RANK ORDER OF CHANGES IN METHODS AND MATERIALS OF INSTRUCTION ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Change in methods and materials of instruction	Accomplishments			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Assignments adjusted to the individual	196	1	169	1
Simplified instruction, based on more skillful analysis of the learning process	194	2	148	2.5
More individualized instruction	191	3	148	2.5
Provide opportunities for independent study	156	5	106	5
Provision of reading material covering a wide range of interest and reading difficulty	178	4	135	4
Provision of equipment and materials for handwork, shopwork, games, and sports needed by individual students	132	6	85	6
Opportunities for work experience having educational value	84	7	54	7

Changes in interpersonal relations. A comparison was made to show any percentage differences between the 62 principals and 143 teachers' opinions as to changes they made in the interpersonal relationships of the referral based on psychological recommendations.

As shown, the two groups indicated considerable agreement. (See Table 46). Both groups felt they were able to provide opportunity for the referral to maintain a constant, friendly, warm relationship with some one person. The principals ranked last the item that provided change involving induction of the referral into a small, congenial group, whereas the teachers ranked last the item that provided for instruction in special areas to aid the referral in becoming an acceptable member of the group.

TABLE 46. WEIGHTED TOTALS AND RANK ORDER OF CHANGES IN INTERPERSONAL RELATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Change for interpersonal relations	Accomplishments			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Induction of the student into a small, congenial group	135	6	108	5
Provision of opportunities for the student to use special ability to achieve recognition and a sense of worth	190	2	139	2
Provision for instruction in special social, athletic, or other skills that will help him to take his place as an acceptable member of the group	172	3.5	104	6
Enlistment of fellow students to aid in an individual's social development	164	5	123	3
Provisions of opportunities for leadership	172	3.5	110	4
Opportunity for the student to maintain a constant, friendly, warm relationship with some one person	202	1	140	1

Changes in attitude of parents and teachers toward the individual.

A comparison was made between the opinions of principals and those of teachers as to the attitudes of parent and teacher toward these referrals. Table 47 indicates that the teachers ranked as last the attitude of expecting the referral to make good, whereas, the principals ranked this second. The individual item totals were so closely aligned, however, that differences shown probably did not reflect any differences of opinion between the two groups.

TABLE 47. WEIGHTED TOTALS AND RANK ORDER OF CHANGE IN ATTITUDE OF PARENTS AND TEACHERS TOWARD THE INDIVIDUAL REFERRAL ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Changes in attitude	Accomplishments			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
An attitude of expecting to make good	184	2	143	3
An attitude of acceptance of the individual as a whole	182	3	157	1.5
Genuine affection for the individual	188	1	157	1.5

Comparison Between 62 Principals and 143 Teachers
as to Their Opinion on Prevention of
Psychological Follow-up

A comparison was made between the opinions of principals and those of the teachers as to what factors prevented any or partial follow-through of psychological recommendations. These comparisons were made in two general areas: learning difficulties and behavior difficulties.

Tables were constructed giving the weighted totals and rank order of each item as each group indicated.

Area of learning difficulties. Table 48 shows considerable agreement between teachers and principals. On only one item is there any significant difference. The principals ranked lack of cooperation on the pupil's part fourth as a cause for lack of follow-up of psychological recommendations; whereas the teachers ranked this item seventh.

TABLE 48. WEIGHTED TOTALS AND RANK ORDER OF FACTORS PREVENTING ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINIONS OF 62 PRINCIPALS AND 143 TEACHERS

Area of learning difficulty	Amount of occurrence			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Lack of cooperation on the pupil's part	135	4	109	7
Lack of professional experience	72	9	73	9
Parents uncooperative	133	5	121	4
Inadequate facilities	141	3	141	3
Overcrowded classrooms	170	1	167	1
Inappropriate materials of instruction	113	6	111	6
Disagreed with psychological recommendations	58	10.5	55	10
Lack of cooperation from other teachers	58	10.5	37	11
Environment of the pupil	155	2	144	2
Physical condition of the pupil	101	7	101	8
Irregular attendance	100	8	102	7

Area of behavior difficulty. There is another cause of agreement between the two groups to a considerable degree. (See Table 49). Both principals and teachers agreed that the pupil's home environment was a major factor in preventing following through on psychological recommendations. Both agreed that lack of cooperation from other teachers was the least of all factors causing any or partial breakdown of psychological follow-up.

TABLE 49. WEIGHTED TOTALS AND RANK ORDER OF FACTORS PREVENTING ANY OR PARTIAL FOLLOW THROUGH OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Area of behavior difficulty	Amount of occurrence			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Pupil uncooperative	128	3	124	2
Parent uncooperative	108	4	112	4
Lack of experience in dealing with types of behavior	83	6	79	6
Inadequate facilities to handle such cases	154	2	121	3
Psychological recommendation not appropriate	77	7	69	7
Physical condition of the pupil	93	5	90	5
Home environment of the pupil	164	1	137	1
Lack of cooperation from other teachers	58	8	36	8

Comparison of 62 Principals and 143 Teachers as to Their Opinion
on Results on Following Psychological
Recommendations

Comparison was made between the opinion of principals and those of teachers as to results obtained in following psychological recommendations. These comparisons were made in three general areas as follows: learning difficulties, behavior difficulties, and social development.

Area of learning difficulties. Weighted totals and rank order of items in this area are shown to give a comparison of results obtained as seen by the principals and teachers. (See Table 50). The table shows that both groups agreed that a better understanding of pupil achievement resulted by following the psychologist's recommendations. Both agreed that the least accomplished was in discovering special abilities. There was some disagreement on whether achievement was raised. The principals ranked this fourth while the teachers were slightly more pessimistic as to results in this area--ranking this item sixth.

TABLE 50. WEIGHTED TOTALS AND RANK ORDER OF RESULTS ATTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS, ACCORDING TO 62 PRINCIPALS AND 143 TEACHERS

Area of learning difficulties	Amount accomplished			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Scholarship improved (marks)	133	5	108	4
School progress improved	157	2	121	3
Achievement level raised	139	4	98	6
Pupil more industrious	132	6	107	5
Special abilities discovered	117	8	82	8
Pupil attendance improved	119	7	95	7
Pupil interest increased	154	3	129	2
Better understanding of pupil achievement	169	1	138	1

Area of behavior difficulty. As indicated in Table 51, there is some difference apparent in this area. For example, the principals ranked the most results in the improvement of parent cooperation while the teachers felt that this should rank only sixth out of a possible seven items. The teachers ranked as first the improvement in the classroom atmosphere (ranked as fifth by the principals), and interest improvement on the part of the referral (ranked as fourth by the principals).

Both agreed that the least results attained were in the improvement of the pupil's home environment.

TABLE 51. WEIGHTED TOTALS AND RANK ORDER OF RESULTS ATTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO 62 PRINCIPALS AND 143 TEACHERS

Area of behavior difficulty	Amount accomplished			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Behavior manifestations improved	170	3	111	4
Parent cooperation improved	180	1	100	6
Attendance improved	135	6	104	5
Pupil home environment improved	94	7	56	7
Classroom atmosphere improved	142	5	120	1.5
Emotional manifestations improved	179	2	108	3
Interest improved	151	4	120	1.5

Area of social development. Comparison between principal and teacher opinions on results in this area indicated agreement on most items. (See Table 52). Both agreed that the greatest result was in having the referral feel he belongs to his group; while the least accomplishment was in increasing extra-curricular activities. The principals were more optimistic as to results in improving family relations for the referral. They ranked this fourth in achievement, whereas the teachers thought it should rank seventh.

TABLE 52. WEIGHTED TOTALS AND RANK ORDER OF RESULTS ATTAINED IN FOLLOWING PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO 62 PRINCIPALS AND 143 TEACHERS

Area of social development	Amount accomplished			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Social attitude improved	152	3	121	3
Feeling of belonging improved	177	1	143	1
Free from anti-social tendencies	112	7	87	5.5
Social standards improved	118	5	99	4
Social skills improved	113	6	87	5.5
Family relations improved	120	4	167	7
School relations improved	170	2	123	2
Increase in extra-curricular activities	80	8	55	8

Comparison of Difficulties Experienced by 62 Principals
and 143 Teachers with the Psychological Service

A determination of the differences of opinion between principals and teachers was made concerning difficulties they may have experienced with the psychological services. Weighted totals and ranking of each problem was shown for principals and teachers. These problems were then divided into two areas concerned with the amount of help the teachers and principals needed and the amount of help they received with each problem related to the psychological service.

As shown in Table 53 both groups agreed that they needed help and had received little or no help in recognizing problem cases. There was disagreement between principals and teachers on planning activities for psychological referrals. The teachers gave indication of needing more help than that checked by the principals.

The principals checked as needing more help in understanding the work of other agencies than did the teachers. On other items in the help needed column the principals and teachers were in fairly close agreement.

On the amount of help received the principals indicated they received a lesser amount than the teachers on the problem of understanding psychological recommendations. The teachers, on the other hand, received a smaller amount of help than the principals on the problem of having case conferences with persons interested in the referrals.

On all other items in the help received column, the principals and teachers are generally in agreement.

TABLE 53. WEIGHTED TOTALS AND RANK ORDER OF PROBLEMS EXPERIENCED WITH PSYCHOLOGICAL SERVICE ACCORDING TO THE OPINION OF 62 PRINCIPALS AND 143 TEACHERS

Problems	Amount of help needed				Amount of help received			
	Principals		Teachers		Principals		Teachers	
	Totals	Rank	Totals	Rank	Totals	Rank	Totals	Rank
Working effectively with psychologists	183	1	148	1	179	1	115	1
Aid in recognizing problem cases	109	9.5	95	9	123	2	83	2
Understanding records and reports	108	11	83	11	110	4	78	3.5
Planning activities for psychological referrals	115	8	126	2	81	8	60	7.5
Securing appropriate materials	138	3	120	4	44	11	42	11
In-service training in the psychological area	120	7	113	5	71	10	53	10
Understanding and interpretation of test results	130	5	110	6	109	5	77	5
Understanding the work of other agencies	139	2	105	7	101	6	56	9
Understanding psychological recommendation	109	9.5	92	10	76	9	78	3.5
Understanding causes of psychological manifestations	132	4	127	2	98	7	71	6
Case conferences with parties involved	123	6	100	8	116	3	60	7.5

Comparison Between 62 Principals and 143 Teachers
as to Their Observation of Parents Reaction
to Psychological Reports

A comparison was made between the two groups of respondents to note similarities or differences between observation of parent reaction to psychological recommendations. (See Table 54).

The teachers tended to rate the observation of the parents being indifferent as to the outcome of the psychological service more frequently than did the principals. Both groups rated the parent as being highly cooperative throughout the experience as the most frequent observation. In all other areas there was fairly close agreement between the two groups of respondents.

TABLE 54. WEIGHTED TOTALS AND RANK ORDER OF OBSERVATIONS OF PARENT REACTION TO PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO 62 PRINCIPALS AND 143 TEACHERS

Parent reaction	Amount observed			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Parents were at first disquieted but became highly cooperative	135	2	94	2
Were highly cooperative at all times	166	1	115	1
Rejected any suggestions or recommendations throughout the entire time	72	5	63	7.5
Became over-dependant either with you or the psychologist	56	8	63	7.5
Became suspicious or resistant at times	65	6	71	5.5
Had unrealistic expectations of the psychological services	88	3	74	3
Withdrew their children from school or transferred them to another area	13	9	16	9
Were highly cooperative until recommendations were made	86	4	71	5.5
Were completely indifferent throughout as to outcome of psychological service	59	7	72	4

Comparison Between 62 Principals and 143 Teachers as to Reasons
for any Difficulty Experienced with Parents
Regarding the Psychological Service

Comparisons were made between the two groups, principals and teachers, as to their opinion on reasons why difficulties might be experienced with parents regarding psychological services.

As shown in Table 55 there is almost complete agreement between the two groups. Both felt that inadequacy of parents was the most frequent reason for any difficulty experienced with the parent relationship to the psychological service. Also both groups agreed that the idea that the school atmosphere might create the fear that the referral might be different constituted the least of all reasons for any difficulties experienced with parents.

TABLE 55. WEIGHTED TOTALS AND RANK ORDER OF REASONS FOR DIFFICULTIES EXPERIENCED WITH PARENTS REGARDING THE PSYCHOLOGICAL SERVICE ACCORDING TO 62 PRINCIPALS AND 143 TEACHERS

Reasons for difficulty	Observed frequency			
	Principals		Teachers	
	Weighted totals	Rank	Weighted totals	Rank
Misunderstanding due to lack of preparation for psychological service	85	4	79	4
Misunderstanding due to inadequacy of parents	111	1	108	1
Indifferent attitude of parents to the welfare of their children	86	2.5	91	2
Intimate atmosphere of the school effected a resistance due to fear their child might be different	61	5	63	5
Social pressure of maintaining status in the community	86	2.5	85	3

A Comparison of Suggestions made by Principals and Teachers
on Improving the Psychological Service

The principals and teachers were asked to write out any suggestions or recommendations they felt would improve the psychological service to a greater extent.

The principals made 37 suggestions and the teachers contributed 78. (See Table 56). The teachers and principals agreed in general that there should be more follow-up of cases made by the psychologists. Also both groups felt that better provisions be made for placing students in special education.

The teachers, however, suggested that the psychological service be set up in order to be available when needed. This is probably reflected in the principals' suggestions for an increase in clinical help. The teachers also called for in-service in this area but did not specify through what means this should be done.

The principals in three cases felt that the psychologists should have teaching experience. Three teachers called for smaller classes and the same number would like to see guidance organized on the elementary level in order that an adequate follow-up can be made with these psychological cases.

TABLE 56. SUGGESTIONS GIVEN BY 62 PRINCIPALS AND 143 TEACHERS ACCORDING TO THEIR OPINION ON IMPROVING THE PSYCHOLOGICAL SERVICE

Suggestions	Principals		Teachers	
	Frequency	Rank	Frequency	Rank
Better provisions for placing students in special education	7	1	8	3
More follow-up made by the psychologists with certain referrals	5	2	16	1
More conference time with persons interested in the referrals	4	3	7	4
Psychologists have teaching experience	3	4	0	
Increase number of psychological personnel (Increase clinical help)	3	4	4	5
Reduce case load of home visitor	2	5	4	5
Provide more information to parents concerning the psychological service	2	5	4	5
Provide psychological service when needed	0		10	2
Set up guidance organization in elementary school	0		3	6
Smaller classes	0		3	6
Provide in-service training for teaching personnel in the psychological area	0		8	3
Miscellaneous	10		11	

Psychologists' Opinions as to School Follow-up
of Psychological Reports

A short opinionnaire (Appendix B) was sent to all five psychologists. This form covered three main areas: school follow-up of the psychological reports, factors that prevented recommendations from being followed, and comparative frequency of the types of cases seen by the psychologists. (See page 54).

School follow-up of psychological recommendations. The psychologists were asked to check statements within certain general areas that determined the amount or frequency of follow-up the schools made regarding psychological recommendations for these areas. The psychologists were given one of four possibilities to check as follows: "always," "often," "seldom," and "never."

As indicated in Table 57, all the psychologists felt that the schools "often" followed-up recommendations concerning curriculum and program change. As for recommendations concerning changes in personal adjustment, four psychologists felt that the schools "often" followed their recommendations, while one psychologist indicated the schools "seldom" followed-up in this area. Concerning recommendations in changing methods and materials of instruction, 80 per cent of the respondents felt that the schools "often" followed-up in this area, while one psychologist did not respond. Eighty per cent also felt that the school "often" followed-up recommendations concerning changes in attitude of teachers and others toward the individual referral. One psychologist checked "seldom" for this category.

TABLE 57. PERCENTAGE AND NUMBER DISTRIBUTION OF THE AMOUNT OF FOLLOW-UP MADE BY THE SCHOOLS ON CERTAIN PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF FIVE PSYCHOLOGISTS

Psychological recommendations	Frequency of follow-up									
	No response		Never		Seldom		Often		Always	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Recommendations concerning curriculum and program change							5	100		
Recommendation concerning changes in personal adjustment					1	20	4	80		
Recommendations concerning changes in methods and materials of instruction	1	20					4	80		
Recommendations concerning changes in attitudes of teachers and others toward the individual referral					1	20	4	80		
Other suggestions made by the psychologists (change in home environment)					1	20				

One psychologist included another area, a change in home environment, and felt that the school "seldom" was successful in this particular area.

Factors preventing follow-up of psychological recommendations.

The psychologists were asked to check factors which, in their opinion, prevented the schools from following up their recommendations. They were given one of four possibilities to check as follows: "always," "often," "seldom," and "never."

As shown in Table 58 the factor most often occurring in preventing any or partial follow-up by the school was the environment of the pupil. This is practically in agreement with the opinion of the teachers and principals. Lack of cooperation from the pupil and parent ranked next as occurring most often according to psychologists. One psychologist suggested that, instead of calling the parent uncooperative, it would perhaps be better to describe him as lacking in insight.

Nearly all agreed that lack of cooperation from principals and teachers "seldom" was a prohibitive factor in the lack of follow-up of psychological recommendations.

Two psychologists added factors to the list already printed. One psychologist listed two items that often caused lack of any or partial follow-up of recommendations. These were the teachers own personal lack of adjustment and disturbing family relationships of the referral. The other psychologist listed lack of facilities in the school or community as a cause that "seldom" prevented any follow-up.

TABLE 58. PERCENTAGE AND NUMBER DISTRIBUTION OF FACTORS CAUSING ANY OR PARTIAL FOLLOW-UP OF PSYCHOLOGICAL RECOMMENDATIONS ACCORDING TO THE OPINION OF FIVE PSYCHOLOGISTS

Factors causing lack of follow-up	Frequency of occurrence									
	No response		Never		Seldom		Often		Always	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Lack of cooperation on the pupil's part	1	20			1	20	3	60		
Lack of professional experience of people dealing with the referral	2	40			2	40	1	20		
Parents uncooperative					2	40	3	60		
Lack of cooperation from teachers	1	20			4	80				
Lack of cooperation from principals	1	20			4	80				
Environment of pupils					1	20	4	80		
Physical conditions of the pupils	1	20			3	60	1	20		
Other factors listed by the psychologists (See page 153).	3	60			1	20	1	20		

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

As has been previously mentioned, it was proposed to determine certain characteristics of psychological reports and their value to teachers and principals as a means of evaluating specific difficulties which pupil referrals presented in a variety of school situations.

In order to give direction to this main idea certain major purposes were established and outlined. These purposes included: (1) the determination of the effectiveness of psychological reports as a means of evaluating specific difficulties which pupil referrals manifested; (2) the determination of what takes place after the referrals have been made and recommendations reported; (3) to obtain the psychologists' opinions as to the schools' follow-up of reports, (4) the determination of parental reaction to psychological recommendations; (5) the determination of the effectiveness of cooperation between the school and the psychologist; and (6) the determination of what areas of recommendations proved most effective for pupil referrals.

More specifically, certain problems were outlined that would clarify and establish steps by which these major purposes could be attained. These specific problems included: (1) the determination of types and number of referrals found at various grade levels, (2) the effectiveness of the psychological services in bringing about a re-orientation of pupil referrals, (3) the extent to which the schools had been following up the recommendations of the psychologists, (4) the factors that caused difficulty in the proper cooperation between the school and psychologists, (5) the factors that contributed to the

strengthening of this program, (6) the opinions of the teachers, principals, and parents as to the value of the psychological service, and (7) the determination of ways in which the psychological service, as part of the guidance functions, could be improved.

Summary of Major Findings

The organization of the data was based on the tabulation of psychological case studies and all responses of the following personnel: (1) principals, (2) teachers, and (3) school psychologists.

The major findings concerning the tabulation of psychological case studies indicated the following:

1. The preponderance of cases was found at the elementary school level. This included a total of 97 per cent of the cases found in the grades kindergarten through Grade 8.

2. Academic and retardation problems made up 60 per cent of the total number of cases categorized.

Major Findings of Principals

The major findings concerning the psychological reports and their relationship to the guidance service according to the principals are as follows:

1. It was found that the principals thought that the psychological reports were of value to them in their work with pupil referrals. They felt that the reports were related directly to the various school procedures and were relatively free from undue criticism of school personnel and their relationship to the referrals.

2. As to changes in program and curriculum, based on psychological recommendations, the study indicated that the principals were very often able to change the pupil referral to different class groups more in line with his ability, and to provide an enrichment of the student's program.

3. In changes for better personal adjustment, based on psychological recommendations, the principals were able to provide individual counseling for the referral within their own building and to make referrals to the guidance clinic for more intensive psychological counseling.

4. The principals indicated that they as compared with teachers were most often able to adjust assignments to the individuals and provide more simplified instruction, based on more skillful analysis of the learning process for pupil referrals.

5. As to changes in interpersonal relationships based on the psychological recommendations, the principals were able to provide an opportunity for the referral to maintain a constant, friendly, warm relationship with some one person.

6. In effecting changes in the attitude of teachers and parents toward the referrals, the principals were able to establish, through the teachers and parents, an atmosphere of affection for the referral.

7. The principals indicated the teachers and parents were often found to accept the referral as an individual, and on the whole, expected him to make good.

8. The principals felt that overcrowded classrooms and the home environment of the referral were the most important factors in preventing follow-through of psychological recommendations in the area of learning difficulties.

9. As to results shown from following psychological recommendations in the area of learning difficulties, the principals thought the greatest achievements were in a better understanding of pupil achievement, and in improvement in school progress and interest.

10. By results shown from following psychological recommendations in the area of behavior difficulties, the principals thought the greatest achievements were in the improvement in parent cooperation and in the emotional and behavior manifestations of the referrals.

11. In regard to results shown from following psychological recommendations in the area of social development, the principals thought the greatest results were the referral's feeling that he belonged, and a noted improvement in school relations and social attitudes of the pupil referral.

12. With regard to the psychological service, the principals indicated they needed help in working effectively with the psychologist, setting up case conferences with persons involved with the referral, in in-service training in the psychological area, in understanding causes of psychological manifestations, and in securing appropriate materials for referrals.

13. Over 75 per cent of the principals noted that the parents were highly cooperative and seldom, if ever, rejected any suggestions or recommendations. When difficulty occurred it often was a misunderstanding due to lack of knowledge concerning the psychological service.

Major Findings of Teachers

The major findings concerning the psychological reports and their relationships to the guidance services according to the teachers are as follows:

1. It was found that the teachers thought the psychological reports were of value to them in their work with pupil referrals in the classroom.

2. The teachers felt the psychological reports were expressed in understandable language and were free from any implication that they (the teachers) were at fault; but they felt also that the reports were often difficult to carry out because of limitation of time, equipment, and skills.

3. Taking into consideration that not all the items listed applied to all teachers in effecting changes in program and curriculum, almost half of the teachers reported they were able to accomplish enrichment of a referral's program and curriculum changes based on the student's interest.

4. As a result of changes for personal adjustment based on psychological recommendations, the teachers felt they were frequently able to do individual counseling within their own building.

5. As to the changes in the methods and materials of instruction based on psychological recommendations, the teachers were able to adjust their assignments to the individual referral, simplify instruction based on a more skillful analysis of the learning process, give more individual attention to the referral, and provide reading material covering a wide range of interest and reading difficulties.

6. The teachers were able to provide an opportunity for the student referral to maintain a warm, friendly relationship with some one person, to provide for recognition through use of special abilities, and enlistment of fellow students to aid the social development of the referral.

7. Changes in attitudes of the teachers and parents indicated that they were accepting the referral as an individual and with affection.

8. In the area of learning difficulties the teachers thought that overcrowded classrooms, the environment of the referrals, and inadequate facilities were the most outstanding factors contributing to lack of follow-through of psychological recommendations.

9. In the area of behavior difficulties the teachers felt that the home environment of the referral, lack of pupil cooperation, and inadequate facilities were contributing factors in prevention of follow-through of psychological recommendations.

10. As to results from following psychological recommendations in the area of learning difficulties, the teachers felt their greatest accomplishment was in the development of a better understanding of pupil achievement. They also felt that pupil interest and school progress improved considerably.

11. As to results from following psychological recommendations in the area of behavior difficulties the teachers felt that the greatest accomplishments were in the improvement of the classroom atmosphere, and an increase in interest.

12. In regard to results from following psychological recommendations in the area of social development the teachers indicated that the

improvement most often noted was in the feeling of belonging on the part of the referral. Improvement also was recognized in the referral's school relations and social attitude.

13. The teachers indicated they needed help in the following areas of the psychological service: working effectively with the psychologist, understanding causes of psychological manifestations, planning activities for psychological referrals, securing appropriate materials, in-service training in the psychological area, and understanding the work of other agencies.

14. The teachers considered they had received considerable help in many items but not in the following: securing appropriate materials, in-service training in the psychological area, understanding the work of other agencies, planning activities for psychological referrals, and understanding records and reports.

15. The teachers considered the parents either highly cooperative at all times, or that they became cooperative as the counseling and service became understood.

Major Findings in Comparisons

The major findings concerning a comparison between the principals' and teachers' reactions to the psychological services were as follows:

1. There was a general agreement on the value of psychological reports. More teachers than principals, however, were inclined to think that the terms in which the reports were written were too general.

2. In regard to changes affecting the program and curriculum there were no differences indicated between the opinions of principals and those of teachers.

3. In changes effecting personal adjustments there were no differences indicated between opinions of principals and those of teachers.

4. Reports as to changes effecting methods and materials of instruction indicated there were no differences between the opinions of principals and those of teachers.

5. As to changes affecting interpersonal relationships there were no differences between the opinions of principals and those of teachers.

6. Reports as to changes effecting the attitudes of parents and teachers toward the referral showed no differences between the opinions of principals and those of teachers.

7. In considering the factors causing prevention of psychological recommendations from being followed in the area of learning difficulties, the principals were inclined to give more importance to the lack of pupil cooperation than did the teachers. In all other items there was general agreement.

8. There was general over-all agreement between principals and teachers as to factors causing lack of follow-up of psychological recommendations in the area of behavior difficulties.

9. As to results secured in following psychological recommendations in the areas of learning difficulties there was general agreement among principals and teachers. The principals showed a tendency to rate pupil achievement improvement higher than the teachers rated it.

10. From a study of results obtained in following psychological recommendations in the area of behavior difficulties it was found that

there were some differences. For example, the principals felt that the greatest improvement was in the parents' cooperation, whereas the teachers thought the greatest improvement was in the classroom atmosphere and in interest on the part of the referral.

11. As to results received in following psychological recommendations in the area of social development, there was general agreement between the two groups except that the principals tended to feel that the family relations of the referral had improved greatly whereas the teachers could see little improvement.

12. In the opinions of principals and teachers concerning difficulties experienced with the psychological service, there was fairly close agreement. Reports of the teachers showed that they needed more help than the principals did in planning activities for referral, while the reports of the principals showed they needed more help than the teachers did in understanding the work of other agencies.

13. As to the amount of help received, the principals received a lesser amount than the teachers on the problem of understanding psychological recommendations. The teachers received a lesser amount of help than the principals on the problem of having case conferences with the persons interested in the referral.

14. As to the observation of parental reaction to psychological recommendations both groups agreed that the parents were highly cooperative. The teachers tended to rank parental indifference to the outcome of the psychological service somewhat higher than the principals did. Both groups agreed completely on reasons causing difficulty with parents and the psychological service.

Major Findings of Psychologists

The major findings concerning the psychologists' opinions as to the school follow-up of psychological recommendations were as follows:

1. The psychologists felt that the schools were following up most of the recommendations in all areas listed.
2. The psychologists indicated that the environment of the referrals tended to be the most frequent cause preventing the school follow-up of psychological recommendations.
3. Eighty per cent of the psychologists agreed that lack of co-operation from teachers and principals was the least important of the factors causing prevention of school follow-up of psychological recommendations.

Conclusions

Certain conclusions were drawn from the findings in this study. They are as follows:

1. Since only three per cent of the cases were found at the secondary school level, it appears that an increase or addition to the psychological service at the elementary level is necessary in order to avoid the neglect of pupil referrals at this level.
2. The large percentage of academic and retardation problems places an over emphasis on the slow learner to the detriment of those with superior ability or with severe adjustment problems. Since the time of the psychologists is extremely limited this over emphasis becomes important.

3. An adjustment in time, increase in equipment, and provisions for increased allotment of skilled personnel in aiding referrals are necessary for a satisfactory follow-up of psychological recommendations.

4. Provisions are necessary to allow for greater flexibility of the time and schedule of the school program, particularly at the elementary level, in order to provide for a more complete adaptation for psychological referrals.

5. Considerable study should be given to the problems of overcrowded classrooms, undesirable home environment, and inadequate facilities in order to have a better understanding of these difficulties causing disruption of the psychological follow-up of pupil referrals.

6. More adequate guidance should be provided in the future for teachers and principals in the following areas: (a) working effectively with the psychologists, (b) setting up case conferences with persons interested in the referrals, (c) in-service training in the psychological area, (d) understanding causes of psychological manifestations, (e) securing appropriate materials for referrals, (f) understanding work of other agencies, and (g) planning activities for the referrals.

7. Since the parents who originally permitted referral were found to be highly cooperative, the psychological service should be frequently explained to new parents in order that continued success may be realized in this area.

Recommendations

1. Provide for the organization of a committee of secondary school personnel to study the need and the advisability of a greater extension of the psychological service in the high schools.

2. Set up facilities for handling behavior and emotional problems, such as are provided for the slow learner and the gifted pupil. The referral's use of these facilities would continue until reorientation into regular class groups was completed.

3. Provide intensive follow-up of psychological cases by the home visitor to expedite a possible alleviation of certain home conditions through family counseling or other means.

4. Offer additional clinical help, particularly the services of a psychometrist, to allow the psychologist's time for more intensive counseling.

5. Set up a program of in-service training for teachers, principals and others in the psychological area. This program could also be included in the orientation of beginning teachers in the school system.

6. Develop a brochure for parents whose children need or are beginning psychological counseling.

7. Provide more flexibility in the elementary school program with particular reference to length of school day, lunch programs, extra-curricular activities, and to the making of other school adjustments for the psychological referrals.

Suggestions for Further Study

Areas for further study are listed as follows:

1. A longitudinal study of a small number of psychological referrals covering several phases of their school life such as future school success and vocational choice.

2. A study, similar to the one reported here, showing comparison of psychological services in cities of comparable size in order to determine similarity at the national level.

3. A study of different teacher personalities and psychological referrals with regard to the effect that teachers have in causing emotional or behavior manifestations.

4. A study of the social structure surrounding psychological referrals including type of parents, home conditions, economic status, and relationships with peers.

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APPENDIX

Appendix A**Letters Written to Principals, Teachers, and Psychologists**

Dear _____

I want to take this opportunity to thank you for your help in the study I am undertaking. If you haven't had the opportunity to return the questionnaire, please do so at your earliest convenience. Because of the anonymous type questionnaire it is difficult to get a high percentage return. Therefore your cooperation in this matter is greatly appreciated.

Sincerely,

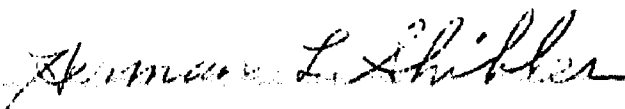
Owen B. Keene

To: Teachers and Principals in the Indianapolis Public School System

Mr. Owen B. Keene, Principal of School 75, is making a study on how the schools can benefit to the greatest possible extent from psychological reports. In order to obtain this information your opinion is needed, relative to the various phases of the psychological service. The results should be invaluable to you and to the administration as we plan future programs for children needing psychological services. Thus, in checking this form you will greatly assist those who, like yourself, are interested in obtaining the greatest possible benefit from these services.

This instrument has been constructed for quick scoring (approximately 33 minutes). To preserve your anonymity, you are asked not to sign your name. You are encouraged to answer the items frankly and return immediately in the enclosed stamped, self addressed envelope.

Sincerely yours,



Herman L. Shibley
General Superintendent of Education

To: School Psychologists

Enclosed is a short opinionnaire constructed to elicit your response to how well the schools follow-up your reports regarding children that have been referred to you. This and other items included in the form are a part of a study being made to improve the school's program for the children.

This has the approval of Dr. Shibler and Mr. Miller, so if you can take a few moments of your already overcrowded time it will be greatly appreciated. A self-addressed, stamped envelope is included for your use. Thanking you in advance for your consideration, I remain

Sincerely,

Owen B. Keene
Principal, School 75

Indianapolis, Indiana
May 10, 1955

As you know, I am making a study of the guidance implications of psychological reports in the public schools. I am happy to report that teachers, principals, and others have been cooperative in this study. There are some, however, in each group who have failed to return the questionnaire.

Because of the anonymous procedure used in collecting the data, it is impossible to know who has returned the questionnaires. Thus, I am sending an additional copy to all teachers and principals who have previously received one. If you have mailed the first questionnaire to me, please disregard this letter.

I wish to express my sincere appreciation for your cooperation in this study.

Sincerely yours,

Owen B. Keene
Principal School 75

Dear _____:

Enclosed are questionnaires to be used for the study I'm working on at the present time. Please look it over for me and criticize it, or make any change you feel would improve it. The long questionnaire will be sent to teachers and principals. The short two page job goes to the psychologist. I appreciate very much your help in this matter and for any suggestions.

The finished product is to be printed and will not be as bulky nor contain certain mechanical errors that you probably will notice. The point I'm most interested in is whether it will measure the effectness of psychological reports and their results. And, secondly, whether the items are clear and understandable.

Sincerely,

Appendix B

Copy of Questionnaire Sent to
Teachers and Principals

A Study of the Guidance Implications of Psychological Reports in the Public Schools

This study is interested in helping the teacher and principal benefit to the greatest possible extent from psychological reports. In order to obtain information toward this end, we will need your frank opinion on the following items. Your cooperation in answering each of the items frankly and honestly is greatly appreciated.

PLEASE DO NOT SIGN YOUR NAME

I General Information

A. Check your sex 1)_____ Male; 2)_____ Female

B. Check your approximate age to the nearest birthday

- | | |
|--------------|----------------|
| 0)_____20-24 | 5)_____45-49 |
| 1)_____25-29 | 6)_____50-54 |
| 2)_____30-34 | 7)_____55-60 |
| 3)_____35-39 | 8)_____over 60 |
| 4)_____40-44 | |

C. Graduated with following degree from _____ College
or University

- 0)_____BS
1)_____AB
2)_____MS
3)_____MA
4)_____other

D. Check the year you graduated from college

- | | |
|-------------|------------------|
| 0)_____1954 | 5)_____1945-1949 |
| 1)_____1953 | 6)_____1940-1944 |
| 2)_____1952 | 7)_____1930-1939 |
| 3)_____1951 | 8)_____1920-1929 |
| 4)_____1950 | |

E. Check the approximate number of credit hours you have had in guidance courses

- | | |
|-------------|----------------|
| 0)_____none | 4)_____13-15 |
| 1)_____1-3 | 5)_____16-18 |
| 2)_____4-6 | 6)_____19-21 |
| 3)_____7-9 | 7)_____over 22 |

F. Do you hold a graduate degree in Guidance? 1)_____yes 2)_____no

G. Do you hold a graduate degree in Educational Psychology?

- 1)_____yes 2)_____no

H. What position do you hold now?

- 0) _____ Principal
- 1) _____ Teacher
- 2) _____ Other (specify)

I. If a principal, what type of school do you administer?

- 0) _____ Elementary
- 1) _____ Junior High School
- 2) _____ High School
- 3) _____ Combination of above, please specify

J. If a teacher, what grade and/or subjects do you teach?

- 0) _____ Kg.
- 1) _____ Grade 1
- 2) _____ Grade 2
- 3) _____ Grade 3
- 4) _____ Grade 4
- 5) _____ Grade 5
- 6) _____ Grade 6
- 7) _____ Grade 7 _____ (Subjects)
- 8) _____ Grade 8 _____ (Subjects)
- 9) _____ High School _____ (Subjects)

K. How much teaching experience have you had?

Type of School	Number of Years
_____ Elementary	_____
_____ Secondary	_____

L. Do you perform any of the following functions as regularly assigned duties. Check one or more.

- 0) _____ None
- 1) _____ Testing; _____ (Group); _____ (Individual)
- 2) _____ Counseling
- 3) _____ Service on guidance committee
- 4) _____ Home room guidance
- 5) _____ Give or teach Occupational information
- 6) _____ Vocational placement
- 7) _____ Others pertaining to guidance (specify)

M. Check approximate number of hours per week devoted to duties related directly to guidance activities.

- 0) _____ 1 hour
- 1) _____ 2 hours
- 2) _____ 3 hours
- 3) _____ 4 hours
- 4) _____ 5 hours
- 5) _____ more than 5 hours

II

The items in the following sections are statements to elicit responses from you as to your ideas on psychological reports and their implications for guidance services you may perform. You are asked to do the following:

1. Check the items in the space provided. Think in terms of all the reports you have seen the past year. Do not put more than one check for each item. Make any explanation necessary at the bottom of the page. Sample:

Always Often Seldom Never

_____ x _____ _____

A. Reports are clear and concise

Written construction you receive

Always Often Seldom Never

_____ _____ _____ _____

0) Are specific in their recommendations

_____ _____ _____ _____

1) Are general in their recommendations

_____ _____ _____ _____

2) Are expressed in understandable language

_____ _____ _____ _____

3) Are related to school procedure

_____ _____ _____ _____

4) Are possible to carry out within limitations of time, equipment, and skills

_____ _____ _____ _____

5) Free from implications that teachers are at fault

_____ _____ _____ _____

6) Explains what diagnosis and treatment are given

_____ _____ _____ _____

7) Explains results of tests that are given

_____ _____ _____ _____

8) Recommends, where necessary, the help of other specialists

_____ _____ _____ _____

9) Are realistically in line with public school philosophy

_____ _____ _____ _____

10) Make you feel insecure as to your methods of discipline and standards of conduct

_____ _____ _____ _____

11) Imply that you should be completely permissive

III

The items in the following section are statements of possible recommendations from psychologists. The list is by no means complete; however, provisions are made for you to add any additional item. Please check any item or items that you have done in the past year to adapt the school program for a pupil or pupils referred to the psychologists. If you are a principal, think in terms of the whole building. If a teacher, in terms of your own room unit.

A. Change in program and curriculum

You have been able to accomplish as recommended by the psychologists. Please check if applies

Always Often Seldom Never

_____ _____ _____ _____

0) Substitution of courses

_____ _____ _____ _____

1) Curriculum change regarding students interest

_____ _____ _____ _____

2) Change to different class in line with ability

Always Often Seldom Never

- | | | | | |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 3) Enrichment of the students program |
| _____ | _____ | _____ | _____ | 4) Lighter extra-curricular activities load |
| _____ | _____ | _____ | _____ | 5) Addition of club or group activities |
| _____ | _____ | _____ | _____ | 6) Limited school day |
| _____ | _____ | _____ | _____ | 7) Lengthened noon hour |

B. Changes for personal adjustment

- | | | | | |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 0) Exclusion from school |
| _____ | _____ | _____ | _____ | 1) Referral to guidance clinic |
| _____ | _____ | _____ | _____ | 2) Change of schools |
| _____ | _____ | _____ | _____ | 3) Individual counseling within building |
| _____ | _____ | _____ | _____ | 4) Continued counseling with other psychologists |
| _____ | _____ | _____ | _____ | 5) Change of home environment |
| _____ | _____ | _____ | _____ | 6) Referral to physician or clinic, i.e., brain damage, neurological impairment, etc. |

C. Change in methods and material of instruction

- | | | | | |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 0) Assignments adjusted to the individual |
| _____ | _____ | _____ | _____ | 1) Simplified instruction, based on more skillful analysis of the learning process |
| _____ | _____ | _____ | _____ | 2) More individualized instruction |
| _____ | _____ | _____ | _____ | 3) Provide opportunities for independent study |
| _____ | _____ | _____ | _____ | 4) Provision of reading material covering a wide range of interest and reading difficulty |
| _____ | _____ | _____ | _____ | 5) Provision of equipment and materials for handwork, shopwork, games, and sports needed by individual students |
| _____ | _____ | _____ | _____ | 6) Opportunities for work experience having educational value |

D. Changes in interpersonal relations

- | | | | | |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 0) Induction of the student into a small, congenial group |
| _____ | _____ | _____ | _____ | 1) Provision of opportunities for the student to use special ability to achieve recognition and a sense of worth |
| _____ | _____ | _____ | _____ | 2) Provision for instruction in special social, athletic, or other skills that will help him to take his place as an acceptable member of the group |
| _____ | _____ | _____ | _____ | 3) Enlistment of fellow students to aid in an individual's social development |
| _____ | _____ | _____ | _____ | 4) Provisions of opportunities for leadership |
| _____ | _____ | _____ | _____ | 5) Opportunity for the student to maintain a constant, friendly, warm relationship with some one person |

E. Changes in attitude of parents and teacher toward the individual

Always	Often	Seldom	Never	
_____	_____	_____	_____	0) An attitude of expecting to make good
_____	_____	_____	_____	1) An attitude of acceptance of the individual as a whole
_____	_____	_____	_____	2) Genuine affection for the individual

F. Other changes made in the school or room from referrals recommended by the psychologist

Always	Often	Seldom	Never	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

IV

In the following sections are items listed that may prevent any or partial follow-through of psychological recommendations. Please check any item that has in the past year prevented you as principal or teacher from following up the psychologist's recommendations.

A. Area of learning difficulties

Always	Often	Seldom	Never	
_____	_____	_____	_____	0) Lack of cooperation on the pupil's part
_____	_____	_____	_____	1) Lack of professional experience
_____	_____	_____	_____	2) Parents uncooperative
_____	_____	_____	_____	3) Inadequate facilities
_____	_____	_____	_____	4) Over-crowded classroom
_____	_____	_____	_____	5) Inappropriate materials of instruction
_____	_____	_____	_____	6) Disagreed with psychological recommendation
_____	_____	_____	_____	7) Lack of cooperation from other teachers
_____	_____	_____	_____	8) Environment of the pupil
_____	_____	_____	_____	9) Physical condition of the pupil
_____	_____	_____	_____	10) Irregular attendance
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B. Area of behavior difficulty

Always	Often	Seldom	Never	
_____	_____	_____	_____	0) Pupil uncooperative
_____	_____	_____	_____	1) Parent uncooperative
_____	_____	_____	_____	2) Lack of experience in dealing with types of behavior

Always	Often	Seldom	Never	
_____	_____	_____	_____	3) Inadequate facilities to handle such cases
_____	_____	_____	_____	4) Psychological recommendation not appropriate
_____	_____	_____	_____	5) Physical condition of the pupil
_____	_____	_____	_____	6) Home environment of the pupil
_____	_____	_____	_____	7) Lack of cooperation from other teachers
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

V

In the following sections are items selected to determine results in cases where you were able to follow the psychologist's recommendations. Check in the space that will most nearly indicate the result of your efforts. Leave blank any item that does not apply to the cases that have been referred. If you are a principal, think in terms of all cases referred the past year, check the items that are applicable.

A. Area of learning difficulties

None	Little	Some	Much	
_____	_____	_____	_____	0) Scholarship improved (marks)
_____	_____	_____	_____	1) School progress improved
_____	_____	_____	_____	2) Achievement level raised
_____	_____	_____	_____	3) Pupil more industrious
_____	_____	_____	_____	4) Special abilities discovered
_____	_____	_____	_____	5) Pupil attendance improved
_____	_____	_____	_____	6) Pupil interest increased
_____	_____	_____	_____	7) Better understanding of pupil achievement

B. Area of behavior difficulties

None	Little	Some	Much	
_____	_____	_____	_____	0) Behavior manifestations improved
_____	_____	_____	_____	1) Parent cooperation improved
_____	_____	_____	_____	2) Attendance improved
_____	_____	_____	_____	3) Pupil home environment improved
_____	_____	_____	_____	4) Classroom atmosphere improved
_____	_____	_____	_____	5) Emotional manifestations improved
_____	_____	_____	_____	6) Interest improved
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

C. Area of social development

None	Little	Some	Much	
_____	_____	_____	_____	0) Social attitude improved
_____	_____	_____	_____	1) Feeling of belonging improved
_____	_____	_____	_____	2) Free from anti-social tendencies
_____	_____	_____	_____	3) Social standards improved
_____	_____	_____	_____	4) Social skills improved
_____	_____	_____	_____	5) Family relations improved
_____	_____	_____	_____	6) School relations improved
_____	_____	_____	_____	7) Increase in extra-curricular activities
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

VI

The items in the following sections are statements of difficulties which you may have experienced concerning the psychological service. You are asked to do two things with each problem:

1. Check the amount of help you needed.
2. Check the amount of help you have received

Amount of help you needed					Amount of help you have received			
None	Little	Some	Much		None	Little	Some	Much
_____	_____	_____	_____	A. Working effectively with psychologists	_____	_____	_____	_____
_____	_____	_____	_____	B. Aid in recognizing problem cases	_____	_____	_____	_____
_____	_____	_____	_____	C. Understanding records and reports	_____	_____	_____	_____
_____	_____	_____	_____	D. Planning activities for psychological referrals	_____	_____	_____	_____
_____	_____	_____	_____	E. Securing appropriate materials	_____	_____	_____	_____
_____	_____	_____	_____	F. In-service training in the psychological area	_____	_____	_____	_____
_____	_____	_____	_____	G. Understanding and interpretation of test results	_____	_____	_____	_____
_____	_____	_____	_____	H. Understanding the work of other agencies	_____	_____	_____	_____
_____	_____	_____	_____	I. Understanding psychological recommendations	_____	_____	_____	_____
_____	_____	_____	_____	J. Understanding causes of psychological manifestations	_____	_____	_____	_____
_____	_____	_____	_____	K. Case conferences with parties involved	_____	_____	_____	_____
_____	_____	_____	_____	L. Other difficulties experienced, specify	_____	_____	_____	_____

VII

In the next items are statements to determine your observation of the reaction of parents to psychological recommendations. Think of all the parents you have been in contact with the past year in regards to conferences pertaining to psychological referrals of their children. On the items below, check any appropriate space. Space is provided below for any additional reaction you may have observed, that does not happen to be listed here.

Always	Often	Seldom	Never	
_____	_____	_____	_____	A. Parents were at first disquieted but became highly cooperative
_____	_____	_____	_____	B. Were highly cooperative at all times
_____	_____	_____	_____	C. Rejected any suggestions or recommendations throughout the entire time
_____	_____	_____	_____	D. Became over-dependent either with you or the psychologist
_____	_____	_____	_____	E. Became suspicious or resistant at times
_____	_____	_____	_____	F. Had unrealistic expectations of the psychological services
_____	_____	_____	_____	G. Withdrew their children from school or transferred them to another area
_____	_____	_____	_____	H. Were highly cooperative until recommendations were made
_____	_____	_____	_____	I. Were completely indifferent throughout as to outcome of psychological services
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

VIII

Listed below are possible reasons why difficulties may have been experienced with parents in regards to psychological services. Please check in the appropriate space any item that might apply. This is not a comprehensive listing so please add any other reasons that you might have observed.

Always	Often	Seldom	Never	
_____	_____	_____	_____	A. Misunderstanding due to lack of preparation for psychological services
_____	_____	_____	_____	B. Misunderstanding due to inadequacy of parents
_____	_____	_____	_____	C. Indifferent attitude of parents to the welfare of their children
_____	_____	_____	_____	D. Intimate atmosphere of the school effected a resistance due to fear their child might be different
_____	_____	_____	_____	E. Social pressure of maintaining status in the community
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

IX

In the space below write any recommendations you feel would improve the psychological and guidance service that were not covered in the previous check list, or that you feel need enlarging upon that were mentioned previously.

1. _____

Appendix C

**Copy of Questionnaire Sent to
the Psychologists**

Following are items in a very short opinioinaire that are written to elicit your response as to how best the school can benefit from your reports to them regarding children that have been referred to you for various reasons. This is only a part of an authorized study to determine how the school programs can benefit from psychological services to a greater extent. Your cooperation in this study is greatly appreciated. It is not necessary that you sign this opinioinaire.

I

Please check in the appropriate spaces the following items which you feel best apply. This section is to determine how well, in your opinion, schools follow your recommendations.

A. School follow up of psychological reports

Amount or Frequency of follow-up

Always Often Seldom Never

_____	_____	_____	_____	0. Recommendations concerning curriculum and program change
_____	_____	_____	_____	1. Recommendations concerning changes in personal adjustment
_____	_____	_____	_____	2. Recommendations concerning changes in methods and material of instruction
_____	_____	_____	_____	3. Recommendations concerning changes in attitudes of teachers or others toward the individual child
_____	_____	_____	_____	4. Other, please specify
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

II

Following are items that you feel may have prevented your recommendations from being followed. Not all items may apply. Check the ones that do. This is not an all inclusive list. Feel free to add to the list.

Always Often Seldom Never

_____	_____	_____	_____	0. Lack of cooperation on the pupils part
_____	_____	_____	_____	1. Lack of professional experience of people dealing with child
_____	_____	_____	_____	2. Parents uncooperative
_____	_____	_____	_____	3. Lack of cooperation from teachers
_____	_____	_____	_____	4. Lack of cooperation from principals
_____	_____	_____	_____	5. Environment of pupils
_____	_____	_____	_____	6. Physical condition of pupil
_____	_____	_____	_____	7. Others, please specify
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

III

In this section you are asked to check the type of cases you see and the comparative frequency that they came to your attention.

Frequent Seldom Never

_____	_____	_____	0. Behavior problems
_____	_____	_____	1. Academic failures
_____	_____	_____	2. Mentally retarded
_____	_____	_____	3. Mentally superior
_____	_____	_____	4. Personal adjustment
_____	_____	_____	5. Requests for information
_____	_____	_____	6. Other, please specify
_____	_____	_____	_____
_____	_____	_____	_____

IV

The requests for psychological services come from the following personnel. Please check the comparative frequency of their requests.

Frequent Seldom Never

0. Principal

1. Teacher

2. Social worker

3. Parents

4. Pupils

Appendix D

Copy of Notice No. 413, an Annual Report
Sent to the Superintendent of
Schools in Indianapolis

To: Elementary Principals

Subject: PSYCHOLOGICAL SERVICES

The chief functions of the psychological consultant are:

1. Examination of children referred for an evaluation of specific learning difficulties presented in school situations.
2. Follow-up conferences and more extensive examinations when special problems indicate the need for additional service as an aid to the child's school adjustment.

Each principal is requested to answer the questions listed below concerning the psychological services in the school, and make any additional comments you feel necessary to describe the services. One completed copy of the form below should be returned to this office on or before Friday, June 11.

Paul I. Miller
Assistant Superintendent

Notice No. 435-ge
May 27, 1954

School _____ Principal _____ Date _____

1. How many have been referred from your school to the psychological consultant during this school year? _____
 - a. How many of these referrals pertain to learning difficulties? _____
 - b. How many of these referrals pertain to behavior problems? _____
2. How many of this number have been seen by the psychological consultant? _____
 - a. How many pertain to learning difficulties? _____
 - b. How many pertain to behavior problems? _____
3. Do you have children in need of psychological services whom you have not referred? _____ Give reasons for not making referral. _____

-2-

4. Have you had difficulty in getting the cooperation and agreement of parents for psychological service? If the answer is "yes", please explain. _____

5. If you have had difficulty, have you discussed the problem with the psychological consultant in your district? _____

6. To what extent have the written reports from the psychological consultant been helpful in working with children referred?
 - a. List any suggestions you may have to improve the content of the written report.

7. Write below any other suggestions you may wish to make for the improvement of the psychological services.

May 27, 1954