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A STUDY OF EFFECTIVE AND INEFFECTIVE
TEAM BEHAVIORS OF A PUPIL SERVICES CENTER STAFF

By

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A DISSERTATION

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ABSTRACT

A STUDY OF EFFECTIVE AND INEFFECTIVE TEAM BEHAVIORS OF A PUPIL SERVICES CENTER STAFF

By

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Purpose

The purpose of this study was to identify and describe the effective and ineffective team behaviors of a Pupil Services Center staff.

Design and Procedure

The study's population consisted of 54 elementary school teachers (10% of the teachers making referrals), 44 elementary school principals, and 44 elementary school pupil personnel specialists. All members of this population were from the Lansing, Michigan School District.

The research instrument used in this study, the Critical Incident Technique (CIT), provided the methodology for data collection and data analysis.

Respondents reported incidents in which the pupil personnel teams handled referrals in an effective way or in an ineffective way.

Through use of mailed CIT report forms, a total of 152 significant incidents (63 effective and 89 ineffective) were gathered. From these incidents, specific behaviors of pupil personnel teams were identified.

Significant Findings

A total of 240 significant elements (99 effective and 141 ineffective) pupil personnel team behaviors, were extracted from the 152 significant elements. These elements were first combined into 28 refined elements and three additional elements, and then grouped into

five significant areas of pupil personnel team behaviors. The significant areas that describe the work of the pupil personnel team were:

- AREA I. Pupil Services Center Team Behaviors (Activities)
as a Function of Pre-Team Meeting Events
- AREA II. Pupil Services Center Team Behaviors (Activities)
as a Function of Testing Issues
- AREA III. Pupil Services Center Team Behaviors (Activities)
as a Function of Team Meeting Events
- AREA IV. Pupil Services Center Team Behaviors (Activities)
as a Function of Post-Team Meeting Events
- AREA V. Pupil Services Center Team Behaviors (Activities)
as a Function of Processes Involving Pre-Team
Meeting Events, Team Meeting Events, and Post-Team
Meeting Events

Conclusions

A synthesis of the Summary of Findings provides the following guidelines for future team participants.

- 1) Team members should meet in the elementary school building that they service regularly on an informal basis with elementary school teachers.
- 2) Team members should make classroom observations of a referred child before making recommendations for behavior change.
- 3) One week is the optimal time period in which a team should meet to discuss a referral.
- 4) One month is the optimal period in which to report testing results to a referring teacher.
- 5) Test reports should emphasize specific activities for behavior change.
- 6) Team meetings should be a communication forum for all involved teachers and principals and emphasize shared strategies for changing behaviors.
- 7) The operational steps for behavior change strategies should be stated in writing.

- 8) Program designers of behavior change strategies should provide opportunities for audience participation as these strategies are demonstrated to staff carrying out programs.
- 9) Proposed behavior changes should be followed through on.
- 10) Behavior change strategies should consist of prognostic statements and short range goals that continue to successively approximate the prognostic statement.
- 11) Teams should maintain a current list of referral resources in order to refer problems beyond the team's scope of practice to outside agencies with specialized services for handling such problems.
- 12) Team leaders should have an in-depth understanding of the strengths, problems, and concerns affecting the team that he or she leads, and be able to discuss team activities with elementary school principals.

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Chapter I

Introduction to the Study

Introduction

This chapter through theory and research presents some general problems that have confronted the orderly development of pupil personnel services. This orderly development has culminated in the belief that pupil personnel services are best presented to referring agents through a team approach.

The orientation of the pupil personnel teams in this study will then be examined, along with the problems that will be studied in relation to those teams. The following components of the study will also be explored: 1) delimitations and limitations of the study, 2) definitions of terms used in the study, 3) assumptions upon which the study was based, and 4) research questions to be answered by the study.

Background of Theory and Research

It is the general consensus among education writers that in the educational system involving grades K-12 there are three major components in the facilitation of the educational process: 1) instruction, 2) administration, and 3) pupil personnel services. It is also generally agreed that these three components must function harmoniously if the major consumers, pupils, are to receive maximum benefits.

One of the components, pupil personnel services, first gained recognition as an integral part of the educational process in the 1930's, in the midwest--"...gradually it became apparent that no person could perform successfully all of the services needed. In the larger school districts the team approach evolved and, with it, a growth toward

departmentalization."¹ In 1934, the Tri-State Conference on Pupil Personnel evolved in an attempt to meet "the needs for more unified effort in the school system."² Attendance workers, nurses, social workers, psychologists, and guidance personnel, as conferees, were considered the mainstay of pupil personnel services.

During the next 25 to 30 years, interest in pupil personnel services fluctuated, and with it, so did the concerns of the 1934 conference as to how these services should be organized. Shear assesses this problem--"Earlier authors had identified guidance as one among a number of pupil personnel services, then some others began to use 'guidance' and 'pupil personnel' interchangeably. It was like the old days when some were saying 'guidance is education and education is guidance.' The confusion set back the orderly development of the pupil personnel movement quite a few years."³

To resume the orderly development of pupil personnel services required a solution to a two-part problem. The first part of the problem involved finding appropriate models for the organization and administration of pupil personnel services. The second part involved the proper method for implementing these models so that effective services could be provided.

¹L. B. Voorhees, "A Descriptive Study of Pupil Personnel Services in Selected School Districts." Unpublished doctoral dissertation, 1960, Michigan State University.

²Ibid.

³B. E. Shear, "Pupil Personnel Services: History and Growth," in G. A. Saltzman and H. J. Peters', eds. Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967.

Attempts to solve the first part of the problem occurred in 1961, when the U. S. Office of Education and the National Institute of Mental Health brought together representatives of twelve associations to see what might be done to stimulate research and demonstration in the pupil personnel area. They established the International Research Commission on Pupil Personnel Services (IRCOPPS). A year later, the National Institute of Mental Health funded a five year research program to be administered by IRCOPPS.

Since then several significant studies have been done of particular pupil personnel programs conducted within various states--Mulligan,⁴ Bowen,⁵ Farley,⁶ Barbarosh,⁷ Wahl,⁸ Heath,⁹ Croker,¹⁰ and

⁴A. R. Mulligan, "The Development and Application of Evaluation Criteria for Pupil Personnel Service Functions." Unpublished doctoral dissertation, 1968, St. Johns University.

⁵R. Bowen, Jr., "A Comparative Analysis of the Perceptions of the Role and Functions of Counselors, Directors of Pupil Personnel, and Social Workers, Held by Principals, Teachers, and Pupil Personnel Specialists in Selected Kentucky School Districts which have the 'Most' and 'Least' Pupil Personnel Specialists." Unpublished doctoral dissertation, 1969, University of Kentucky.

⁶S. Farley, "The Administration of Pupil Personnel Services: A Model Development and Its Application to Kentucky Schools." Unpublished doctoral dissertation, 1969, University of Kentucky.

⁷B. Barbarosh, "Administrator of Pupil Personnel Services in New Jersey Public Schools." Unpublished doctoral dissertation, 1970, Yeshiva University.

⁸E. E. Wahl, "Organization and Administration of Pupil Personnel Services in Selected West North Central School Systems." Unpublished doctoral dissertation, 1970, University of Nebraska.

⁹C. Heath, III, "Perceptions of the Pupil Personnel Services in Highland Park, Michigan." Unpublished doctoral dissertation, 1971, Wayne State University.

¹⁰F. R. Croker, "The Relationship of Pupil Personnel Services to Achievement of Elementary Pupils in Eight Selected Cobb County Schools." Unpublished doctoral dissertation, 1973, Auburn University.

Marlette.¹¹ Of these studies, Shear says, "On occasion, studies have been prepared in some states concerning provisions for pupil personnel services, but these have been primarily for 'home' consumption."¹²

Without a "generalizability" factor, these studies were limited in their usefulness. In a recent book, Hatch¹³ has dealt with this problem by presenting representative organizational and administrative models for pupil personnel services throughout the United States. As an author in this text, however, Shear notes--"Personnel workers as a group are without any universally acceptable criteria to measure the effectiveness of their programs and practices."¹⁴

While determining the most effective criteria for a pupil personnel services model is an area requiring further research, there does seem to be general agreement among major authors as to what kind of organizational and administrative approach should be further studied. This organizational and administrative approach is called the team approach. Support for the team approach began to appear in the literature in the late 1960's and continues to appear today. Important contributors in

¹¹F. R. Marlette, "North Carolina Pupil Personnel Services Programs in 1972 Compared to National Trends." Unpublished doctoral dissertation, 1973, University of North Carolina at Chapel Hill.

¹²B. E. Shear, "Pupil Personnel Services: History and Growth," p. 10.

¹³R. N. Hatch, ed., The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 433.

¹⁴B. E. Shear, "Critical Issues in Pupil Personnel Work," in R. N. Hatch's, ed., The Organization of Pupil Personnel Programs--Issues and Practices, p. 20.

this area have been Shear,¹⁵ Saltzman and Peters,¹⁶ Seyfert,¹⁷ Arbuckle,¹⁸ Gamsky,¹⁹ and Hatch.²⁰

The second part of the solution needed before the orderly development of pupil personnel services could be resumed involved the rationale for implementing a model which would provide effective services. Hatch presented a basis for judging the effectiveness of the team concept and pupil personnel services in general when he said, "the personnel program of the future will be judged by the degree to which it can bring the various services into a cohesive functioning component of the total educational program."²¹

Assessment of the "cohesive functioning component" must begin at the elementary school level where most of the pupil personnel specialists are represented. To be an effective functioning component requires an understanding of the role and function of the pupil personnel services

¹⁵B. E. Shear, "Pupil Personnel Services: History and Growth."

¹⁶G. A. Saltzman and H. J. Peters, eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967.

¹⁷W. C. Seyfert, ed., National Association of Secondary School Principals, January, 1968, Vol. 52, Number 324.

¹⁸D. W. Arbuckle, "Counselor, Social Worker, Psychologist: Let's Ecumenicalize." Personnel and Guidance Journal, February, 1967, pp. 532-538.

¹⁹N. R. Gamsky, "An Effective Approach to Pupil Personnel Programs for Wisconsin," July, 1973. Wisconsin State Department of Public Instruction, Madison, Bureau of Pupil Services, p. 78.

²⁰R. N. Hatch, ed., The Organization of Pupil Personnel Programs--Issues and Practices.

²¹Ibid.

in the total educational program by members of the other educational components--instruction and administration--as well as pupil personnel workers themselves. Liddle writes, "We also need to determine how the principal and teacher perceive the role of each pupil personnel service discipline."²² With principals and teachers representing the administrative and instructional components, and making the majority of referrals to pupil personnel specialists, it is important that they understand the functioning of each pupil personnel specialty area as well as its role. Shear suggests, in a role that he describes as that for pupil personnel generalists, that teachers and principals must perform certain functions if the specialists are to be effective. He describes their functioning:

Teachers--"First, the teacher must coordinate his activities in this area (pupil personnel generalist) and relate them to his instructional activities...As a generalist, the teacher may need the help of one or more of the specialists for many reasons. So this strand weaves together the work of the specialist with the teacher. Here generalist and specialist work together in a mutual support of a pupil's or group's adjustment and progress in school."²³

Principals--"Some...have worked on system-wide coordination and direction of these services. Many others have enlisted their school staff in efforts to initiate or improve pupil personnel coordination within the school and between their own and other schools...These principals see pupil personnel services as an integral part of education, a program to facilitate the full development of each pupil. They see themselves, teachers, and pupil personnel staff as working jointly to achieve the objectives of the school."²⁴

²²G. P. Liddle, "The School Social Worker as He Sees Himself and as He is Seen by His Colleagues" in G. A. Saltzman and H. J. Peters', (eds.), Pupil Personnel Services Selected Readings, p. 504.

²³B. E. Shear, "Team Action in Pupil Personnel," National Association of Secondary School Principals, January, 1968, Vol. 52, Number 324, p. 40.

²⁴Ibid, p. 37.

As pupil personnel generalists, then, principals and teachers seem to be in a position to evaluate the effectiveness of the services of the pupil personnel specialists being provided for them. The organizational and administrative model of pupil personnel services called the team approach does not, however, have a universally acceptable criteria for measuring the effectiveness of its services by: 1) those who would request the services, pupil personnel generalists, or 2) those who would collectively provide the services as a team, pupil personnel specialists. With pupil personnel teams becoming increasingly common at the elementary school level, evaluation of their effectiveness is now more urgent and should include examinations of the effectiveness and ineffectiveness of certain behaviors of the pupil personnel teams.

An Orientation to Pupil Personnel Teams in This Study

In the present study, the Lansing School District was selected to examine the effectiveness and ineffectiveness of team behaviors. Teams in the Lansing School District were organized through a concept called Pupil Services Centers. Each team consisted of one or more persons in the following disciplines: school psychology, school nursing, school social work, and speech pathology.

There were four teams and each team was based in an elementary school. From its base school, each team provided services to a surrounding number of elementary schools so that each elementary school in the district was provided pupil personnel team service by a Pupil Services Center Staff.

Team services were provided through two types of interaction with elementary school principals and elementary school teachers. The first type of interaction was referred to as a "mini-team" visit. Each

mini-team consisted of two or three members of the larger team and would make regular trips to each elementary school that was in the larger team's service responsibility area. The purpose of these visits was to respond to informal referrals from teachers and principals, check on the progress of on-going cases (including classroom observations), and recommend formal referrals to the larger team when deemed appropriate.

The second type of interaction involved the larger team meeting in a formal sense at least one day per week and responding to written referrals through diagnostic and/or treatment actions.

Long term concerns related to Pupil Services Centers were under the centralized direction of the Director of Pupil Personnel Services for the Lansing School District. The Director usually met once a month with Pupil Services Center leaders (area principals) for discussing team related problems and developing long range planning for the teams for the future. The day to day concerns of the pupil personnel teams were decentralized and administered by an area principal. The area principal is a principal to whom school based principals within a certain geographic area are responsible. As the administrator for a Pupil Services Center, an area principal serves as a liaison between the elementary schools in his area and the Pupil Services Center.

Statement of the Problem

The purpose of this study was to identify and describe effective and ineffective team behaviors of a Pupil Services Center staff. Elementary school principals and elementary school teachers, in their respective roles as pupil personnel generalists and pupil personnel specialists, acted as competent observers of team functioning. They

presented, through descriptive statements, effective team behavior and/or ineffective team behavior.

Information obtained in this study should be of importance in more succinctly describing current effective and ineffective practices of pupil personnel teams. Such knowledge should be of value to:

1. Practicing pupil personnel specialists as they work in interdisciplinary teams providing services to primary referral agents, teachers, and principals.
2. Members of elementary school staffs who are concerned with implementation and delivery of pupil personnel services through the team approach in their schools.
3. Administrators who are responsible for the organization and administration of district-wide or system-wide pupil personnel services.
4. College and university professors, as they develop preparation programs for pupil personnel specialists, teachers, school administrators, and pupil personnel administrators.
5. Staff members of state departments of education, as they supervise and evaluate pupil personnel services programs.
6. Researchers in the field of pupil personnel services as they develop hypotheses and/or research questions for future research.

Delimitations and Limitations of This Study

1. This study was delimited in its scope to examine the effective and ineffective team behaviors of a Pupil Services Center Staff.

2. Further, although parents and pupils have their perceptions of what constitutes effective role and function behavior in the team approach to providing pupil services, this investigation was specifically designed to obtain perceptions of effective and ineffective behavior during team functioning from only: A) those professionals who employ Pupil Services Center (PSC) Staff services, and B) those professionals who provide such services.

3. Another delimitation of this study was that teacher and principal participants were limited to those who had a working knowledge of PSC teams. A working knowledge was defined as being teachers and principals who have established a relationship with a PSC team by submitting referrals to the team.

4. A final delimitation of this study was the respondent population. Only elementary school teacher, principal, and specialist respondents from the Lansing School District in the state of Michigan were included. More specifically, the school system chosen was one which received an Elementary and Secondary Education Act grant. The purpose of the grant was to develop demonstration and dissemination materials regarding the functioning of pupil personnel teams at the elementary school level.

Limitations centered around the Critical Incident Technique, the analysis procedure that was used in this study. First, this procedure required that the respondent be able to satisfactorily complete the report form. Previous researchers, using the Critical Incident Technique, have not found this limitation to be a serious problem. Second, the mailing of the report form negates the possibility of direct explanation of the instructions to each respondent. To diminish the significance of this limitation, the report form and the instructions for filling it out were first examined by professional researchers, and after the suggestions of these researchers were incorporated, the revised report form was submitted to two teachers, two principals, and two pupil personnel specialists from the Lansing School District for further trial. Their suggestions for improvement were also incorporated into the final report form.

In addition to this pre-testing procedure, respondents were asked in the cover letter to telephone (collect, if needed) the investigator if further explanation was necessary. John C. Flanagan, developer of the Critical Incident Technique, says of written instructions:

"In situations where the observers are motivated to read the instructions carefully and answer conscientiously, this technique seems to give results which are not essentially different from those obtained by the interview method."²⁵

Third, the respondent's ability to recall critical incidents involving PSC teams imposes another limitation. To aid all respondents in this regard, they were asked to report only those significant pupil personnel team activities which had occurred for a two year period prior to the mailing of the report forms. In a previous study of the critical incidents in school board members' behavior, Corbally found that a two year period was long enough to generate a sufficient number of responses, but not so long that it diminished the memory of the incidents elicited.²⁶

Fourth, completing the report form, required an expenditure of energy and time for the respondent. While this expenditure was considered a limitation, it was a limitation that was minimized by incorporating the suggestions of professional researchers, practicing pupil personnel specialists and pupil personnel generalists in a pre-testing of these report forms. Their suggestions prompted revisions in the report form which made the report form easier to complete and return.

²⁵J. C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, July, 1954, Vol. 51, p. 343.

²⁶J. E. Corbally, Jr., "A Study of the Critical Elements of School Board Community Relations." Unpublished doctoral dissertation, 1955, University of California.

Definition of Terms

The following definitions are of the categories of people and the terms often used in the Critical Incident Technique and in study.

Pupil Personnel Generalist

A person who is employed by the Lansing School District as a full time elementary school teacher or elementary school principal (grades K-5). This person made at least one referral to a Pupil Services Center (PSC) team between September, 1975, and June, 1977.

Pupil Personnel Specialist

A person who is employed by the Lansing School District as a full time school nurse, school psychologist, school social worker, or speech pathologist. Each specialist's primary duties will be at the elementary school level, and he will be a member of a Pupil Services Center (PSC) team receiving referrals from pupil personnel generalists.

Pupil Services Center (PSC) Team

An interaction of pupil personnel specialists in the Lansing School District that results in collective decision making regarding a referral from pupil personnel generalists. Team action is constituted by the receipt of a referral (either formal or informal) from pupil personnel generalists (each formal referral has the name of the referring teacher and his principal). Each team serves elementary schools within a specific geographic area in the Lansing School District.

Respondents

Pupil personnel generalists and pupil personnel specialists who have completed and returned their report forms. It is assumed that each respondent had sufficient knowledge of reported incidents to judge Pupil Services Center (PSC) team activities to the extent that these activities involved the handling of referrals by the teams.

Critical Incident Technique (CIT)

A methodology for collecting and analyzing data that relate to the significant aspects of a service. The Critical Incident Technique examines a written or oral description of incidents that involve the service. The incidents, in the individual judgement of experts in the service, are presented in terms of the effective and ineffective behaviors that characterize the service.

Incident

A situation in which the Pupil Services Center (PSC) team provided services to the pupil personnel generalists by handling a submitted referral. This handling process involved: 1) team decision making, 2) team action, and 3) the involvement of any number of pupil personnel specialists and pupil personnel generalists providing a variety of services to significant individuals important to the referral. Team handling of a referral may have taken place in an hour, it may have consumed several weeks from beginning to end, or it may have been an on-going association with significant persons.

Significant Incident

An incident, in which according to a principal, teacher, or pupil personnel specialist's judgement, a Pupil Services Center (PSC) team's activities had a marked effect, positive or negative, in handling a referral made by one or more pupil personnel generalists. The criteria for determining a significant incident was developed by the respondent's judgement. Therefore, if in the respondent's judgement, a PSC team activity had a marked effect, it was a significant incident. All incidents in this study that were completed on the report form and returned were considered significant incidents.

Effective Incident

A significant incident in which, according to the judgement of the pupil personnel generalist or pupil personnel specialist, the activities of the pupil personnel team had a positive effect in handling a submitted referral.

Ineffective Incident

A significant incident in which, according to the judgement of the respondent, the activities of the pupil personnel team had a negative effect or no effect in handling a submitted referral.

Element

A specific activity or behavior involved in a situation known as an incident. There may be more than one specific activity or behavior comprising an incident.

Significant Element

Elements in which there is a high frequency of occurrence in significant incidents. These elements are pupil personnel team activities which are carried out in such an effective or ineffective manner that it results in the respondent making a judgement about the effectiveness of the pupil personnel team. All elements in this study were considered to be significant elements.

Refined Elements

A categorizing element formulated from a larger number of similar significant elements.

Significant Area

A grouping of related refined elements.

Activity

A term synonymous with pupil personnel team behaviors that are classified as significant elements.

Assumptions Upon Which Study is Based

Basic to this study was the assumption that pupil personnel services are an integral component of the elementary school educational process, and along with the administrative component, exist primarily to facilitate the instructional component. Recognizing that pupil personnel generalists, teachers, and principals, work with pupil personnel specialists to maximize educational opportunities for the consumers (pupils) of the educational process, it was assumed that both generalists and specialists have sufficient first hand knowledge of pupil personnel teams, in a school system where such teams exist, to 1) describe significant elements (behaviors) of the teams, and 2) determine whether these behaviors are effective or ineffective (significant incidents) in handling referred cases.

Since principals, teachers, and pupil personnel specialists represented the administrative, instructional, and pupil personnel services components respectively, each being considered an expert in his field, it was assumed that they might bring different perspectives to their pupil personnel generalist and specialist roles, and consequently describe different significant pupil personnel team behaviors. It was also assumed that regardless of perspective, all groups would describe diagnostic aspects or treatment (plan and implementation) aspects which were the team functions associated with referrals.

This study was designed, therefore, to analyze the Critical Incident Technique responses from the point of view of:

- A. The principals as one group of respondents.
- B. The teachers as one group of respondents.
- C. The pupil personnel specialists as one group of respondents.
- D. The principals, teachers, and pupil personnel specialists as a combined group of respondents.

Each separate group was coded to facilitate the analysis according to the type of respondent. This analysis procedure will be explained in detail in Chapter III of this study.

Research Questions

The main approach used in this study was to examine effective and ineffective team behaviors of a Pupil Services Center Staff as seen by the following groups: 1) those who submitted referrals--pupil personnel generalists, and 2) those who acted upon the referrals as a team--pupil personnel specialists. In addition, the following secondary aspects of the study were also examined:

- I. Observing Pupil Services Center teams from external groups
 - A. What are the effective and ineffective team behaviors that teachers and principals will report?
 - B. Will teachers and principals report different effective and ineffective team behaviors?
- II. Observing Pupil Services Center teams from within internal groups
 - A. What are effective and ineffective team behaviors that pupil personnel specialists will report?
 - B. Will the following specialists report different effective and ineffective team behaviors?
 - 1. School Nurses
 - 2. School Psychologists
 - 3. School Social Workers
 - 4. Speech Pathologists

III. Observing Pupil Services Center teams between internal and external groups

- A. Will principals and pupil personnel specialists report different effective and ineffective team behaviors?
- B. Will teachers and pupil personnel specialists report different effective and ineffective team behaviors?

Summary and Overview

This chapter through theory and research has presented some general problems that have confronted the orderly development of pupil personnel services. In this context, present day writers have hypothesized that the most appropriate way for pupil personnel specialists to provide services to referral agents, elementary school principals, and elementary school teachers is through the team approach.

In order to determine how effectively or ineffectively the team approach worked, a single school district was selected for study that offered pupil personnel services through team operations called Pupil Services Centers. The research methodology selected was the Critical Incident Technique which provided a means of collecting and analyzing data concerning how effectively and ineffectively Pupil Services Center teams operate as seen by principals, teachers, and pupil personnel specialists.

The following components of the study were presented in Chapter I: 1) delimitations and limitations of the study, 2) definitions of terms used in the study, 3) assumptions upon which the study was based, and 4) research questions to be answered by the study.

The second chapter contains a review of the literature related to the Critical Incident Technique and theory and application studies as they relate to principals, teachers, and pupil personnel specialists involved in the delivery of pupil personnel services.

The third chapter contains a description of the procedures involved in the collection and analysis of data and the populations and samples from which this data were derived.

The fourth chapter includes an explanation of the results or outcomes of the study according to the research questions that were posed in the first chapter.

Chapter V consists of a summary of the study, conclusions derived from the study, and implications of the study for various professionals working with different facets of pupil personnel services.

Chapter II

Review of Related Literature

Introduction

The purpose of this literature review was to examine theoretical and application materials which will provide the reader with a general, yet comprehensive, background that focuses on why the present study was made. With such a focus in mind, this chapter has been divided into two sections.

The first section explored literature related to the Critical Incident Technique and its uses, and the second section examined the literature related to pupil personnel generalists (teachers and principals) and pupil personnel specialists as they function in relation to the pupil personnel team.

Section I

The Critical Incident Technique and Its Uses

Background and General Use of the Critical Incident Technique

Examining job requirements for various occupations became a serious undertaking for psychologists and sociologists just prior to and during World War II. John C. Flanagan was one of a plethora of researchers, and the technique that he developed was a process that was to be labeled the Critical Incident Technique (CIT). The process involved in this technique required an analysis and synthesis of on-the-job behaviors that were felt to be significant or critical to the performance of a certain task. The process also required qualified observers to ascertain and record the critical behaviors.

Flanagan, and his associates, began developing the technique by trying to determine what were the critical requirements for U. S. Air

Force officers and combat leaders.²⁷ In this particular report, a theory for the technique used as well as a collection of specific studies was included.

With the termination of World War II, Flanagan and some of his associates moved on to the University of Pittsburgh where he founded the American Institute for Research. It was here that the technique was labeled and the methodology refined.²⁸ The methodology was later presented as a specific paper detailing the necessary requirements for its successful use (these requirements are presented in Chapter III of this study).²⁹

The CIT has been applied to a variety of occupations, more than 600 according to a recent bibliography,³⁰ ranging from peace corps volunteers³¹ to store managers.³²

²⁷J. C. Flanagan, "The Aviation Psychology Program in the Army Air Forces," Army Air Forces Aviation Psychology Program Research Report Number 1.

²⁸J. C. Flanagan, "Job Requirements" in Current Trends in Industrial Psychology (ed. Wayne Dennis). Pittsburgh, Pennsylvania: University of Pittsburgh Press, 1949, pp. 34-37.

²⁹J. C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, July, 1954.

³⁰G. Fivars, "The Critical Incident Technique: A Biography," American Institute for Research in Behavioral Sciences, Palo Alto, California, 1973, p. 39.

³¹G. Comstock and N. Maccoby, "The Day to Day Job of the Utilization Volunteer: Structure, Problems, and Solutions," The Peace Corps Educational Television Project in Columbia: Two Years of Research, 1970.

³²B. Anderson and S. Nilsson, "Studies in the Reliability and Validity of the Critical Incident Technique," Journal of Applied Psychology, Vol. 48, December, 1964, pp. 398-403.

CIT studies have developed in other areas beyond studying effective and ineffective behaviors in occupations. Most recently, researchers have looked at behaviors involving interracial conflict³³ and events critical to community development.³⁴

The American Psychological Association's "Distinguished Professional Contribution Award for 1976" was presented to Flanagan.³⁵ He is cited for 179 publications (1935 - 1976). He has used the CIT methodology continually in a variety of fields for the past 30 years.³⁶

In the 1960's and 1970's, he utilized the CIT to initiate Project Talent, a national survey and follow-up study of 400,000 high school

³³A. R. Davidson and J. M. Feldman, "An Attribution Theory Analysis of Interracial Conflict in Job Settings," Illinois Studies of the Technically Disadvantaged, Technical Report Number 11, July, 1971, p. 29.

³⁴L. Davie, et. al., SHAPES: Shared Process Evaluation System; Toward a Process of Community Development, Papers presented to the Adult Education Research Conference, St. Louis, Missouri, April 16-18, 1975, p. 15.

³⁵A. R. Pacht, "Distinguished Professional Contribution Award for 1976," American Psychologist, The American Psychological Association, Vol. 36, Number 1, January, 1977, pp. 72-79.

³⁶Ibid, pp. 75-79.

students.³⁷⁻⁴² From the critical findings of this study, he began developing PLAN (Program for Learning in Accordance with Needs) in 1968. This was a computer-supported program of individualized education aimed at correcting many of the defects revealed in American education by Project Talent.⁴³⁻⁴⁷

³⁷J. C. Flanagan and J. T. Dailey, "Prospects for the TALENT Search," Personnel and Guidance Journal, 1959, Vol. 37, pp. 387-389.

³⁸J. C. Flanagan and J. T. Dailey, "Project TALENT: The Identification, Development, and Utilization of Human Talents," Personnel and Guidance Journal, 1960, Vol. 38, pp. 504-505.

³⁹J. C. Flanagan, "Project TALENT: Some Early Findings From a National Survey," NEA Journal, Vol. 53, pp. 8-10.

⁴⁰J. C. Flanagan, "The Implications of Project TALENT and Related Research for Guidance," Measurement & Evaluation in Guidance, 1969, Vol. 2, pp. 116-123.

⁴¹J. C. Flanagan, "Some Pertinent Findings of Project TALENT," Vocational Guidance Quarterly, 1973, Vol. 22, pp. 92-96.

⁴²J. C. Flanagan, "The First Fifteen Years of Project TALENT: Implications for Career Guidance," Vocational Guidance Quarterly, 1973, Vol. 22, pp. 8-14.

⁴³J. C. Flanagan, "Project PLAN," In Technology and Innovation in Education (Aerospace Education Foundation). New York, N.Y.: Praeger, 1968, pp. 29-35.

⁴⁴J. C. Flanagan, "The Role of the Computer in PLAN," Journal of Educational Data Processing, 1970, Vol. 7, pp. 7-17.

⁴⁵J. C. Flanagan, "The PLAN System as an Application of Educational Technology," Educational Technology, 1972, Vol. 12 (9), pp. 17-21.

⁴⁶J. C. Flanagan, "Project PLAN: Basic Assumptions, Implementation, and Significance," Journal of Secondary Education, 1971, Vol. 46, pp. 173-178.

⁴⁷J. C. Flanagan, W. M. Shanner, H. J. Brudner, and R. W. Marker, "An Individualized Instructional System: PLAN." In H. Talmage, ed., Systems of Individualized Education. Berkley, California: McCutchan Publishing, 1974, pp. 60-71.

Reviewing the most current literature for the use of the CIT by other educational researchers indicated that:

- A. Seventy-eight studies of teachers or teaching have been done; three of these studies pertain to elementary school teachers.⁴⁸⁻⁵⁰
- B. Sixteen studies of school principals have been done; five of these studies are concerned with the elementary school principal.⁵¹⁻⁵⁵

⁴⁸G. R. Musgrave, "Factors that Identify Effective Elementary Teachers on the Basis of Critical Incident Reaction." Unpublished doctoral dissertation, 1966, Texas Technical University.

⁴⁹M. Z. Namazi, "Critical Teaching Behavior Influencing Attitudinal Development of Elementary School Children Toward Physical Education." Unpublished doctoral dissertation, 1969, University of Maryland.

⁵⁰R. D. Peterson, "A Critical Incident Study of Elementary School Teacher - Pupil Relations in Washington State." Unpublished doctoral dissertation, 1964, University of Washington.

⁵¹D. Benjamin, "Critical Behaviors of Elementary Principals in the Improvement of Instruction." Unpublished doctoral dissertation, 1955, Stanford University.

⁵²R. L. Buffington, "The Job of Elementary School Principal as Viewed by Parents." Unpublished doctoral dissertation, 1954, Stanford University.

⁵³L. E. Holder, "A Comparison of the Critical Requirements for the Elementary School, Junior High School, and Senior High School Principalships." Unpublished doctoral dissertation, 1962, Colorado State College.

⁵⁴L. L. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers." Unpublished doctoral dissertation, 1954, Stanford University.

⁵⁵G. G. Symanski, "The Critical Requirements of the Elementary School Principalship as Experienced by Elementary School Teachers." Unpublished doctoral dissertation, 1962, New York University.

C. One study dealt with school psychologists.⁵⁶

There were also studies that dealt with social work and nursing, but these studies did not deal with role or function in a school setting. A review of Dissertation Abstracts,⁵⁷ ERIC,⁵⁸ and the CIT Bibliography⁵⁹ indicated there were no CIT studies dealing with speech pathology or speech pathologists.

Specific Use of the CIT: Examining Team and Group Behaviors

In reviewing the literature on teams and groups, eleven studies were found.⁶⁰ Nine of these studies involved critical group behaviors in flight, combat, and other types of military training. One study is concerned with an educational setting,⁶¹ but involved critical behaviors in teacher - pupil interaction as observed by groups, rather than describing critical behaviors necessary to group or team functioning.

⁵⁶D. R. Roberts, "Perceptions of Actual and Desired Role Function of School Psychologists by Psychologists and Teachers and Critical Behaviors in Role Fulfillment." Unpublished doctoral dissertation, 1969, University of Iowa.

⁵⁷Dissertation Abstracts International, University Microfilms, Xerox Publications, Ann Arbor, Michigan.

⁵⁸Education Resource Information Center, National Institute of Education, Washington D.C.

⁵⁹G. Fivars, "The Critical Incident Technique: A Biography," pp. 38-39.

⁶⁰G. Fivars, "The Critical Incident Technique: A Biography," pp. 7, 9, 10, 12, 13, 14, 15, and 20.

⁶¹N. A. Flanders, "Teacher Influence, Pupil Attitudes, and Achievement," Comparative Research (Monograph No. 12), U.S. Department of Health, Education and Welfare, Office of Education, U.S. Government Printing Office, Washington D.C., 1965, pp. 1-22.

One study, through its title, suggested critical behaviors as they relate to team analysis and team training,⁶² but the study was not obtainable through the Inter-Library Loan Service at Michigan State University or any other resources. No resources could be identified that suggested any studies had ever been implemented using the CIT to examine pupil personnel teams or groups with similar roles and functions.

The following section, Section II, of this chapter deals with a review of the literature related to pupil personnel generalists (teachers and principals) and pupil personnel specialists as they function in relation to pupil personnel teams.

Section II

Part One: Literature Related to Pupil Personnel Generalists (Teachers and Principals) as They Function in Relation to Pupil Personnel Teams

Through the use of theoretical and applied studies, the roles of elementary school teachers and elementary school principals in relationship to pupil personnel teams will be reviewed in terms of the strength and problems or concerns that occurs in this interactive relationship.

Elementary School Teachers

Theory. In 1956, Cottingham wrote:

"In contrast to guidance services at the other levels, guidance functions rest largely in the hands of the person most closely associated with the pupil, his elementary teacher ...The obligation cannot be effectively shifted nor can other personnel function in a capacity equal to the pupil's teacher."⁶³

⁶²M. Glanzer, et. al., The Team Performance Record: An Aid for Team Analysis and Team Training, from G. Fivars, p. 8.

⁶³H. F. Cottingham, Guidance in Elementary Schools. Bloomington, Illinois: McKnight & McKnight, 1956, p. 10.

Now after twenty years, with many pupil personnel services engrained at the elementary school level, most knowledgeable experts would probably take exception to the elementary school teacher having to bear singular responsibility for student guidance. Bonnel states, "the relationship existing between the teacher and the student is critical" but other special services play a significant part.⁶⁴ Hatch points out, "...the administrative and personnel components facilitate the primary element, the instructional component."⁶⁵ Therefore, as pupil personnel programs are developed and pupil personnel specialists prepare to deliver services, "careful attention must be given to the significant role of the teacher in the self-contained classroom and to her relationship with special service workers."⁶⁶ Hatch underscores this service delivery concern, "the teacher controls the pupils environment that can make the process more effective."⁶⁷ Bonnel noted that "Much of what teachers do in relation to those who perform the major personnel service functions are indirect services."⁶⁸ Stripling and

⁶⁴J. A. Bonnel, "Role of the Instructional Staff " in R. N. Hatch's, ed., The Organization of Pupil Personnel Programs--Issues and Practices, East Lansing, Michigan: Michigan State University Press, 1974, p. 202.

⁶⁵R. N. Hatch, "Introduction and Reviews," The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 8.

⁶⁶G. Hill and D. Nitzschke, "Preparation Programs in Elementary School Guidance," Personnel and Guidance Journal, Vol. 40, October, 1961, p. 159.

⁶⁷R. N. Hatch, "The Pupil Personnel Program in Perspective," The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 415.

⁶⁸J. A. Bonnel, "Role of the Instructional Staff," p. 207.

Antenem acknowledged that with the constant advances being made in the areas of child growth and development, personality development, and learning theory, it cannot be expected that the elementary school teacher will be able to keep up with this information and apply this knowledge to students. So, "a need has developed for several kinds of specialists to work as a team in facilitating the intellectual, personal and social growth of each child."⁶⁹ Stripling and Antenem go on to point out that "these professional specialists (working as a team) are in a position to render contributions because they work in different ways, as well as in different settings, with students and their parents."⁷⁰

Landy posed a related and important question, "How do we get teachers...to accept our efforts at enlisting their active cooperation in a truly preventative (and remediative) program?"⁷¹ Fisher answered that there has to be a willingness to cooperate and "Teachers will need to devote time to the better understanding of pupil services."⁷² He goes on to say, however, that "specialists themselves need to put forth effort in understanding and working with one another"⁷³ before teacher cooperation can be maximized.

⁶⁹R. O. Stripling and W. W. Antenem, "Pupil Personnel Services: Aid to Curriculum Development" in G. A. Saltzman's and M. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 35.

⁷⁰Ibid.

⁷¹E. Landy, "Implementing Change in Programs in Pupil Personnel Services" in R. N. Hatch's The Organization of Pupil Personnel Programs --Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 39.

⁷²J. K. Fisher, "Changing Concepts of Pupil Personnel Services" in G. A. Saltzman's and H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 130.

⁷³Ibid., p. 130.

Using school psychologists as an example, Styles felt that cooperation could not be enlisted until investigations were done about the teacher's assumptions "of the qualifications and functions" of the school psychologist. He believed these assumptions were likely to effect "teacher's choices of pupils to refer to the psychologist, their receptiveness to his recommendations, and their readiness to enter into various kinds of working relationships with the psychologist."⁷⁴

Stripling and Antenem felt that teachers would be most receptive to pupil personnel support when they had release time to talk with specialists about remediation concerns, additional release time for consultation on preventative measures that can be incorporated into the curriculum, and favorable ratios between--pps:students and pps:teachers especially where a majority of students are disadvantaged.⁷⁵

Shear said that pupil personnel services (PPS) must be unrelenting in their efforts to have a sound working relationship with elementary school teachers because "They in turn can give important ideas about the pupil and can greatly broaden the assistance of the personnel worker to pupil progress"⁷⁶ and further remind the PPS that such a

⁷⁴W. A. Styles, "Teacher's Perception of the School Psychologist's Role" in G. A. Saltzman's and H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 421

⁷⁵R. O. Stripling and W. W. Antenem, "Pupil Personnel Services: Aid to Curriculum Development," p. 31.

⁷⁶B. E. Shear, "Pupil Personnel Services: History and Growth" in R. N. Hatch's, ed., The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 15.

working relationship is part of their function, "Pupil personnel staff members should function in the school to help teachers to help pupils learn."⁷⁷

Application. Most applied studies that utilize teachers in relation to PPS did so with the teacher in the role of evaluator. As Gamsky pointed out, "Since most of the referrals are initiated by teachers with a specific concern expressed at the time of the referral, it was believed that the teacher could best determine whether improvement had or had not taken place."⁷⁸

One study by Mikaelian, however, was concerned with measuring what kind of teacher did not utilize PPS. He found that teachers who scored highest on the Minnesota Teacher Attitude Inventory, an appraisal device for examining interpersonal relationships with students, had fewer contacts with the pupil services staff. Those who scored high were married, female and with smaller class loads.⁷⁹

In those studies in which the teacher is utilized as an evaluator, the common theme is the disagreement between instruction, administration, and pupil personnel services as to the role and function of specialists

⁷⁷B. E. Shear, "Pupil Personnel Services: History and Growth" in R. N. Hatch's, ed., The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 15.

⁷⁸N. R. Gamsky, et. al., "An Effective Team Approach to Pupil Services Programs for Wisconsin," Bulletin Number 3396, July, 1973. Madison, Wisconsin: Wisconsin Department of Public Instruction, p. 41.

⁷⁹S. Mikaelian, "A Comparison of Teachers' Attitudes Toward Pupils and Teachers' Contacts with Pupil Personnel Services in a Selected Suburban Community: A Step Toward Accountability." Unpublished doctoral dissertation, 1972, Northwestern University.

in actual and ideal settings.⁸⁰⁻⁸³ A representative study, by Romig, indicated:

1. Overlapping of roles and disagreement among specialists made it impossible for teachers not to be in disagreement with specialists at some times.
2. Teachers believed that few functions were the exclusive property of any of the specialists.
3. School psychologists, school social workers, and reading consultants were the most inflexible in terms of their roles and functions as compared to teachers and speech pathologists.
4. Teachers were dissatisfied with services (particularly the services of the school psychologist and school social worker).
5. Teachers saw school psychologists and school social workers as diagnostic and referral people, and speech pathologists and reading consultants as on-going services to pupils.
6. More than half of the teachers did not think the school psychologist and school social workers understood their everyday problems.⁸⁴

⁸⁰J. A. Farrell, "An Analysis of the Elementary School Counselor Position: The Role Expectation of Counselors, Principals, and Teachers." Unpublished doctoral dissertation, 1968, University of Rochester.

⁸¹R. D. Roberts, "Perceptions of Actual and Desired Role Functions of School Psychologists by Psychologists and Teachers, and Critical Behavior in Role Fulfillment." Unpublished doctoral dissertation, 1969, University of Iowa.

⁸²C. W. Romig, "Attitudes of Classroom Teachers Toward the Role of the School Psychologist and Other Personnel of a Psychological Service Center for Children." Unpublished doctoral dissertation, 1970, University of Northern Colorado.

⁸³D. M. Wells, "A Study of the Role of the Elementary School Counselor as Perceived by Elementary School Counselors, Principals, and Teachers in Ohio." Unpublished doctoral dissertation, 1967, Ohio State University.

⁸⁴C. W. Romig, "Attitudes of Classroom Teachers Toward the Role of the School Psychologist and Other Personnel of a Psychological Service Center for Children," p. 109.

Many studies also made suggestions or recommendations in how instruction, administration, and PPS could be brought more into accord regarding the role and function of PPS specialists. This section of the review of the literature will be aimed at the suggestions and recommendations for teachers in this integration process.

Romig suggested that prospective teachers should be exposed to the exceptionalities of children and the various ancillary services that try to help, and teachers should expect consultation and follow-up services by PPS.⁸⁵

Voorhees recommended that teachers should be good observationalists and be able to identify children who need PPS services. He also suggested that: 1) there was a need for more cooperation in the information exchange between the three educational components (instruction, administration, and PPS) and 2) instructional responsibility does not cease when a referral is made.⁸⁶ Similarly, Wahl saw a need for more effective communication.⁸⁷

Gamsky recommended that elementary teachers have increased: 1) knowledge of pupil differences and the needs of pupils, 2) ability to cope with pupil behavior, and 3) understanding of environmental factors in

⁸⁵C. W. Romig, "Attitudes of Classroom Teachers Toward the Role of the School Psychologist and Other Personnel of a Psychological Service Center for Children," p. 121.

⁸⁶L. B. Voorhees, "A Descriptive Study of the Organization, Administration and Operation of Pupil Personnel Services in Selected Michigan School Districts." Unpublished doctoral dissertation, 1960, Michigan State University, p. 102.

⁸⁷E. E. Wahl, "Organization and Administration of Pupil Personnel Services in Selected West North Central School Systems." Unpublished doctoral dissertation, 1970, University of Nebraska.

pupil behavior. He felt implementing these recommendations would not only make teachers more effective in the classroom, but diminish the use of PPS as a "dumping ground" for unwanted students.⁸⁸

Elementary School Principals

Theory. The theoretical role of the elementary school principal in relation to pupil personnel services appeared to have changed over the last two decades. Twenty years ago it appeared that the principal was expected to have a very direct role in PPS. Reavis indicated in a book of that period, "Group intelligence (SIC) may be administered by the principal...the principal can select a capable teacher who can be trained in the administration of individual tests."⁸⁹ Retrospectively, Fisher adds, "Historically...If the child became a problem for the classroom teacher, he was referred to the principal for action. Thus, the principal was probably the first pupil personnel specialist."⁹⁰

In the present day, the principal appears to be expected to play a more supportive and varied role in relation to PPS. Holt said the principal "seemingly operates on the periphery of the PPS team."⁹¹ Other general descriptions of this role were:

⁸⁸N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," p. 16.

⁸⁹W. C. Reavis, Administering the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957, p. 347.

⁹⁰J. K. Fisher, "Changing Concepts of Pupil Personnel" in a G. A. Saltzman and H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 30.

⁹¹F. D. Holt, The Pupil Personnel Team in the Elementary School. Boston, Massachusetts: Houghton-Mifflin Co., 1975, pp. 47-48.

1. "...principals in elementary schools have a broad understanding of the unique relationship which these service activities have to the educational effort of the school ...to the educational program, and the channels and techniques whereby the service activities may be utilized to best advantage."⁹²
2. "...the administrative and personnel components facilitate the primary element, the instructional component."⁹³
3. "...principals...see themselves, the teachers and the pupil personnel staff as working jointly to achieve the objectives of the school."⁹⁴
4. "Specialists may have interest and enthusiasm but this is of little consequence without the support of the principal."⁹⁵
5. "Administrators, teachers, and the specialists must have a clear understanding of their own areas of responsibility and the competencies and responsibilities of the others."⁹⁶

Specifically, the principal's role in relation to PPS involved:

1) staff and program development, 2) prevention models, and 3) student referrals.

1. Staff and Program Development

The principal's role in staff development appeared to involve the integration of PPS and the instructional staff in a way that will be of the most benefit to children served.

⁹²H. J. Otto and D. C. Sanders, Elementary School Organization and Administration. New York, N. Y.: Meridith Publishing Co., 1964, p. 203.

⁹³R. N. Hatch, "Introduction & Reviews," p. 15.

⁹⁴B. E. Shear, "Team Action in Pupil Personnel," National Association of Secondary School Principals' Bulletin, January, 1968, Vol. 52, No. 324, p. 37.

⁹⁵L. Wing, "Staff Development in Pupil Personnel Services," National Association of Secondary School Principals' Bulletin, January, 1968, Vol. 52, No. 324, p. 23.

⁹⁶B. E. Shear, "Team Action in Pupil Personnel," p. 40.

Liddle and Ferguson point out:

"One problem facing today's principal is that of integrating into the school's total program, the various specialists, and the services they provide...teachers must be helped to appreciate the special ways in which these personnel can be of benefit to them...differences in perception with regard to a youngster's problem...work schedules...tasks and techniques will differ from teachers."⁹⁷

In another article, Liddle posed a statement in a similar vein, "It would be of value to know how a principal would utilize pupil service workers if they had at their disposal the full range of pupil services."⁹⁸

Learning how to work together is perceived as the most important aspect of staff development by Shear,⁹⁹ Wing,¹⁰⁰ and Monderer and Johnson.¹⁰¹

Holt listed nine aspects of the principal's role in staff development, and said, "Administrators are responsible for the efficient functioning of the school and provide the leadership for all personnel to accomplish the tasks to which they are committed. Administrators who do these things contribute to the pupil service efforts."¹⁰²

⁹⁷G. P. Liddle and D. G. Ferguson, "Leadership for Guidance and Personnel Services," National Association of Secondary Principals' Bulletin, January, 1968, Vol. 52, No. 324, pp. 3-4.

⁹⁸G. P. Liddle, "The School Social Worker as he Sees Himself and As He is Seen By His Colleagues" in G. A. Saltzman's & H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, 1967, p. 504.

⁹⁹B. E. Shear, "Team Action in Pupil Personnel," p. 41.

¹⁰⁰L. Wing, "Staff Development in Pupil Personnel Services," p. 23.

¹⁰¹J. H. Monderer and C. C. Johnson, "Talking about Pupil Services - An Administrative Dialogue," National Association of Secondary School Principals' Bulletin, January, 1968, Vol. 52, No. 324, p. 36.

¹⁰²F. D. Holt, The Pupil Personnel Team in the Elementary Schools, pp. 47-48.

Administrators should:

1. Function as a consultant regarding pupils in the school.
2. Be represented on pupil service committees (focused on developing pupil services).
3. Stay abreast of developments in the helping professions and attend pupil service in-service meetings.
4. Demand evaluation reports of pupil service program functioning.
5. Develop staff meetings on pupil services.
6. Be knowledgeable of the system-wide approach to pupil services.
7. Be aware of the financial needs of pupil services. A "shoe-string" budget won't provide services which may be needed.
8. Be alert to the needs of children - individual and in groups.
9. With pupil services, strive for a healthy school climate.¹⁰³

2. Prevention Models

Some writers would like to see a more active emphasis on prevention models in PPS. The implementation of such models would necessitate an important role for the elementary school principal. Fisher pointed out that cooperativeness would be a vital aspect of the principal's role, "...schedule activities in different ways; this requires effort and skill, in order to free people to work together."¹⁰⁴ Landy felt the problem was how to facilitate cooperativeness from both teachers and principals. He suggested using consultation and in-service to sell prevention.¹⁰⁵

¹⁰³F. D. Holt, The Pupil Personnel Team in the Elementary School, pp. 47-48.

¹⁰⁴J. K. Fisher, "Changing Concepts of Pupil Personnel Services," p. 30.

¹⁰⁵E. Landy, "Implementing Change in Programs of Pupil Personnel Services," p. 39.

3. Student Referrals

The importance of the referral process cannot be overemphasized. Holt suggested that "The development of the referral process for the individual school and the system represents an approach to maximizing the effectiveness of a complete educational system."¹⁰⁶ He further suggested that the role of the principal is to become very knowledgeable of the referral policies of the system so that a school policy can be tailored to meet the needs of the individual school.¹⁰⁷

Shearer noted that the role of the principal is often overlooked in eliciting referral information and this role should be re-examined. "He carries, after all, the primary responsibility for the morale and smooth functioning of his school, and children who have been disruptive have usually been through the disciplinary channels which he heads."¹⁰⁸

Application. Applied studies emphasized two roles of the elementary school principal in relationship to pupil personnel services. Those roles were: 1) evaluator of PPS and 2) participant in direct and indirect activities related to PPS.

¹⁰⁶F. D. Holt, The Pupil Personnel Team in the Elementary Schools, p. 85.

¹⁰⁷Ibid, p. 48.

¹⁰⁸M. Shearer, M.D., "The Principal is Often Overlooked," Community Mental Health Journal, February, 1968, Vol. 4:1, p. 47.

1. Evaluator of Pupil Personnel Services

Two separate studies by Weis¹⁰⁹ and Farrell¹¹⁰ looked at the elementary school principal's perception of the counselor role. Both studies indicated that the principal and the elementary school counselor were in general agreement with the counselor role. These studies expressed the principal's perception of the counselor role as student oriented rather than institution oriented.

In Bowen's study, the perception of principals and others with the "most" and "least" pupil personnel services in non-team settings was measured; the principal group showed the greatest agreement among themselves, between and within districts, as to the role of PPS. Principals and PPS workers were also in strong agreement, between and within districts, as to PPS roles. The "most" district principals saw PPS as the most helpful service to pupils while being critical of the organizational processes involved in PPS functioning.¹¹¹

Similarly, Gamsky compared school districts that were receiving intensive pupil personnel service with districts that were receiving minimal pupil personnel services. PPS, however, were organized through

¹⁰⁹D. M. Weis, "A Study of the Role of the Elementary School Counselor as Perceived by Elementary School Counselors, Principals, and Teachers in Ohio," ABSTRACT.

¹¹⁰J. A. Farrell, "An Analysis of the Elementary School Counselor Position: The Role Expectations of Counselors, Principals, and Teachers," ABSTRACT.

¹¹¹R. Bowens, Jr., "A Comparative Analysis of the Perceptions of the Role and Functions of Counselors, Directors of Pupil Personnel and Social Workers, Held by Principals, Teachers and Pupil Personnel Specialists in Selected Kentucky School Districts which have the 'Most' and 'Least' Pupil Personnel Specialists." Unpublished doctoral dissertation, 1969, University of Kentucky.

a team approach in this study. After one year, administrators and others were asked to evaluate the on-going effectiveness of each team that they were familiar with. Seventy-five percent of all administrators thought the services were good or excellent. The recommendations were:

1. More services were needed.
2. Better communication techniques were needed to keep teachers, administrators, and parents informed of progress with specific children.
3. A need for more structure that involved clearer definition of roles and schedules.
4. A need for greater community awareness and understanding of the program.¹¹²

In a study involving principals and pupil service workers, Holden asked the question: What should pupil services do, and what is the basis for disagreement on role and function? He found that principals were more directive than pupil service workers (who were found to be more non-directive) in problem solving. Thus, principals in this study had a different opinion of what was a good interaction and/or counseling approach to students.¹¹³

2. Participant in Direct and Indirect

Activities Related to Pupil Personnel Services

Gamsky indicated that administrators set general goals for themselves based on evaluative feedback after the first year of the PPS program. Their goals were: 1) greater understanding of PPS and

¹¹²N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," p. 32.

¹¹³L. D. Holden, "Directive and Non-Directive Pupil Personnel Strategies Preferred by Selected Educators and School Board Members." Unpublished doctoral dissertation, 1966, University of Arizona.

2) greater interest and willingness to support PPS. Activities designed to meet these goals were:

- A. Administrative participation in team staff meetings.
- B. Regular meetings between the PPS administrator and the school administrator.
- C. Information sharing with principals regarding reviews of pupil service staff progress.
- D. Social events such as staff dinners and parties.¹¹⁴

In a survey study, Voorhees listed several activities that principals felt would help make their relationships with PPS more productive:

- 1. Closer coordination between elementary and secondary planning.
- 2. Closer coordination and increased contact.
- 3. Monthly pupil personnel reports to the administrative staff.
- 4. Regular meetings of all members of the administrative cabinet.
- 5. Principals should be encouraged to screen problems before referrals and exhaust their own resources before making the referral.
- 6. Pupil services should be provided with more time for research studies.
- 7. Reports and evaluations should be developed that will be meaningful to administrators.
- 8. The director of pupil personnel should have high administrative status.¹¹⁵

¹¹⁴N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," pp. 10-11.

¹¹⁵L. B. Voorhees, "A Descriptive Study of Pupil Personnel Services in Selected School Districts," p. 107.

In 1962, Miller, in a nationwide survey, found that elementary school principals needed help from pupil personnel services in the areas of:

1. Pupil assignment.
2. Pupil assessment and development.
3. Individual differences.
4. Cultural differences.¹¹⁶

Nine years later, in a similar national study, Becker found that elementary school principals were still requesting similar kinds of help from pupil personnel services in:

1. Recognizing and coping with individual differences.
2. Pupil assessment and pupil development.
3. Pupil management.
4. Student discipline.¹¹⁷

Section II

Part Two: Literature Related to Pupil Personnel

Specialists as They Function in Relation to Pupil Personnel Teams

Through the use of theoretical and applied studies, the roles of elementary school pupil personnel specialists in relation to pupil personnel teams will be reviewed in terms of the strength and problems or concerns that exists within this interactive relationship.

¹¹⁶V. Miller, "Power, People, and Principals," National Elementary Principal, Vol. 41, January, 1962, pp. 11-26.

¹¹⁷G. Becker, et. al., Elementary School Principals and Their Schools: Beacons of Brilliance and Potholes of Pestilence. Eugene, Oregon: University of Oregon Press, 1971, p. 38.

Theory

There are five issues involved in the functioning of pupil personnel teams. These issues have appeared and reappeared over the last ten years, and while there are some changes in the content of these issues, the strengths, problems, and concerns described in the literature remain very much the same over this period of time. The issues are:

1. Organizational and Administrative Factors Related to Pupil Personnel Teams
2. Role and Function of the Pupil Personnel Specialist
3. Prevention Services vs. Intervention Services
4. The "4 C's" of Pupil Personnel Team Interaction
5. Evaluation of Pupil Personnel Teams

Viewing the dynamics of the relationship between pupil personnel specialists and the pupil personnel teams suggested that these issues were artificially separated from one another, and that in the natural environment all of the issues converged and interfaced. Yet, each of the authors had attempted to delineate one or more of the issues as a means of analyzing why the team functioned in an effective manner and/or why the team functioned in an ineffective manner. The following discussion is a review of these issues.

1. Organizational and Administrative Factors Related to Pupil Personnel Teams. The team approach to pupil personnel services is an organizational and administrative modality for the delivery of services to children. These services, particularly at the elementary school level, are initiated when barriers to learning have become apparent to the school teacher that cannot be negated or significantly reduced without the intervention of the specialist.

While the team approach has been generally accepted as the most viable means for organizing pupil personnel specialists to assist their clients, and thus, its validity is not an issue at training institutions, "There are time factors in the determination of what is an issue as well as a gap between what is felt and shown to be optimum, and what is feasible in the local school district."¹¹⁸

It has been expressed that most school districts are not ready to have formalized teams because their utility cannot be justified based on the outcomes that are produced in relation to the costs.¹¹⁹ Other districts have wanted teams sometimes; either after the school has exhausted all its resources or after an individual PPS worker has not been able to solve the problem.¹²⁰ Sussman, however, indicated that the child should be referred to the team very early on in the barrier removal process, rather than letting the problem(s) grow and fester by passing the child from one professional to the next until the problem(s) had become unmanageable.¹²¹

¹¹⁸D. C. Ferguson, "Critical Issues in Pupil Personnel Work," in G. A. Saltzman's and H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 18.

¹¹⁹R. J. Anderson, "Teamwork in Pupil Personnel Services: The Story of the 70's," Journal of the International Association of Pupil Personnel Workers, Vol. 16-2, March, 1972, pp. 84-86.

¹²⁰C. Sussman, "Guide to the Pupil Services Team Conference," Journal of the International Association of Pupil Personnel Workers, Vol. 17-2, March, 1973, p. 76.

¹²¹R. J. Anderson, "Teamwork in Pupil Personnel Services: The Story of the 70's," p. 4.

Where teams are organized and administered in some fashion, Brown stated that strong team leadership must be established to prevent interdisciplinary totem poles from occurring.¹²² Team approaches should rather be governed by flexibility, balance, and good judgement.¹²³ The teams should be organized so that there is an increasing emphasis on shared concerns, and a de-emphasis of professional differences which often fosters harmful stress.¹²⁴ When shared concerns are emphasized, cases become team cases, rather than "my case" or "your case."¹²⁵

Several writers suggested, however, that team members don't know how to work together because of methodological differences and/or lack of team management training for the leader.¹²⁶ From this kind of situation, the status seeker or prima donna can emerge and dominate team meetings to the point that important information is lost from less assertive members,¹²⁷ and threatens the role of the school administrator.¹²⁸

¹²²T. N. Brown, "The Team Approach for Social Work in a School System," Journal of the International Association of Pupil Personnel Workers, Vol. 15-4, September, 1971, pp. 210-215.

¹²³B. Shear, "Team Action in Pupil Personnel," p. 42.

¹²⁴B. Shear, "Pupil Personnel Services: History and Growth," p. 15.

¹²⁵R. B. Williams, "The Team: What's Wrong With It," Journal of the International Association of Pupil Personnel Workers, Vol. 15-3, June, 1971, p. 137.

¹²⁶J. J. Horowitz, Team Practice and the Specialist. Springfield, Illinois: Charles C. Thomas, 1970, Chapter 5.

¹²⁷D. G. Ferguson, "Critical Issues in Pupil Personnel Work," p. 22.

¹²⁸R. J. Anderson, "A Model for Developing Team Practice," Journal of the International Association of Pupil Personnel Workers, Vol. 16-4, September, 1972, p. 150.

When the organization and administration of teams does not focus on the therapeutic orchestration of personnel, physical plant, curricula, and planning, then the needs of the child get lost,¹²⁹ confidentiality becomes a problem,¹³⁰ and little attention is paid to the role of crisis theory where "we should forget about long term goals...based on the needs of the profession,"¹³¹ and emphasize short term goals, the client's goals. "This way we move together from one plateau to another."¹³²

A few writers have also commented that the organization and administration of teams was hampered because, unlike specific professional disciplines that fell under the pupil personnel services, teams have no power bases around which to form an identity. Ferguson pointed out that there is no national group, agency, or association supporting the team concept. He also noted that "state certification of the specialists reflect no clear commitment to team functioning."¹³³ Horowitz adds, "Few writers on interdisciplinary teams concern themselves with community relations problems of the group as an administrative unit. Thus, no information has been developed on comparing community relation

¹²⁹R. B. Williams, "The Team: What's Wrong With It," p. 136.

¹³⁰R. J. Anderson, "A Model for Developing Team Practice," p. 149.

¹³¹R. J. Anderson, Teamwork in Pupil Personnel Services: The Story of the 70's," p. 84.

¹³²T. N. Brown, "The Team Approach for Social Work in a School System," p. 212.

¹³³D. G. Ferguson, "Critical Issues in Pupil Personnel Work," p. 22.

services provided by school systems and other agencies for their interdisciplinary teams."¹³⁴

2. Role and Function of the Pupil Personnel Specialist. In establishing pupil personnel teams in elementary schools, an effort has typically been made to have varying disciplines represented in varying quantities. Monderer and Johnson indicated that the National Association of Pupil Personnel Services lists health services, psychological services, and social work services, attendance counseling, and speech and hearing services.¹³⁵ There are other combinations of disciplines recognized as pupil personnel teams by other groups, as Anderson points out, "varying activities in varying localities, not all of which can stand the heat of the direct sun, others of which might run if they became wet."¹³⁶

For pupil personnel team activities to be meaningful in any locality, members have to "understand each others strengths and weakness...while soliciting each others help."¹³⁷ Hays felt the expertise of the team rested on "the limitations of one member augmented by the talents of

¹³⁴R. J. Anderson, "A Model for Developing Team Practice," p. 50.

¹³⁵J. H. Monderer and C. C. Johnson, "Talking About Pupil Personnel Services - An Administrative Dialogue," p. 25.

¹³⁶R. J. Anderson, "Teamwork in Pupil Personnel Services: The Story of the 70's," p. 82.

¹³⁷Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, "A Final Program Report from Louisville Public Schools and the University of Louisville," 1974, p. 11.

another."¹³⁸ With a variety of training and orientations unique to each discipline, each member must be willing to "learn and educate another."¹³⁹

To answer Shear's question, "Do we now have a pupil personnel mixture which will rise to the occasion?"¹⁴⁰ it was important for each specialist to understand his own area of responsibility, "and the competencies and responsibilities of all of the others."¹⁴¹

It was at this point that Anderson believed the major problem for pupil personnel teams occurred "over who does what, when, and how."¹⁴² Styles believed that, depending on how these areas are dealt with, would affect the relationship of the referring source with the team--"Teachers assumptions about...qualifications and functions warrant investigation because of the influence these assumptions are likely to have on teachers' choices of pupils to refer...their receptiveness to recommendations, and their readiness to enter into various kinds of working relationships..."¹⁴³

¹³⁸D. G. Hays, "Program Objectives and Assessment " in R. N. Hatch's (ed.) The Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 60.

¹³⁹B. Demsch and S. Kim, "Developing a Role Style for the School Social Worker," Journal of the International Association of Pupil Personnel Workers, Vol. 14-3, June, 1970, p. 124.

¹⁴⁰B. Shear, "Pupil Personnel Services: History and Growth," p. 5.

¹⁴¹B. Shear, "Team Action in Pupil Personnel," p. 40.

¹⁴²R. J. Anderson, "Teamwork in Pupil Personnel Services: The Story of the 70's," p. 82.

¹⁴³W. A. Styles, "Teacher Perceptions of the School Psychologist's Role," p. 42.

While it may have been idealistically assumed that pupil personnel teams would deal with those in the greatest need, it appears that when teams are spread over too large an area, they tend to shape the behaviors of referring sources by indicating their function is to help those who would derive the most measurable benefits in the shortest amount of time.

"Bluntly...selection of referrals for service was and is based on a prognosis of success as against who is in the greatest need...The positive side of the picture is that as services are offered and accepted, the demand for services is greater. The negative side is that these services are not reaching those in the greatest need."¹⁴⁴

A number of ideas were presented in the literature about factors necessary to the role and function of the team in providing quality services to those in the greatest need.

Stripling and Antenem indicated, at minimum, there should be a favorable ratio between teams and students, and the ratio should be "even smaller where a large majority of students are from culturally and economically deprived backgrounds."¹⁴⁵

Some writers saw the need for more flexibility in the team member's role. "A certain staff member might be the best person to relate to a problem student, even though it was outside of that staff member's field of expertise."¹⁴⁶ Pupil personnel teams "must be

¹⁴⁴R. B. Rowen, "Pupil Personnel Services Designed to Fit the Child," International Journal of Pupil Personnel Workers, Vol. 13-4, September, 1969, p. 167.

¹⁴⁵R. O. Stripling and W. W. Antenem, "Pupil Personnel Services: Aid to Curriculum Development," p. 37.

¹⁴⁶Midwest Center for Planned Change in Pupil Personnel Programs for Urban Schools, "A Final Program Report from Louisville Public Schools and the University of Louisville," 1974, p. 11.

committed to something definite while avoiding the locked in definition of a professional definition."¹⁴⁷ With the support of other specialists, team members should be "competent to deal with a variety of needs felt by teachers, students, community and systems..."¹⁴⁸ Flexibility may also mean de-emphasizing the professional discipline in which academic preparation has occurred, as in psychology, counseling, and social work-- "...are there really three distinctly different professional groups of specialized workers...who have distinctively different functions which require a distinctively different kind of professional education and training?"¹⁴⁹

A few writers suggested ways to dovetail a professional disciplines' academic preparation with the interdisciplinary team experience. Fisher indicated a need to have a core curriculum for nurses, psychologists, social workers and speech pathologists with a follow up practicum of going into the schools as an interdisciplinary team.¹⁵⁰ Another typical view was that team members should also be trained as consultants and planners, in addition to the traditional disciplinary roles.¹⁵¹

¹⁴⁷"The Atlanta Workshop Report," published by Leadership Training Institute, Bureau of Education, Professions Development, U.S. Office of Education, January, 1970, p. 1.

¹⁴⁸Midwest Center for Planned Change in Pupil Personnel Programs for Urban Schools, "A Consortium Approach to Planned Change: A Review and Evaluation," p. 7.

¹⁴⁹R. S. Arbuckle, "Counselor, Social Worker, Psychologist: Let's Ecumenicalize," Personnel and Guidance Journal, February, 1967, p. 532.

¹⁵⁰J. K. Fisher, "Changing Concepts of Pupil Personnel Services," p. 29.

¹⁵¹Midwest Center for Planned Change in Pupil Personnel Programs for Urban Schools, "A Consortium Approach to Planned Change: A Review and Evaluation," p. 7.

Recurring points of view also suggested that team members must carry on roles related to program implementation in addition to roles in diagnostic evaluations. Stripling and Antenem indicated that professional specialists are in a position to make contributions in this area because "they work in different ways, as well as in different settings with students and their parents."¹⁵² Shear proposed that-- "To aid in pupil development and help pupils in problem solving... programs should be carried out at the location of leverage and at the level of least complication and complexity."¹⁵³ Anderson added, "...deployment of team members can become the most crucial aspect of team operations...The member with the expertise in the problem area or method would become the logical choice to 'quarterback' the immediate operation."¹⁵⁴

3. Prevention Services vs. Intervention Services. Writers in the prevention arena seemed to be concerned with the question--what populations should pupil personnel teams serve? A decision to serve all children, Shaw suggested, eliminates "a focus on the remedial therapeutic."¹⁵⁵ Shear, however, indicated a prevention model changes the emphasis of services, but does not eliminate the curative approach-- "In being wise and effective in the early and continuing developmental

¹⁵²R. O. Stripling and W. W. Antenem, "Pupil Personnel Services: Aid to Curriculum Development."

¹⁵³B. Shear, "Team Action in Pupil Personnel," p. 40.

¹⁵⁴R. J. Anderson, "A Model for Developing Team Practice," p. 150.

¹⁵⁵M. C. Shaw, "Role of Pupil Services with Significant Adults," National Association of Secondary School Principals, Vol. 52, Number 324, January, 1968, p. 79.

functions, we will at the same time be adjustive for the 'few' who need it."¹⁵⁶ Rowen said this "does not imply a lessening of direct services ...but rather implies a need to realign existing services..."¹⁵⁷

To have an effective preventative program, pupil personnel teams must enlarge their concept of membership. Membership must include the adults who "have a more significant impact on student lives than we do."¹⁵⁸ Fisher believed that this would in turn allow students to make better educational and occupational decisions.¹⁵⁹

A related issue to membership involved the concerns that the pupil personnel team should address itself to. Ferguson proposed the comprehensive approach by indicating, "...any problem a youngster faces discernable as a variable in his educational development is a proper concern..."¹⁶⁰

Problems in designing and implementing a prevention pupil personnel services approach are noted by some writers. Peters pointed out that preventative approaches are rare because the present system of pupil personnel teams grew out of the desperate needs of students.¹⁶¹ Liddle

¹⁵⁶B. Shear, "Pupil Personnel Services: History and Growth," p. 13.

¹⁵⁷R. B. Rowen, "Pupil Personnel Services Designed to Fit the Child," p. 169.

¹⁵⁸M. C. Shaw, "Role of Pupil Services with Significant Adults," p. 77.

¹⁵⁹J. K. Fisher, "Changing Concepts of Pupil Personnel Services," p. 31.

¹⁶⁰D. G. Ferguson, "Critical Issues in Pupil Personnel Work," p. 21.

¹⁶¹H. J. Peters, "The Pupil Behavioral System" in G. A. Saltzman's and H. J. Peters', eds., Pupil Personnel Services Selected Readings. Columbus, Ohio: F. E. Peacock Publishers, Inc., 1967, p. 103.

and Ferguson added that school systems are not able to hire enough specialists to meet critical needs, let alone personnel to deal with developmental concerns.¹⁶² Landy suggested that the cooperation of teachers would be vital in the preventative enterprise, but that it was not then known how that cooperation could be attained.¹⁶³ Williams indicated that the typical orientation of teams is an interfering factor because the teams focus too much on "...what's the problem? rather than focusing upon measures designed to alter or dissipate potentially problematic situations."¹⁶⁴

4. The "4 C's" of Pupil Personnel Team Interaction. Authors writing about pupil personnel teams used the terms communication, cooperation, coordination, and cohesiveness repeatedly to describe the functioning components of these teams. In the review of the literature for this study, these terms will be referred to as the "4 C's." The terms were used singularly and in various combinations. There was a sense that for each component to become fully operative, it must converge and interface with each of the other functions, yet each term often was discussed as an individual function so that its features were clearly delineated. This approach to individualization of the 4 C's will be used in this study.

¹⁶²G. P. Liddle and D. G. Ferguson, "Leadership for Guidance and Personnel Services," p. 9.

¹⁶³E. Landy, "Implementing Change in Programs of Pupil Personnel Services," p. 39.

¹⁶⁴R. G. Williams, "The Team: What's Wrong with It?" p. 136.

Communication

Communication among team members involved a mutual comprehension of messages and attention to each other's point of view. A complete sharing of information with candor accounts for group movement becoming the responsibility of many rather than one, and thus, served as a vital component of communication.¹⁶⁵

A team engaging in effective communication would not shy away from conflict resolution. A divided team, however, was recognizable by the way it handled conflicts. Here team interactions would be characterized by denial, suppression, and avoidance, rather than open candor.¹⁶⁶

Communication becomes more difficult as many organizational goals were complex and tended to have multiple objectives. This created multiple perceptions as to the means necessary to achieve these goals.¹⁶⁷ When there was confusion and disagreement over role function, lack of communication appeared to be the problem.¹⁶⁸

¹⁶⁵R. Wynn, "Theory and Practice of the Administrative Team," National Association of Elementary School Principals, Arlington, Virginia, 1973, p. 39.

¹⁶⁶D. McGregor, The Professional Manager, cited in Handbook for Organizational Development in Schools, ed. by R. A. Schmuck, et. al., University of Oregon, Center for Advanced Study of Education Administration. Palo Alto, California: National Press Books, 1972, p. 207.

¹⁶⁷D. R. Kingdon, "Team or Group Development: The Development of Dyadic Relationships," Human Relations, Vol. 27, February, 1974, p. 176.

¹⁶⁸W. B. Waetjen, "Policies and Practices in Pupil Personnel Services" in Guidance in American Education III: Needs and Influencing Forces, ed. by E. Landy and A. M. Kroll. Cambridge, Massachusetts: Harvard Graduate School of Education, 1966, p. 228.

Cooperation

Wing, however, indicated that cooperation may also be involved in this problem. Where cooperation, in addition to communication, was haphazard, "duplication of efforts and confusion in roles resulted."¹⁶⁹

Cole said that the best way to decrease role overlap and differential status was a clearly channeled and legitimate authority.¹⁷⁰

Shear stated that when cooperative efforts were occurring on a team, everyone was a receiver as well as a giver. "In the teaming of services, competencies and contributions are different and complementary, not hierarchical." ¹⁷¹

Deutsch insisted that cooperation requires a commitment to a shared task. Competing for mutually exclusive goals within a group disrupts cooperation.¹⁷² He listed six characteristics of cooperative team arrangements:

1. A channel and opportunities for information exchange.
2. The promotion of interdependent goals.
3. The modification of individual roles to facilitate group process.

¹⁶⁹L. Wing, "Staff Development Practices and Potentials," p. 12.

¹⁷⁰W. Cole, "The Effects of Formal Organization, Member Status and Administrative Authority as Related to Cooperative Behavior Among Pupil Personnel Specialists." Unpublished doctoral dissertation, 1970, State University of New York at Buffalo.

¹⁷¹B. Shear, "Team Action in Pupil Personnel," p. 41.

¹⁷²M. Deutsch, "The Effects of Cooperation and Competition Upon Group Process " in Group Dynamics: Research and Theory, ed. by Cartwright and Zander, p. 447.

4. Competencies of all members are used to the best advantage.
5. Acceptance of support from fellow staff members.
6. Mutual influence increases among members.

In a succinct statement that integrated these characteristics and more, Simon said, "cooperation is that which is done by more than one person to facilitate the attainment of commonly shared goals."¹⁷³

Coordination

For coordination to occur on a pupil personnel team, there must be leadership effectiveness. Leadership effectiveness, according to Leavitt, depends on task technology and the motivational patterns of subordinates. Thus, leadership was seen as depending on rational behaviors. Behaviors which fulfill the needs of, and are congruent with, the expectations of the work group.¹⁷⁴

If staff members helped set objectives, they were part of the team.¹⁷⁵ However, one of the main causes of dissatisfaction in working relationships, involving teams, within larger school systems was the feeling that all the big decisions were made without their input.¹⁷⁶

Besides involvement in decision making processes, another important piece of the coordination design was the importance of clearly designated

¹⁷³H. A. Simon, Administrative Behavior, 2nd ed. New York, N.Y.: MacMillan Company, 1957, p. 72.

¹⁷⁴H. J. Leavitt, Managerial Psychology, 3rd ed. Chicago, Illinois: University of Chicago Press, 1972, p. 219.

¹⁷⁵D. L. Hummel and S. J. Bonham, Jr., Pupil Personnel Services in Schools: Organization and Coordination. Chicago, Illinois: Rand McNally and Co., 1968, p. 77.

¹⁷⁶D. R. Kingdon, "Team or Group Development: The Development of Dyadic Relationships," p. 176.

leadership. Where this designation was lacking, "Coordination becomes inefficient at best and competitive at worst with less direct service to children."¹⁷⁷ Where competition occurred, specialists sometimes laid claim to the same territory, resulting in overlapping roles. "This territoriality of function may make specialists feel their roles are circumscribed rather than supported by colleagues."¹⁷⁸ Competition may also result from perceived differential status, in which members of a discipline want to present themselves to the public as a legitimate professional group.¹⁷⁹

From his position of leadership, it thus became endemic for the pupil personnel director to "be supportive of 1) staff goals, 2) staff professional needs, and staff expectations in a prevailing interpersonal atmosphere."¹⁸⁰

Cohesiveness

Of all the components, cohesiveness was perceived by writers in the field as the most emotion invoking component. Cohesiveness was an

¹⁷⁷W. H. Goff, et. al., Pupil Personnel Organization and Administration, Ohio Association of Pupil Personnel Administrators, 1975, p. 13.

¹⁷⁸K. W. Rollins, "Staff and Role Relationships," in R. N. Hatch's, ed., Organization of Pupil Personnel Programs--Issues and Practices. East Lansing, Michigan: Michigan State University Press, 1974, p. 187.

¹⁷⁹J. Zdrale, "The Extent and Importance of Team Functioning as Perceived by Pupil Personnel Directors and Specialists in Michigan, Ohio, and Pennsylvania." Unpublished doctoral dissertation, 1976, Michigan State University.

¹⁸⁰E. P. Hollander and J. W. Julian, "Contemporary Trends in the Analysis of Leadership Processes," cited in R. H. Hall's, Organizations: Structure and Processes. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, p. 247.

achievement that results from a variety of factors which stimulated a magnetic pull drawing each of the members toward the team.

Cartwright and Zander theorized that when cohesiveness was occurring, the following benefits were observed:

- A. Individual staff take on more responsibility for the group more often.
- B. Staff participate more readily in meetings.
- C. Staff persist longer in working toward more different goals.
- D. Staff members remain part of the team longer.
- E. Staff members are more willing to listen and accept the influence of fellow members.
- F. Greater value is placed on team goals.¹⁸¹

Resistance to leaving the team for a similar position elsewhere, and the willingness to 1) receive direction for coordinated action steps in tasks and 2) practice that coordination indicated evidence of cohesiveness.¹⁸²

Kingdon indicated that complex tasks contributed to interpersonal conflict, and the more means there were to achieve a myriad of goals (that are valued by team members), the more differences increase.¹⁸³

Cohesiveness was also affected by the voluntary nature of team membership. When membership was required, cohesiveness tended to

¹⁸¹D. Cartwright and A. Zander, eds., Group Dynamics: Research and Theory. New York, N.Y.: Harper and Row Publishers, 1960, p. 77.

¹⁸²D. Cartwright and A. Zander, eds., Group Dynamics: Research and Theory, p. 72.

¹⁸³D. R. Kingdon, "Team or Group Development: The Development of Dyadic Relationships," p. 176.

diminish.¹⁸⁴ Cohesiveness was sure to be lost though if the team members could not identify with the organization.¹⁸⁵

5. Evaluation of Pupil Personnel Teams. Sussman, in one of the few theoretical articles on this subject, indicated that evaluations should be of three types:

- A. Ongoing self-evaluations, using audio and video tape recordings, checklists, and discussion sessions.
- B. Informal evaluations, which would take place through routine interactions between team members.
- C. The year end team conference which should provide a mechanism for evaluating the team processes for the preceding months.¹⁸⁶

Of the process of evaluations, Anderson said, "Evaluation activities provide the criteria for self-monitoring of the team, plus the data for demonstrating accountability to the school community."¹⁸⁷

Shear, although not focusing on the critical incident technique, stressed that evaluations would improve the team's processes and the programs these personnel use to serve students when they started reporting failures as well as successes.¹⁸⁸

Application

There were three issues involved in the functioning of pupil personnel teams. These issues involved research studies done in the

¹⁸⁴D. Cartwright and A. Zander, eds., Group Dynamics: Research and Theory, p. 77.

¹⁸⁵V. A. Thompson, Modern Organizations, New York, N.Y.: Alfred A. Knopf, 1966, p. 99.

¹⁸⁶C. Sussman, "Guide to the Pupil Services Team Conference," p. 82.

¹⁸⁷R. J. Anderson, "A Model for Developing Team Practice," p. 149.

¹⁸⁸B. Shear, "Pupil Personnel Services: History and Growth," p. 13.

areas of 1) organization and administration of pupil personnel teams, 2) role and function of pupil personnel team members, and 3) evaluation of pupil personnel teams.

1. Organization and Administration of Pupil Personnel Teams.

Voorhees found in 1960 that the type of school district (industrial, rural, racial, etc.) influenced "the range of special services required, the organizational theory needed, and the field of curricula offered."¹⁸⁹ Barbarosh's data ten years later indicated that the type, size and extent of pupil personnel services was influenced by the size of the district.¹⁹⁰

Voorhees data indicated that there was a great deal of difference between the planning of pupil personnel services and what occurred in practice, particularly in districts over 50,000 pupils. Cooperation planned in relation to teaming (particularly in districts over 50,000 students) typically gave way to competition, overlapping services, and "sloughing off problems to other personnel."¹⁹¹ Voorhees suggested that the administrative structure of the pupil personnel services needed to change.

In 1964-65, Fisher found that pupil personnel teams in 62% of the cases were organized in an informal fashion with specialists meeting to

¹⁸⁹L. B. Voorhees, "A Descriptive Study of Pupil Personnel Services in Selected School Districts," p. 113.

¹⁹⁰B. Barbarosh, "Administrator of Pupil Personnel Services in New Jersey Public Schools." Unpublished doctoral dissertation, 1970, Yeshiva University.

¹⁹¹L. B. Voorhees, "A Descriptive Study of Pupil Personnel Services in Selected School Districts," p. 116.

exchange information out of a central based office for all the pupil personnel services. Fisher found this consistency in districts ranging from 100,000 pupils to 300 pupils.¹⁹²

In 1970, Wahl looked at selected school districts in the western states and found that despite a perceived lack of effectiveness on the part of instructional staff, there was a general administrative reluctance to change anything to do with pupil personnel services. He also found that districts did not maintain the minimum complement of pupil personnel services that was indicated as necessary by professional organizations and state departments of education.¹⁹³

In other independent studies, around the same time period, Joliff¹⁹⁴ and Farley¹⁹⁵ reached similar conclusions.

The data from Marlette's study indicated there was a national commitment to change in pupil personnel services; organizational and administrative components of this change were: 1) greater emphasis on accountability, 2) increased use of paraprofessionals, 3) a merger of

¹⁹²J. K. Fisher, "Role Perceptions and Characteristics of Attendance Coordinators, Psychologists, and Social Workers," p. 128.

¹⁹³E. E. Wahl, "Organization and Administration of Pupil Personnel Services in Selected West North Central School Systems." Unpublished doctoral dissertation, 1970, University of Nebraska.

¹⁹⁴D. L. Joliff, "The Effects of an Intensive Workshop Experience on the Development and Function of Pupil Personnel Services Teams in Selected School Districts." Unpublished doctoral dissertation, 1971, Southern Illinois University.

¹⁹⁵S. Farley, "The Administration of Pupil Personnel Services: A Model Development and Its Application to Kentucky Schools." Unpublished doctoral dissertation, 1969, University of Kentucky.

special education and pupil personnel services, and 4) expanding services of all types for the handicapped.¹⁹⁶

In 1973, Gamsky detailed a pupil personnel team model designed to provide 1) a large school district with a total complement of pupil personnel services in a team operation, and 2) two small school districts with a team composed of like pupil personnel disciplines as that of the large school district.¹⁹⁷

Organizationally, the teams were considered to supplement and complement the instructional and administrative components. Four broad organizational goals were chosen: 1) establish pupil personnel services in school districts with few or no services, 2) provide local districts with a team model they could use in developing their own services, 3) serve as a remediation resource for dealing with specific students experiencing difficulty in adjusting to the school situation, and 4) serve as a preventative resource by contributing to the optimal development of all pupils by having a positive impact on the total school environment. Analysis of the study's data indicates the school district's personnel felt these goals were met through the team service model.¹⁹⁸

Another large study looking at organizational and administrative concerns was done in California by the state department of education

¹⁹⁶F. R. Marlette, "North Carolina Pupil Personnel Services Programs in 1972 Compared to National Trends." Unpublished doctoral dissertation, 1973, University of North Carolina at Chapel Hill.

¹⁹⁷N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," p. 15.

¹⁹⁸Ibid., p. 15.

who asked for a needs assessment with regard to the needs and problems of individuals and society as they relate to pupil personnel services. When these needs were identified, local school districts submitted plans for dealing with the identified needs. Thus, pupil personnel teams were being examined as a major change agent in current societal problems that were having an impact on schools.¹⁹⁹

In 1976, a study done at the University of Pittsburgh concluded that when pupil personnel teams were organized from those who had participated in course work emphasizing the interdisciplinary team process, they were better able to interact and work with a number of different people including teachers, parents, and administrators. The most important recommendation of this study was that pupil personnel team members should not be trained in isolation from teachers, parents, and administrators.²⁰⁰

2. Role and Function of Pupil Personnel Team Members. Studies involving the role and function of pupil personnel team disciplines consistently examined the psychologist, social worker, counselor, and attendance worker to the exclusion of other disciplines such as the nurse and speech pathologist.

Fisher examined social worker, psychologist, and attendance coordinator perceptions of themselves and each other in terms of availability

¹⁹⁹Pupil Personnel Services in California Public Schools: Needs, Problems, and a Plan for Solutions. State Department of Education, Sacramento, California, Bureau of Pupil Personnel Services, p. 101.

²⁰⁰Report of Satellite Center Activities, "Pupil Personnel Services: Training Professionals to Anticipate the Challenges of the Future." University of Pittsburgh, Department of Counselor Education, January, 1976, p. 115.

for direct service. He also had these three disciplines rank nine school disciplines in terms of 27 different activities: 1) handled presently, and 2) in terms of who should be handling these situations ideally.

He found that social workers saw themselves as most available and performing the listed functions.²⁰¹

Milsom found that while there was a great deal of overlap in counselor, psychologist, and social worker functions, the roles that 50 to 70 percent of the elementary counselors performed are roles performed by a smaller percentage of social workers and psychologists.²⁰²

Using a survey questionnaire, Wahl determined that attendance workers and social workers tended to share more functions than other specialists. His results also suggested that pupil personnel specialists should modify their clinical approach to allow more time for a consultative approach.²⁰³

In testing the hypothesis that cooperation is necessary to the success of specialist interaction, Cole found that predicted relationships between preciseness of role definition, coordination, and specialist cooperation were not statistically significant.²⁰⁴

²⁰¹J. K. Fisher, "Role Perceptions and Characteristics of Attendance Coordinators, Psychologists, and Social Workers," p. 129.

²⁰²C. J. Milsom, "A Description of the Role of the Elementary School Counselor in Colorado, and How that Role Compares with Those of Other Pupil Personnel Workers." University of Northern Colorado, 1969.

²⁰³E. Wahl, "Organization and Administration of Selected West North Central School Systems," ABSTRACT.

²⁰⁴N. M. Cole, "The Effect of Formal Organization Members Status and Administrative Authority as Related to Cooperative Behavior Among Pupil Personnel Specialists." Unpublished doctoral dissertation, 1970, State University of New York at Buffalo.

In another study of pupil personnel perceptions of each other, Christenson's results suggested that problems in interprofessional communication interfered with an accurate perception of each specialist's understanding of the counselor's function.²⁰⁵

Gamsky determined the role and function of the pupil personnel teams in his study by taking into account existing instructional staff competencies and community resources for dealing with the unique nature and needs of the students within the school systems to be served. Depending on the nature of the referral concern, the pupil personnel team provided direct or indirect services within the context of a preventative, remedial, or developmental model.²⁰⁶

3. Evaluation of Pupil Personnel Teams. Croker, in evaluating the effect of pupil personnel services as they relate to the achievement of elementary school students, found a 1) positive relationship between the amount and variety of pupil personnel services offered and achievement in reading and reading related skills, and 2) a positive relationship where pupil personnel services were offered and the achievement of male students.²⁰⁷

Gamsky's data indicated that behavioral problems were handled more ideally in districts where there was a full complement of pupil personnel

²⁰⁵O. J. Christenson, "A Comparison of School Counselors' Perceptions of their Functions with the Perceptions of Counselors' Functions of Other Members of Pupil Personnel Services in the Tacoma Public Schools." Unpublished doctoral dissertation, 1972, Montana State University.

²⁰⁶N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," p. 13.

²⁰⁷F. R. Croker, "The Relationship of Pupil Personnel Services to Achievement of Elementary Pupils in Eight Selected Cobb County Schools," Auburn University, 1973.

services than in districts where there were only individual disciplines operating. Gamsky stated, however, that the data pointed toward trends as the data was not statistically significant.²⁰⁸

Summary

The review of literature for this study focused on two major areas: 1) the Critical Incident Technique (CIT) and its uses, and 2) literature related to pupil personnel teams.

Among its many applied uses, the CIT was used to examine the effectiveness and ineffectiveness of some educational groups and specific pupil personnel specialties. There were no studies identified, however, that examined the effectiveness and ineffectiveness of pupil personnel teams.

Literature related to pupil personnel teams was examined in terms of the pupil personnel generalist (principals and teachers) component and the pupil personnel specialist component. Each component was addressed in terms of theoretical and applied studies. Both theoretical and applied studies related to the relationship between teachers and teams indicated that further study must be done to determine models that would be effective in generating appropriate relationships between teachers and the team.

While there seemed to be general agreement that PPS exists to facilitate the instructional component, when teachers were asked to evaluate PPS, they tended, across studies, to see the specialist as not having a clearly defined role and function. On the other side,

²⁰⁸N. R. Gamsky, "An Effective Team Approach to Pupil Personnel Programs for Wisconsin," p. 30.

specialists felt teachers should engage in self-examination regarding their assumptions about PPS. Thus, the interactive relationship between instructional and PPS components did not appear to be operating effectively.

Studies focused on the relationship between principals and teams indicated that the principal's role involves: 1) staff and program development, 2) planning for prevention models, and 3) student referrals.

The principal also finds himself 1) in the role of an evaluator, and 2) as a participant in direct and indirect activities related to pupil personnel services. As an evaluator, principals generally were supportive of PPS efforts. After exposure to PPS, principals tended to want to look for mechanisms to increase communication and increase coordination between themselves, their instructional staffs, and pupil personnel services.

Over the last decade, principals indicated that the types of services needed from PPS have remained similar in terms of analyzing individual differences, pupil assignments, and pupil assessment and development.

Literature aimed at the specialist component focused on 1) the organization and administration of PPS, 2) the role and function of the specialist, 3) the issues of preventative vs. intervention services, 4) an examination of communication, coordination, cooperation and cohesion skills, and 5) evaluation methods of PPS. These five areas served as bases for generating discussions of strengths and problem areas within the teams.

Chapter III

Design and Procedures of the Study

Introduction

This study was designed to identify and describe effective and ineffective team behaviors of a Pupil Services Center staff.

The primary research instrument used was the Critical Incident Technique (CIT). The CIT served two purposes: 1) a means of gathering data, and 2) a procedure for analyzing the data. The data were identified and analyzed in terms of research questions proposed prior to the gathering of data.

Elementary school principals and elementary school teachers in their roles as pupil personnel generalists and pupil personnel specialists acted as competent observers of interdisciplinary team functioning. The responses were analyzed in total and according to each group of participants.

Population and Samples Used

The population for this study was made up of all elementary school teachers and principals who have submitted referrals to Pupil Services Centers (PSC), and pupil personnel specialists who manned the PSC's and responded to the referrals in the Lansing School District in Michigan.

From this population: 1) all 44 principals, all 44 pupil personnel specialists (operating in Pupil Services Center teams) were selected, and 2) fifty-four teachers, 10% of the population of teachers making referrals, were randomly sampled by numbering them, and then selecting them through the use of a random table of numbers. In accordance with the CIT, preparation was made to take additional samples from the teacher group, if new categories of significant PSC team behavior occurred from

this group. Checks for new categories of significant pupil personnel team behavior occurred after: 1) the first 100 significant incidents were obtained from respondents, and 2) the next 50 significant incidents were obtained from respondents.

The Lansing School District was chosen for this study for the following reasons:

- A. The district received a grant from the State of Michigan to develop demonstration and dissemination materials about its pupil personnel teams at the elementary school level. This grant indicates that the Lansing School District's organization and administration of pupil personnel teams might act as a model for other school districts that desired to implement or improve on existing pupil personnel teams.
- B. The district has been organizing and administering pupil personnel services through the team approach for a number of years.

The following information describes three characteristics of the district that show its structure from which the information in this study is drawn:

- A. The size of the school district
- B. The ethnic characteristics of professional staff and students at the elementary school level.
- C. The organization and administration of the pupil personnel teams at the elementary school level.

Size of the School District

The Lansing School District at the time of this study consisted of approximately 1,500 administrators, teachers, and pupil personnel specialists serving in combination or singularly: 1) the district as a whole, 2) adult education, 3) special education, 4) secondary education, and/or 5) elementary education. The district provided educational services to approximately 45,000 persons, adults and children.

Ethnic Characteristics of Elementary School Professional Staff and Children

This study focused on the elementary school level of the Lansing School District. At this level, at the time of this study, there were 794 teachers, 44 pupil personnel specialists, and 44 principals serving at 47 schools, consisting of 16,734 children.

The ethnic composition at the time of this study for administration, instruction, and pupil personnel services is listed below in Table 1 by number and percentage.

Table 1
Ethnic Composition
Lansing School District
Elementary School Professional Personnel

	PRINCIPALS		TEACHERS		PUPIL PERSONNEL SPECIALISTS	
	No.	%	No.	%	No.	%
Caucasian	33	75	628	85.4	39	66.1
Black	9	20	94	12.6	12	20.3
Spanish	2	05	13	1.8	6	10.2
Oriental	0	00	0	0.0	1	1.7
Other	<u>0</u>	<u>00</u>	<u>1</u>	<u>.2</u>	<u>1</u>	<u>1.7</u>
	44	100	735	100.0	59	100.0

Grades K-5 are represented in the Lansing School District's elementary schools. The ethnic composition for these grades is listed in Table 2 by numbers and percentages.

Table 2

Ethnic Composition
Lansing School District
Elementary School Children (100.0%)

<u>Caucasian</u>		<u>Black</u>		<u>Spanish</u>		<u>American Indian</u>		<u>Other</u>	
No.	%	No.	%	No.	%	No.	%	No.	%
11,798	70.5	2,988	17.9	1,592	9.5	166	.9	190	1.2

Organization and Administration of Elementary School Pupil Personnel Teams

Pupil personnel teams, called Pupil Services Centers, in the Lansing School District were organized into four teams, at the time of this study. Each team was based in an elementary school and served the referral needs of that school and other schools in a geographically defined area. Thus, four pupil personnel teams served all 47 elementary schools in the district, without an overlap of services.

Long range concerns were under the centralized direction of the Director of Pupil Personnel Services for the Lansing School District and these concerns were developed and implemented through monthly meetings with team leaders (area principals). The day to day concerns of the pupil personnel teams were decentralized and administered by an area principal. The area principal's principle function was as a principal to whom school based principals within a certain geographic area were responsible. Each PSC team served the geographic area that was administered by the team leader (area principal). As the administrator for a pupil personnel team, an area principal served as a liaison between elementary schools and the team, and acted as a coordinator of team activities within the team structure.

Methodology Used to Develop Significant Behaviors

A form letter and a form booklet containing instructions and recording sheets were sent to each respondent. These materials were evaluated in terms of the procedures called the Critical Incident Technique (CIT) developed by John C. Flanagan.

Generally, the CIT can be considered as a process that involves the reporting of incidents that reveal whether an activity has been carried out effectively or ineffectively. In this study, pupil personnel generalists and pupil personnel specialists determined if referrals handled by pupil personnel teams were effective or ineffective.

While the CIT does not consist of a rigid set of principles,²⁰⁹ the process does consist of five specific steps:

1. Establishment of the general aim of the activity: a statement clarifying the purpose or aim of the study. Potential respondents are asked to agree or disagree with this aim.

2. Development of plans and specifications for collecting incidents regarding the activity: potential respondents are given an explanation of the methods they will use in reporting their observations.

3. Collection of the data: the method of obtaining the data either by interview and/or questionnaire.

4. Analysis of the data: categorical systematization of the obtained data.

5. Interpretation and presentation of the data: reporting the results of the study.

²⁰⁹J. C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, July, 1954, p. 335.

This study incorporated the previously noted five steps of the CIT in the following ways:

1. Establishment of General Aim of the Activity

The following statement was presented to counselor-educators at Michigan State University's College of Education who have expertise in pupil personnel work to determine the acceptability of the aim:

A general aim of pupil personnel services operating in a team concept is to work effectively with the instructional and administrative components through referrals to enhance the goals of the educational process.

2. Development of Plans and Specifications for Collecting Incidents

Regarding the Activity

Elementary school teachers and elementary school principals as well as pupil personnel specialists were chosen as respondents for the study for the following reasons:

- A. By the nature of their primary roles, principals, teachers, and pupil personnel specialists observe and interact with students and their parents on a regular basis.
- B. Principals, teachers, and pupil personnel specialists are experts in the administrative, instructional, and pupil personnel services areas respectively, the three major components of the educational process.
- C. Principals and teachers in their roles as pupil personnel generalists converge and interface their skills, in the handling of referrals, with the skills of pupil personnel specialists to maximize educational opportunities for students.
- D. All teachers and principals have participated in an in-service meeting where pupil personnel services have described team procedures and specialist duties.

A cover letter was sent to each respondent that included the following:

- A. An appeal for the respondent's participation.

- B. Information that abstracts would be made available at the administrative offices for anyone in the school district after the study was completed.
- C. Notice that all responses would be anonymous.
- D. An explanation that completion of the report forms would take approximately one hour.
- E. An invitation for potential respondents to call the investigator regarding any concerns associated with the study.

A sample of this cover letter is in Appendix A. The cover letter, instructions, and recording sheets were printed on 8½" x 11" sheets.

The respondents were asked to report up to four significant incidents. Two significant incidents involved the reporting of effectively handled referrals. Two significant incidents involved the reporting of ineffectively handled referrals. This number satisfied the need for brevity, as Corbally determined that asking for a greater number of significant incidents discouraged respondents from participating in a study.²¹⁰ The respondents were asked to report only significant incidents with which they had direct first hand knowledge.

Emphasis was placed on the importance of the respondents statements reflecting his own judgement. His own judgement being how effectively or ineffectively the pupil personnel teams handled referrals. Flanagan emphasized, "It is important that these behaviors be identified by those who describe them as especially effective according to their own standards, not those of any outside person or group..."²¹¹

The incidents reported were those which had occurred from 1975 until the end of 1977 in the Lansing School District.

²¹⁰J. E. Corbally, Jr., "A Study of the Critical Elements of School Board Community Relations." Unpublished doctoral dissertation, 1955, University of California.

²¹¹J. C. Flanagan, "Critical Requirements for Research Personnel," American Institute for Research, Pittsburgh, 1949, p. 6.

Instructions were given in detail so that the respondents would know exactly how to complete the report forms. Examples of significant incidents were provided in the report form to clarify the instructions. These incidents demonstrated three examples of effective pupil personnel team activities in handling referrals and three examples of ineffective pupil personnel team activities in handling referrals. A sample of the instructions is found in Appendix B.

3. Collection of the Data

The data in this study were collected by means of a questionnaire report form. The information gathered by this approach seems to be essentially the same as that gathered by the interview approach.²¹² Corbally confirmed this in his dissertation by using both questionnaire and interview approaches for information gathering.²¹³ Corbally found the interview approach to be time consuming and concluded "the questionnaire method is, thus, the only practical method for a single researcher to use in utilizing the CIT."²¹⁴

The cover letter, instructions, and recording sheets were mailed to 54 teachers, 44 principals, and 44 pupil personnel specialists with a self-addressed postage-paid envelope provided for each respondent.

Attempts to encourage participation were noted in the cover letter, each respondent was encouraged to call the investigator about any questions concerning the study, and it was noted that abstracts of the study would be made available through the office of the Director of Pupil Personnel Services.

²¹²J. C. Flanagan, "The Critical Incident Technique."

²¹³J. E. Corbally, Jr., "A Study of the Critical Elements of School Board Community Relations." Unpublished doctoral dissertation, 1955, University of California.

²¹⁴Ibid., p. 247

The report forms were mailed out in early 1977. After four weeks, the principal at each elementary school in the Lansing School District where there is a potential participating principal, one or more teachers, and/or one or more pupil personnel specialists was asked to remind the potential participants via the school's staff communication procedure (intercom, bulletin, etc.) to return their report forms if they wished to participate. This procedure was followed again in May, 1977. In the fall of 1977, the responses from pupil personnel specialists was still minimal. An opportunity to present the research study to the monthly meeting of area principals was granted by the Director of Pupil Personnel Services. After this presentation, an invitation was extended to present the study to the four interdisciplinary teams in the district. After the presentation to the interdisciplinary teams, no further attempts were made to encourage respondent participation. The final report form was received in December, 1977.

4. Analysis of the Data

As suggested by Flanagan, the data was analyzed in a descriptive manner according to the investigator's grouping of incidents and elements of pupil personnel team behaviors, as those behaviors were reported. A check of the investigator's classification of incidents and elements was made by a professional researcher in pupil personnel services at Michigan State University.

When a report form was returned, the data were transferred to 3" X 5" cards and were labeled data records. A data record was used for each incident reported by the respondents, and each incident was given a number in the order in which it was received. The elements were extracted from each incident and recorded on that particular data record card.

The following information was listed in a row at the top of each data record card:

- A. The number of the incident.
- B. The respondent type--Principal (P), Teacher (T), Speech Pathologist (ST), School Psychologist (SP), School Social Worker (SW), or School Nurse (SN).
- C. The responses to the general aim of the pupil personnel team--either Yes (Y) or No (N).
- D. Category of the incident--either Effective (E) or Ineffective (I).

The incidents were then analyzed so as to extract the significant elements. This extraction procedure is discussed within the context of number 5. Interpretation of the data.

In analyzing the data in a descriptive way, Flanagan has established a framework for the classification of incidents based on:

- A. The respondent--reporter of the incident.
- B. The investigator--recorder and evaluator of the responses.

A check was made on the first 100 reported incidents and again after the next 50 reported incidents. This was done in order to determine that no new types of incidents or no new patterns of pupil personnel team behavior had occurred in the collection and analysis of the data. If new categories of incidents had occurred, an additional 50 incidents would have been repeatedly gathered from the random sampled group (teachers) until no incidents occurred.²¹⁵

The basic outline for the data analysis by the CIT procedure was in terms of isolating significant elements from significant incidents.

²¹⁵J. C. Flanagan, "The Critical Incident Technique," p. 343.

Where duplication occurred, with a frequency of two or more significant elements, in the pupil personnel team behaviors (significant elements) listed, these elements were consolidated into refined elements; thus, reducing the number of listed behaviors (elements) without loss of meaning. The number of elements included in each refined element was noted in the reporting. The significant areas, the grouping of refined elements, was the last stage in the analysis of data.

5. Interpretation and Reporting of the Data

It was assumed that the interpretation and reporting of data was a synthesis of significant incidents reported by respondents and analyzed by the investigator in accordance with the CIT procedure. That is, information that was reported as effective and ineffective Pupil Services Center team behavior, and analyzed in terms of significant elements, refined elements, and significant areas. To legitimize the synthesis of the data, the following two concerns are discussed: A) validity of the information collected and analyzed, and B) a procedure for extracting significant elements, refined elements, and significant areas; and interpreting this data in terms of the stated research questions.

About validity, Flanagan says:

"If the sample is representative, the judges well qualified, the types of judgements appropriate and well defined, and the procedures for observing and reporting such that incidents are reported accurately, the stated requirements can be expected to be comprehensive, detailed, and valid..."²¹⁶

Thus, in this study, elementary school principals, pupil personnel specialists, and a random sample of elementary school teachers in the Lansing School District who related to the general aim and where the

²¹⁶J. C. Flanagan, "The Critical Incident Technique," p. 343.

plans and specifications for collecting data were developed, the data collected and analyzed in accordance with the procedures set forth by the Critical Incident Technique developed by John C. Flanagan, then the criteria for interpretation, that is validity, was established.

The following procedure was developed and used to accurately and consistently extract significant elements, refined elements, and significant areas; and interpreting this data in terms of the stated research questions.

1. Look for action verbs in relation to a pupil personnel team member or members on the respondents report form.
2. Copy the sentence verbatim, that indicates the pupil personnel team member(s) taking action, on a 3" X 5" index card. It should be remembered that each of these cards has the following information coded at the top of the card--A) the number of the incident, B) the respondent's type, C) the response to the general aim of the pupil personnel team, and D) category of the incident.
3. Generally describe the nature of the activity in five words or less (in a different colored ink) below the copied sentence. For example, counseling with groups.
4. Where two or more duplicated verbatim activities occur (usually each activity is on a separate 3" X 5" index card), put a rubber band around these cards with a slip of paper indicating these are refined elements.
5. Develop significant areas from the significant elements, pupil personnel team behaviors, by reorganizing the 3" X 5" cards into piles based upon the information noted in step 3 of this procedure. That information was based on a description of the general activity in five words or less.
6. Record on an 8½" X 11" sheet of paper, the significant areas and the significant elements that constitutes each significant area. Where refined elements occur as a constituent part of the significant area, note in parentheses next to each refined element, the number of significant elements which made up the refined element.
7. Utilizing the information recorded in step 6 of this procedure, it is then possible to answer the stated research questions by reorganizing the 3" X 5" index cards in relation to the coded information at the top of each of the index cards. For example, to determine what behaviors principals

reported, all the index cards with a 'P' at the top would be grouped together, and the significant areas, significant elements, and refined elements on each card noted on a copy of the 8½" x 11" sheet (that had been designated for principals in the example). Thus, a tally of behaviors reported by principals is recorded. Percentage of responses can then be determined for each significant area, significant element, and refined element.

8. Put the 3" x 5" cards away for two weeks and repeat steps 1-7 of this procedure. Compare the results of the first procedure with the repeated procedure; this is an internal control approach for determining the consistency of steps 1-7 of this procedure.
9. Submit the cards, procedure, and recorded results to another professional researcher he deems advisable. He or she will then follow steps 1-7 of this procedure and compare the results with the results of the primary researcher as an external approach for validating steps 1-7 of this procedure.

By cross-validating the information collected and analyzed, and utilizing the procedure above, interpretation and reporting the data should be accurate and consistent.

Pre-testing Procedures

Before the letter of introduction and report form were sent to each potential respondent, the material was reviewed by two groups: 1) the doctoral guidance committee for this study and 2) a field group from the Lansing School District consisting of two teachers, two principals, and two pupil personnel specialists.

The following changes in the structure and content of the letter to the respondents and the accompanying report form were made after meeting with the Michigan State University doctoral guidance committee:

1. The letter was shortened and personalized.
2. Specific pupil personnel specialists were listed along with teachers and principals under the "primary role that you perform" component of the report form. The specialty areas listed were: school social worker, school nurse, school psychologist, and speech pathologist.

3. The sheets to be filled out by the respondents were alternated between effective and ineffective in the following sequence: First Effectively Handled Referral, First Ineffectively Handled Referral, Second Effectively Handled Referral, and Second Ineffectively Handled Referral. This sequencing was done to effect the widest range of responses.

The report format was then presented to two teachers, two principals, and two pupil personnel specialists for further suggestions and comments. It was suggested that the letter be altered to eliminate any references to the study being of interest to or under the auspices of the Director of Pupil Personnel Services. It was felt these kinds of references would make respondents less than candid if they responded to the report format at all.

It was commented upon that a full school year should be given for completion of the report form because educational professionals in the Lansing School District were requested on a regular basis to participate in a number of research studies, and they were contractually committed to having to participate in only a limited number of these studies.

All references to the Director of Pupil Personnel Services were eliminated except that copies of the abstract of this study would be available in the Director's office if any one of the respondents wished to have one. The comment from the field group was adhered to by accepting the respondent's return of the report form from January, 1977, through December, 1977.

Summary

A brief introduction reviewed: The purpose of the study, the types of respondents and the context in which their responses would be analyzed, the research instrument and its functions, and how the data would be analyzed.

The population and samples of the study were drawn from the Lansing School District. A sample of 54 teachers, and the total population of principals and pupil personnel specialists (44 each) were used as respondents. The reasons why the Lansing School District was chosen for the study, the size of the district, its ethnic characteristics in terms of staff and students, and the organizational and administrative structure of its pupil personnel teams were discussed.

The methodology used to identify significant behaviors was discussed in terms of the five steps of the Critical Incident Technique. These steps were:

1. Establishment of the general aim of the study.
2. Development of the plans and specifications for collecting data from the respondents regarding the activities that the respondents are reporting on.
3. Collection of the data on report forms.
4. Analysis of the data from the report forms.
5. Interpretation and presentation of the data through an examination of validity and consistency procedures.

Prior to materials being sent to respondents, the material was reviewed by two groups: 1) a group of professional researchers comprising the doctoral guidance committee for this study, and 2) a field group consisting of two teachers, two principals, and two pupil personnel specialists. The changes recommended by the two groups were discussed in terms of their incorporation into the report format structure.

The intent of the discussion within the three major sections of this chapter (introduction, population and samples used, and methodology used to develop significant behaviors) was to provide the reader with a framework for understanding the findings of the data, the text of Chapter IV.

Chapter IV

Analysis of the Data

Introduction

This chapter has two components. First, the findings of this study will be reported. Second, brief comments will be made on these findings.

The findings of this study are presented in terms of the principles of the Critical Incident Technique and in response to the research questions stated in Chapter I of this study.

In an effort to assist the reader in understanding the findings of this study, a brief review of the terminology used throughout the study is presented in the first section of this chapter.

Section I

Terminology Used in the Study

The first group of respondents used in this study consisted of elementary school teachers and elementary school principals from the Lansing, Michigan School District who were involved in the referral process to pupil personnel teams in that school district. This group was referred to as pupil personnel generalists (an external group making referrals to a pupil personnel team), and the symbol (T) was used to designate teachers and the symbol (P) was used to designate principals in the data collection and data analysis for this study.

The second group of respondents used in this study consisted of school psychologists, speech pathologists, school social workers, and school nurses who worked on elementary school pupil personnel teams (referred to as Pupil Services Centers) in the Lansing, Michigan School District. This group was referred to as pupil personnel specialists

(an internal group accepting referrals from pupil personnel generalists). The following symbols were used to designate these specialists in the data collection and data analysis for this study:

SP -- School Psychologist
ST -- Speech Pathologist
SW -- School Social Worker
SN -- School Nurse

All incidents reported by both groups of respondents were considered significant incidents since the respondents were asked to report only those incidents in which they had first hand knowledge of Pupil Services Center team behaviors that had a connection with the referral process. The respondents were asked to report a maximum of two effective incidents involving Pupil Services Center team behavior, and a maximum of two ineffective incidents involving Pupil Services Center team behaviors.

Respondents were also asked to report whether they agreed or disagreed with the general aim of the team approach. All incidents were used whether the respondents agreed or disagreed with this general aim. The general aim was:

A general aim of pupil personnel services operating in a team concept is to work effectively with the instructional and administrative components through referrals to enhance the goals of the educational process.

To repeat, all reported incidents were considered significant. Significant incidents were reported in two categories, effective incidents and ineffective incidents. An effective incident was an incident in which, according to the judgement of the respondent, Pupil Services Center teams handled a referral effectively. An ineffective incident was an incident in which, according to the judgement of the respondent, Pupil Services Center teams did not handle a referral effectively.

Each reported incident contained one or more specific behaviors (activities) exhibited by one or more of the Pupil Services Center team members. These behaviors (activities) were defined as elements, that is, parts of the incident that had been extracted from the reported incident. Because all of the extracted elements were taken from significant incidents, each element was considered a significant element.

The significant elements were considered effective elements if they were drawn from effective incidents. The significant elements were considered ineffective elements if they were drawn from ineffective incidents.

In the process of identifying elements, it was noted that across incidents elements similar in content would recur. In order to make the data easier to analyze, groups of very similar or identical elements were combined and treated as singular elements. Singular elements formulated in this manner were labeled refined elements. In the reporting of findings section of this chapter, the total number of elements used to formulate a refined element are stated.

Refined elements and those which could not be refined were synthesized by a common content into larger categories defined as significant areas.

Comments

The following information pertains to the rate of response by the participants in the study.

	<u>RESPONDENTS SOLICITED</u>	<u>NUMBER RESPONDING</u>	<u>PERCENT</u>
1.	54 Teachers (10%)	30	56%
2.	44 Principals (100%)	12	27%
3.	44 Specialists (100%)	19	43%
A.	8 School Psychologists	5	62%
B.	8 Speech Pathologists	3	38%
C.	20 School Social Workers	7	35%
D.	8 School Nurses	4	50%

Of the study's 61 respondents, 58 (95%) agreed with the following general aim of the team approach:

A general aim of pupil personnel services operating in a team concept is to work effectively with the instructional and administrative components through referrals to enhance the goals of the educational process.

Of the study's 61 respondents, 3 (5%) disagreed in some manner with this general aim. Regardless of the respondents' replies to this aim, all of them reported incidents related to the above statements. Since all of the reported incidents and elements were related to the purpose of this investigation, all were used in the analysis of data.

Section II

Critical Incident Technique (CIT) Findings

CIT Data on Significant Incidents

A total of 152 significant incidents were reported by 61 respondents. Of these, 63 were effective incidents and 89 were ineffective incidents. A detailed account of these effective and ineffective incidents is present across pupil personnel generalist respondents and pupil personnel specialist respondents in Table 3. The number in parenthesis next to the respondent is the number of individuals in that category.

Comments

The data in Table 3 indicates that effective incidents generated across pupil personnel specialists and pupil personnel generalists

accounted for 41% of the total number of incidents reported. Ineffective incidents accounted for 59% of the total number of incidents reported.

Respondent groups returned more ineffective incidents than effective incidents with the exception of School Social Workers. This group reported more effective incidents than ineffective incidents, and accounted for 18% of the total number of effective incidents reported, and accounted for 10% of the total number of ineffective incidents reported.

Table 3

Significant Incidents Reported by Pupil Personnel
Generalists and Pupil Personnel Specialists

RESPONDENTS	EFFECTIVE INCIDENTS	EFFECTIVE INCIDENTS (%)	INEFFECTIVE INCIDENTS	INEFFECTIVE INCIDENTS (%)	TOTAL EFFECTIVE & INEFFECTIVE INCIDENTS	TOTAL EFFECTIVE & INEFFECTIVE INCIDENTS (%)
Teachers	24	38	33	37	57	38
Principals	16	25	21	24	37	24
Pupil Personnel Generalist Total	<u>40</u>	63	<u>54</u>	61	<u>94</u>	62
School Psychologists	5	8	15	17	20	13
Speech Pathologists	3	5	6	7	9	6
School Social Workers	11	18	9	10	20	13
School Nurses	4	6	5	5	9	6
Pupil Personnel Specialist Total	<u>23</u>	37	<u>35</u>	39	<u>58</u>	38
Pupil Personnel Generalists and Specialists Total	<u><u>63</u></u>	41%	<u><u>89</u></u>	59%	<u><u>152</u></u>	100%

CIT Data on Significant Elements and Significant Areas

A total of 240 significant elements were extracted from 152 significant incidents. These elements represent pupil personnel team behaviors (activities) that relate to the referral process involving these teams.

Of the significant elements extracted, 99 were found to be effective elements and 141 were found to be ineffective elements.

Many of the 240 elements were found to be similar in content, and were grouped into 28 refined elements to prevent duplication and provide clarity in the reporting. Thus, a refined element consisted of a group of elements very similar in content and was treated as a singular element.

The 28 refined elements and three additional elements are reported under the rubric of their respective significant areas.

The significant areas that encompass refined and additional elements are:

- AREA I. Pupil Services Center Team Behaviors (Activities)
as a Function of Pre-Team Meeting Events
- AREA II. Pupil Services Center Team Behaviors (Activities)
as a Function of Testing Issues
- AREA III. Pupil Services Center Team Behaviors (Activities)
as a Function of Team Meeting Events
- AREA IV. Pupil Services Center Team Behaviors (Activities)
as a Function of Post-Team Meeting Events
- AREA V. Pupil Services Center Team Behaviors (Activities)
as a Function of Processes Involving Pre-Team
Meeting Events

In the following section, the refined elements and additional elements are reported under each significant area. The frequency of the elements in each area is shown in the parentheses following the area heading. Each refined element and additional element is tallied by

respondent type and by effective (E) or ineffective (I) element classification. Respondent types are identified by the following letter symbols:

- T -- Teacher
- P -- Principal
- SP -- School Psychologist
- ST -- Speech Pathologist
- SW -- School Social Worker
- SN -- School Nurse

Table 4

AREA I. Pupil Services Center Team Behaviors (Activities)
as a Function of Pre-Team Meeting Events (31)

REFINED AND ADDITIONAL ELEMENTS	T E/T	P E/T	SP E/T	ST E/T	SW E/T	SN E/T	TOTAL BY ELEMENT
1. Mini-team sent memos to counselors on problem solutions for individual children.	/1		/1				2
2. Mini-team sent memos to teachers on problem solutions for a child.	/3						3
3. Mini-team members sat down face to face with school personnel to discuss solutions to problems for individual children.	2/						2
4. Mini-team met with teachers but strategies were not developed to improve individual children's behaviors.	3/	2/					5
5. Mini-team explained team meeting to parent (unspecified).	1/						1
6. Mini-team members made classroom observations.	1/	1/	1/				3
7. Team leaders met regularly with elementary school principals to discuss team activities.					2/		2
8. Mini-team accepted written rejection on proposed program from a school principal without further investigation.						/1	1
9. Mini-team provided behavior modification programs but no in-service training to teachers.	/5	/1	/1		/1		8
10. The referral process took longer than two weeks.	/2	/1					3
11. The referral process took one week.		1/					1
TOTAL BY RESPONDENT	7/11	4/2	1/2	0/0	2/1	0/1	

Table 5

AREA II. Pupil Services Center Team Behaviors (Activities)
as a Function of Testing Issues (45)

REFINED ELEMENTS	T E/T	P E/T	SP E/T	ST E/T	SW E/T	SN E/T	TOTAL BY ELEMENT
1. Test results took longer than one month to be returned to the referring teacher.	/7	/2	/1				10
2. Test results took less than one month to be returned to the referring teacher.	3/	3/					6
3. Insufficient number of team members available to meet referral requests.	/5	/1	/1				7
4. Test recommendations not related to specific activities for behavior change.	/13	/1	/5				19
5. Test recommendations related to specific activities for behavior change.	2/	1/					3
TOTAL BY RESPONDENT	5/25	4/4	0/7	0/0	0/0	0/0	

Table 6

AREA III. Pupil Services Center Team Behaviors (Activities)
as a Function of Team Meeting Events (64)

REFINED ELEMENTS AND ADDITIONAL ELEMENTS	T E/I	P E/I	SP E/I	ST E/I	SW E/I	SN E/I	TOTAL BY ELEMENT
1. Team meeting dominated by one member.	/1	/2	/2	/1	/1		7
2. Team members and pupil personnel specialists focused on shared strategies to change behavior.	2/ /	6/ /	3/ /	3/ /	6/ /	1/ /	21
3. Team members used team meeting time to report on assessment results.	/5	/4	/1		/2		12
4. Team meetings emphasized shared concerns (unspecified).	2/ /	2/ /		1/ /	1/ /	1/ /	7
5. Team meetings emphasized professional differences.	/4	/2		/5	/2	/2	15
6. Team leaders allowed competition among disciplines to occur.	—	—	—	/2	—	—	2
TOTAL BY RESPONDENT	4/10	8/8	3/3	4/8	7/5	2/2	

Table 7

AREA IV. Pupil Services Center Team Behaviors (Activities)
as a Function of Post-Team Meeting Events (31)

REFINED AND ADDITIONAL ELEMENTS	$\frac{T}{E/T}$	$\frac{P}{E/T}$	$\frac{SP}{E/T}$	$\frac{ST}{E/T}$	$\frac{SW}{E/T}$	$\frac{SN}{E/T}$	TOTAL BY ELEMENT
1. Team did not follow through on proposed services.	/13	/6	/3				14
2. Team developed prognostic statement, short range goals, and followed through with services.	9/	6/	1/		1/		17
3. Team developed long range goals, but not specific short range objectives to meet the long range goals.	/1	/4					5
4. Team provided general oral suggestions to be carried out by teachers.	/2	/5	/3	/1	/3	/2	16
5. Teacher was provided a written program of behavior change and modeled the steps of the program.	7/	1/			3/	1/	12
6. Team recommended the problem be referred to an outside agency.	11/	4/	1/		2/	1/	19
TOTAL BY RESPONDENT	27/16	11/15	2/6	0/1	6/3	2/2	

Table 8

AREA V. Pupil Services Center Team Behaviors (Activities) as a Function
of Processes Involving Pre-Team Meeting Events,
Team Meeting Events, and Post-Team Meeting Events (9)

REFINED ELEMENTS	$\frac{T}{E/I}$	$\frac{P}{E/I}$	$\frac{SP}{E/I}$	$\frac{ST}{E/I}$	$\frac{SW}{E/I}$	$\frac{SN}{E/I}$	TOTAL BY ELEMENT
1. Consultation time was provided within teams, but not across disciplines.					/1	/2	3
2. In-service education for teachers focused on team discipline functions and did not involve audience participation.					/2		2
3. Team leader was changed annually.			/2		/2		4
TOTAL BY RESPONDENT	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{0}{2}$	$\frac{0}{0}$	$\frac{0}{5}$	$\frac{0}{2}$	

Report of CIT Data in Relation to Research Questions

The main approach used in this study was to examine effective and ineffective team behaviors of a Pupil Services Center staff as seen by the following groups: 1) those who submitted referrals--pupil personnel generalists, and 2) those who acted upon the referrals as a team--pupil personnel specialists. In addition, the following secondary aspects of the study were also examined.

- I. Observing Pupil Services Center teams from external groups
 - A. What are the effective and ineffective team behaviors that teachers and principals will report?
 - B. Will teachers and principals report different effective and ineffective team behaviors?
- II. Observing Pupil Services Center teams from within internal groups
 - A. What are effective and ineffective team behaviors that pupil personnel specialists will report?
 - B. Will the following specialists report different effective and ineffective team behaviors?
 - 1. School Nurses
 - 2. School Psychologists
 - 3. School Social Workers
 - 4. Speech Pathologists
- III. Observing Pupil Services Center teams between internal and external groups
 - A. Will principals and pupil personnel specialists report different effective and ineffective team behaviors?
 - B. Will teachers and pupil personnel specialists report different effective and ineffective team behaviors?

I. A. The Effective and Ineffective Behaviors That Teachers and Principals Reported. Thirty teachers contributed 105 significant elements (Pupil Services Center team behavior), 43 (40%) of these

elements were reported to be effective, and 62 (60%) of these elements were reported to be ineffective. Twelve principals contributed 56 significant elements (Pupil Services Center team behavior), 27 (48%) of these elements were reported to be effective elements, and 29 (52%) of these elements were reported to be ineffective.

Table 9 indicates the reporting of effective and ineffective elements, for teachers and principals, across significant areas by number and percentage.

Table 9

Significant Elements Reported by Teachers and Principals Across Significant Areas

RESPONDENT	<u>AREA I</u>	<u>AREA II</u>	<u>AREA III</u>	<u>AREA IV</u>	<u>AREA V</u>	TOTAL (%) EFFECTIVE & INEFFECTIVE ELEMENTS <u>E + I</u>
	$\frac{(\text{PRE-TEAM})}{E(\%)/I(\%)}$	$\frac{(\text{TESTING})}{E(\%)/I(\%)}$	$\frac{(\text{TEAM MEETING})}{E(\%)/I(\%)}$	$\frac{(\text{POST-TEAM})}{E(\%)/I(\%)}$	$\frac{(\text{PRE-TEAM})}{E(\%)/I(\%)}$ $\frac{(\text{POST-PROCESS})}{E(\%)/I(\%)}$	
Teacher	7(06)/11(10)	5(05)/25(24)	4(04)/10(09)	27(26)/16(15)	0(0)/0(0)	105 (099)
Principal	4(07)/ 2(04)	4(07)/ 4(07)	8(14)/ 8(14)	11(20)/15(27)	0(0)/0(0)	56 (100)

I. B. Reporting on the Question of Teachers and Principals

Differences in Recording Effective and Ineffective Team Behaviors. Of the 105 significant elements reported by teachers, the largest tally--43 (41%)--was noted in AREA IV: Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events. The largest tally of effective team behaviors (activities) reported by teachers was 27 (26%) and this was recorded in AREA IV. The largest tally of ineffective team behaviors (activities) reported by teachers was 25 (24%) in AREA II: Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues.

Of the 56 significant elements reported by principals, the largest tally--26 (47%) was in AREA IV. The largest tally of effective team behaviors and activities reported by principals was 11 (20%) in AREA IV. The largest tally of ineffective team behaviors and activities reported by principals was 15 (27%) in AREA IV.

Thus, teachers and principals agree on the major concentration of their responses in AREA IV for 1) total responses (with similar percentages), and 2) effective responses (with similar percentages). Teachers and principals disagree on the concentration of ineffective responses (although the percentages are similar). Teachers concentrated on AREA II, principals concentrated on AREA IV.

The greatest percentage point difference in effective elements, between teachers and principals, is in AREA III: Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events. Principals gave 14% of their responses to this area, while teachers gave 4% of their responses to this area (10 percentage points difference). The greatest percentage point differences in ineffective elements

between teachers and principals was in AREA II. Teachers gave 24% of their responses to this area, while principals gave 7% of their responses to this area (17 percentage points difference).

II. A. The Effective and Ineffective Team Behaviors That Pupil Personnel Specialists Reported. Five school psychologists contributed 26 significant elements, 5 (19%) of these elements were reported to be effective, and 21 (81%) of these elements were reported to be ineffective.

Three speech pathologists contributed 13 significant elements, 4 (31%) of these elements were reported to be effective, and 9 (69%) of these elements were reported to be ineffective.

Seven school social workers contributed 29 significant elements, 15 (52%) of these elements were reported to be effective, and 14 (48%) of these elements were reported to be ineffective.

Four school nurses contributed 11 significant elements, 4 (36%) of these elements were reported to be effective, and 7 (64%) were reported to be ineffective.

Table 10 indicates the reporting of effective and ineffective elements, for school psychologists, speech pathologists, school social workers, and school nurses across significant areas by number and percentage.

Table 10

Significant Elements Reported by School Psychologists, Speech Pathologists, School Social Workers, and School Nurses

RESPONDENT	AREA I $\frac{(PRE-TEAM)}{E(\%)/I(\%)}$	AREA II $\frac{(TESTING)}{E(\%)/I(\%)}$	AREA III $\frac{(TEAM MEETING)}{E(\%)/I(\%)}$	AREA IV $\frac{(POST-TEAM)}{E(\%)/I(\%)}$	AREA V $\frac{(PRE-TEAM)(POST-PROCESS)}{E(\%)/I(\%)}$	TOTAL (%) EFFECTIVE & INEFFECTIVE ELEMENTS $\frac{E + I}{E + I}$
School Psychologist	1 (04)/2 (08)	0 (0)/7 (27)	3 (11)/3 (11)	2 (08)/6 (23)	0 (0)/2 (08)	26 (100)
Speech Pathologist	0 (00)/0 (00)	0 (0)/0 (00)	4 (31)/8 (62)	0 (00)/1 (07)	0 (0)/0 (00)	13 (100)
School Social Worker	2 (07)/1 (03)	0 (0)/0 (00)	7 (24)/5 (17)	6 (21)/3 (10)	0 (0)/5 (17)	29 (099)
School Nurse	0 (00)/1 (09)	0 (0)/0 (00)	2 (18)/2 (18)	2 (18)/2 (18)	0 (0)/2 (18)	11 (099)

II. B. Reporting on the Question of School Psychologists, Speech Pathologists, School Social Workers, and School Nurses Differences Regarding Effective and Ineffective Team Behaviors. Of the 26 significant elements reported by school psychologists, the largest tally--8 (31%)--was noted in AREA IV: Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events. The largest tally of effective team behaviors (activities) reported by school psychologists was 3 (11%), and this was recorded in AREA IV. The largest tally of ineffective team behaviors (activities) reported by school psychologists was 7 (27%) and this was recorded in AREA II: Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues. School psychologists also tallied 6 (23%) ineffective team behaviors (activities) in AREA IV.

Of the 13 significant elements reported by speech pathologists, the largest tally--12 (93%)--was noted in AREA III: Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events. The largest tally of effective team behaviors (activities) reported by speech pathologists was 4 (31%), and this was recorded in AREA III. The largest tally of ineffective team behaviors (activities) reported by speech pathologists was 8 (62%), and this was recorded in AREA III.

Of the 29 significant elements reported by school social workers, the largest tally--12 (41%)--was noted in AREA III. The largest tally of effective team behaviors (activities) reported by school social workers was 7 (24%) in AREA III. School social workers also tallied 6 (21%) ineffective team behaviors in AREA IV. The largest tally of ineffective team behaviors (activities) reported by school social workers was 5 (17%) in both AREA III and AREA I: Pupil Services Center Team Behaviors (Activities) as a Function of Pre-Team Meeting Events.

Of the 11 significant elements reported by school nurses, the largest tally--4 (36%)--was found in both AREA III and AREA IV. The largest tally of effective team behaviors (activities) reported by school nurses was 2 (18%) in both AREA III and AREA IV. The largest tally of ineffective team behaviors (activities) reported by school nurses was 2 (18%) in AREA III, AREA IV, and AREA V.

All pupil personnel specialists had a major concentration of their responses in AREA III when determining effective team behaviors (activities), but each discipline differed from the others in terms of the percentage of responses committed. School social workers and school nurses also selected AREA IV as a major area of concentration.

School psychologists were the only discipline that had responses directed at ineffective team behaviors in AREA II.

School social workers and school nurses had major concentrations of responses in AREA III for ineffective team behaviors (activities). Speech pathologists also had a major concentration of responses in AREA III for ineffective team behaviors (activities), but the percentage of commitment was greater than the commitments made by school social workers and school nurses.

School psychologists and school nurses had a major concentration of responses in AREA IV with similar responses.

The greatest percentage point difference in effective elements (where there were scorable responses) occurred between speech pathologists and school psychologists in AREA III. Speech pathologists reported 31% of their total responses toward effective team behaviors (activities) occurred in this area, while school psychologists reported only 11% of

their responses fell into this category (20 percentage points difference). The greatest percentage point difference in ineffective elements (where there were scorable responses) occurred between speech pathologists and school psychologists in AREA III. Speech pathologists reported 62% of their total responses fell into this category while school psychologists reported only 11% of their responses fell into this category (51 percentage points difference).

III. A. Reporting on the Question of Difference Between Principals and Pupil Personnel Specialists Regarding Team Behaviors. Table 11 compares the number and percentage of effective elements and ineffective elements contributed by principals and each pupil personnel specialist discipline.

Table 11

Effective and Ineffective Elements Contributed by
Principals and Pupil Personnel Specialists

RESPONDENT GROUP	NUMBER OF RESPONDENTS BY GROUP	EFFECTIVE ELEMENTS REPORTED (%)	INEFFECTIVE ELEMENTS REPORTED (%)	TOTAL ELEMENTS REPORTED (%)
Principal	12	27 (48)	29 (52)	56 (100)
School Psychologist	5	5 (19)	21 (81)	26 (100)
Speech Pathologist	3	4 (31)	9 (69)	13 (100)
School Social Worker	7	15 (52)	14 (48)	29 (100)
School Nurse	4	4 (36)	7 (64)	11 (100)

Table 12 compares the number and percentage of responses reported for effective and ineffective elements for principals and each pupil personnel specialist in terms of the rate of response per respondent group and the total number of responses reported by these groups.

Table 12

Comparisons of Principal and Pupil Personnel Specialist
Reported Responses for Significant Elements

RESPONDENT GROUP	N	EFFECTIVE		INEFFECTIVE		TOTAL	
		ELEMENTS	(%)/RATE (R)	ELEMENTS	(%)/RATE (R)	ELEMENTS	(%)/RATE (R)
Principal	12	27	(49)/2.2 (R)	29	(36)/2.4 (R)	56	(41)/4.7 (R)
School Psychologist	5	5	(09)/1.0 (R)	21	(26)/4.2 (R)	26	(19)/5.2 (R)
Speech Pathologist	3	4	(07)/1.3 (R)	9	(11)/3.0 (R)	13	(10)/4.3 (R)
School Social Worker	7	15	(28)/2.1 (R)	14	(18)/2.0 (R)	29	(22)/4.1 (R)
School Nurse	4	4	(07)/1.0 (R)	7	(09)/1.8 (R)	11	(08)/2.8 (R)
TOTAL (%)		55	(100)	80	(100)	135	(100)

Comments

Principals reported more ineffective team behaviors than they observed effective team behaviors. School psychologists, speech pathologists, and school nurses also reported more ineffective team behaviors than they observed effective team behaviors. School social workers reported more effective team behaviors than they observed ineffective team behaviors.

As a group, principals and pupil personnel specialists reported more ineffective team behaviors than they observed effective team behaviors. Principals had the highest rate of response for effective elements, averaging 2.2 responses per responding principal. School psychologists had the highest rate of response for ineffective elements, averaging 4.2 responses per responding school psychologist. School psychologists and school nurses had the lowest rate of response for effective elements, averaging 1.0 responses for each responding school psychologist and each responding school nurse. School nurses had the lowest rate of response for ineffective elements, averaging 1.8 responses per responding school nurse. School psychologists had the highest rate of response for the total number of elements reported, averaging 5.2 total responses per responding school psychologist. School nurses had the lowest rate of response for the total number of elements reported, averaging 2.8 total responses per responding school nurse.

In Table 13, principals responses and pupil personnel specialist responses are compared in terms of their respective observations of effective and ineffective pupil personnel team behaviors (by numbers and percentages) across significant areas.

Table 13

Significant Elements Reported by Pupil Personnel
Specialists and Principals

RESPONDENT	AREA I	AREA II	AREA III	AREA IV	AREA V	TOTAL (%) EFFECTIVE & INEFFECTIVE ELEMENTS E + I
	(PRE-TEAM) E(%) / I(%)	(TESTING) E(%) / I(%)	(TEAM MEETING) E(%) / I(%)	(POST-TEAM) E(%) / I(%)	(PRE-TEAM) (POST-PROCESS) E(%) / I(%)	
Principals	4(07)/2(04)	4(07)/4(07)	8(14)/8(14)	11(20)/15(27)	0(00)/0(00)	56 (100)
School Psychologists	1(04)/2(08)	0(00)/7(27)	3(11)/3(11)	2(08)/ 6(23)	0(00)/2(08)	26 (100)
Speech Pathologists	0(00)/0(00)	0(00)/0(00)	4(31)/8(62)	0(00)/ 1(07)	0(00)/0(00)	13 (100)
School Social Workers	2(07)/1(03)	0(00)/0(00)	7(24)/5(17)	6(21)/ 3(10)	0(00)/5(17)	29 (099)
School Nurses	0(00)/1(09)	0(00)/0(00)	2(18)/2(18)	2(18)/ 2(18)	0(00)/2(18)	11 (099)

The largest tally and largest percentage of combined effective and ineffective elements by area for principals was in AREA IV: Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events (26--47%). The largest tally and largest percentage of combined effective and ineffective elements by area for pupil personnel specialists was reported by speech pathologists in AREA III: Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events (12--93%), while school social workers also had an equally large tally (12) for AREA III.

The largest tally and largest percentage of effective elements for principals by area was in AREA IV (11--20%). The largest tally of effective elements by area for pupil personnel specialists was reported by school social workers in AREA III (7), while the largest percentage of effective elements by area for pupil personnel specialists was reported by speech pathologists (31%), also in AREA III.

The largest tally and largest percentage of ineffective elements for principals by area was in AREA IV (15--27%). The largest tally and largest percentage of ineffective elements by area for pupil personnel specialists was reported by speech pathologists in AREA III (8--62%).

The greatest percentage point difference in effective elements, between principals and pupil personnel specialists, was in AREA III. Principals gave 14% of their responses to this area, while speech pathologists gave 31% of their responses to this area (17 percentage points difference).

The greatest percentage point difference in ineffective elements, between principals and pupil personnel specialists, was in AREA III.

Principals gave 14% of their responses to this area, while speech pathologists gave 62% of their responses to this area (48 percentage points difference).

III. B. Reporting on the Question of Differences Between Teachers and Pupil Personnel Specialists Regarding Team Behaviors. Located in Table 14 are the number and percentage of effective elements and ineffective elements contributed by teachers and each pupil personnel specialist discipline.

Table 14

Effective and Ineffective Elements Contributed by
Teachers and Pupil Personnel Specialists

RESPONDENT GROUP	NUMBER OF RESPONDENTS BY GROUP	EFFECTIVE ELEMENTS REPORTED (%)	INEFFECTIVE ELEMENTS REPORTED (%)	TOTAL ELEMENTS REPORTED (%)
Teacher	30	43 (41)	62 (59)	105 (100)
School Psychologist	5	5 (19)	21 (81)	26 (100)
Speech Pathologist	3	4 (31)	9 (69)	13 (100)
School Social Worker	7	15 (52)	14 (48)	29 (100)
School Nurse	4	4 (36)	7 (64)	11 (100)

In Table 15 are found the number and percentage of responses reported for effective and ineffective elements for teachers and each pupil personnel specialist in terms of the total number of responses reported by these groups (teachers and pupil personnel specialists).

Table 15

Comparison of Teacher and Pupil Personnel Specialist
Reported Responses for Significant Elements

RESPONDENT GROUP	N	EFFECTIVE		INEFFECTIVE		TOTAL	
		N	ELEMENTS (%) / RATE (R)	N	ELEMENTS (%) / RATE (R)	N	ELEMENTS (%) / RATE (R)
Teacher	30	43	(61) / 1.4 (R)	62	(55) / 2.1 (R)	105	(57) / 3.5 (R)
School Psychologist	5	5	(07) / 1.0 (R)	21	(19) / 4.2 (R)	26	(14) / 5.2 (R)
Speech Pathologist	3	4	(06) / 1.3 (R)	9	(08) / 3.0 (R)	13	(07) / 4.3 (R)
School Social Worker	7	15	(20) / 2.1 (R)	14	(12) / 2.0 (R)	29	(16) / 4.1 (R)
School Nurse	4	4	(06) / 1.0 (R)	7	(06) / 1.8 (R)	11	(06) / 2.8 (R)
TOTAL (%)		71	(100)	113	(100)	184	(100)

Comments

Teachers reported more ineffective team behaviors than they observed effective team behaviors. School psychologists, speech pathologists, and school nurses also reported more ineffective team behaviors than they observed effective team behaviors. School social workers reported more effective team behaviors than they observed ineffective team behaviors.

As a group, teachers and pupil personnel specialists reported more ineffective team behaviors than they observed effective team behaviors. School social workers had the highest rate of response for effective elements, averaging 2.1 responses per responding school social worker. School psychologists had the highest rate of response for ineffective elements, averaging 4.2 responses per responding school psychologist. School psychologists and school nurses had the lowest rate of response for effective elements, averaging 1.0 responses for each responding school psychologist and each responding school nurse. School nurses had the lowest rate of response for ineffective elements, averaging 1.8 responses for each responding school nurse. School psychologists had the highest rate of response for the total number of elements reported, averaging 5.2 total responses per responding school psychologist. School nurses had the lowest rate of response for the total number of elements reported, averaging 2.8 total responses per responding school nurse.

In Table 16, teacher responses and pupil personnel specialist responses are compared in terms of their respective observations of effective and ineffective pupil personnel team behaviors (by number and percentage) across significant areas.

Table 16

Significant Elements Reported by Pupil Personnel
Specialists and Teachers

RESPONDENT	<u>AREA I</u>	<u>AREA II</u>	<u>AREA III</u>	<u>AREA IV</u>	<u>AREA V</u>	TOTAL (%) EFFECTIVE & INEFFECTIVE ELEMENTS <u>E + I</u>
Teachers	$\frac{(\text{PRE-TEAM})}{E(\%)/I(\%)}$	$\frac{(\text{TESTING})}{E(\%)/I(\%)}$	$\frac{(\text{TEAM MEETING})}{E(\%)/I(\%)}$	$\frac{(\text{POST-TEAM})}{E(\%)/I(\%)}$	$\frac{(\text{PRE-TEAM})}{E(\%)/I(\%)}$	
	7(06)/11(10)	5(05)/25(24)	4(04)/10(09)	27(26)/16(15)	0(0)/0(00)	105 (099)
School Psychologists	1(04)/ 2(08)	0(00)/ 7(27)	3(11)/ 3(11)	2(08)/ 6(23)	0(0)/2(08)	26 (100)
Speech Pathologists	0(00)/ 0(00)	0(00)/ 0(00)	4(31)/ 8(62)	0(00)/ 1(07)	0(0)/0(00)	13 (100)
School Social Workers	2(07)/ 1(03)	0(00)/ 0(00)	7(24)/ 5(17)	6(21)/ 3(10)	0(0)/5(17)	29 (099)
School Nurses	0(00)/ 1(09)	0(00)/ 0(00)	2(18)/ 2(18)	2(18)/ 2(18)	0(0)/2(18)	11 (099)

The largest tally and largest percentage of combined effective and ineffective elements by area for teachers was in AREA IV: Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events (43--41%). The largest tally and largest percentage of combined effective and ineffective elements by area for pupil personnel specialists was reported by speech pathologists in AREA III: Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events (12--93%), while school social workers also had an equally large tally (12) for AREA III.

The largest tally and largest percentage of effective elements for teachers by area was in AREA IV (27--26%). The largest tally of effective elements by area for pupil personnel specialists was reported by school social workers in AREA III, while the largest percentage of effective elements by area for pupil personnel specialists was reported by speech pathologists (31%), also in AREA III.

The largest tally and largest percentage of ineffective elements for teachers by area was in AREA II: Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues (25--24%). The largest tally and largest percentage of ineffective elements by area for pupil personnel specialists was reported by speech pathologists in AREA III (8--62%).

The greatest percentage point difference in effective elements, between teachers and pupil personnel specialists, was in AREA III. Teachers gave 4% of their responses to this area while speech pathologists gave 31% of their responses to this area (27 percentage points difference).

The greatest percentage point difference in ineffective elements, between teachers and pupil personnel specialists, was in AREA III. Teachers gave 9% of their responses to this area, while speech pathologists gave 62% of their responses to this area (53 percentage points difference).

From an analysis of the data utilized to answer the previously stated research questions, it is now possible to present: 1) a list of effective team behaviors, and 2) a list of ineffective team behaviors. The first list of team behaviors includes those behaviors that should be engaged in if a Pupil Services Center Staff is to function effectively. The second list of team behaviors includes those behaviors that should be avoided if a Pupil Service Center Staff is to function effectively.

Effective Team Behaviors for a Pupil Services Center Staff.

1. For informal referrals (prior to a team meeting), team members should sit down face to face with school personnel to discuss solutions to problems for individual children.
2. Prior to a team meeting, team members should make classroom observations of the referral child.
3. Team leaders should meet regularly with elementary school principals to discuss team activities.
4. The referral process should result in a team meeting in one week.
5. Test results should be returned to a teacher in one month or less.
6. Test recommendations should be related to specific activities for behavior change.
7. Team members and pupil personnel generalists should participate in team meetings together and focus on school strategies to change behaviors.
8. Teams should develop a prognostic statement, short range goals, and follow through with services.
9. Team members should model the steps of any written programs they develop for behavior change.
10. Teams should refer problems beyond their scope of practice to outside agencies.
11. Teams should approach in-service education through audience participation models.
12. Team leaders should be kept permanent, not rotated.

Ineffective Team Behaviors for a Pupil Services Center Staff to

Avoid.

1. Team members should avoid sending memos to school personnel on solutions for individual children's problems.
2. Teams should avoid providing programs for school personnel without in-service training.
3. Teams should avoid taking longer than two weeks to complete the referral process.
4. Teams should avoid taking longer than one month to return test results to teachers.
5. Team leaders should avoid letting individual team members dominate team meetings.
6. Teams should avoid using team meeting time to read assessment results.
7. Team meetings should avoid emphasizing professional differences.
8. Teams should avoid not following through on proposed services.
9. Teams should avoid giving school personnel oral suggestions for solutions (to be carried out by school personnel) to problems.
10. Teams should avoid setting long range goals without immediate objectives to meeting the long range goals.

Summary

This chapter was presented in two major sections. A brief review of the terminology used in the study was presented in the first section of the chapter. The second section reported on the findings of the study. The findings were analyzed in accordance with the principles of the Critical Incident Technique (CIT).

In the first section, respondents were identified as: 1) pupil personnel generalists--respondents making referrals to a pupil personnel team, and 2) pupil personnel specialists--respondents participating in a

team and accepting referrals from pupil personnel generalists. CIT terms such as significant incident, refined incident, and significant area were defined as a means of describing how data was collected and analyzed.

In the second section, significant incidents, elements, and areas were classification categories used to analyze reports by all respondents. A total of 152 significant incidents (63 effective and 89 ineffective) were reported by 61 respondents. The largest number of responses came from teachers. The smallest number of responses came from speech pathologists.

From the 152 significant incidents, 240 significant elements were extracted (99 effective and 141 ineffective) that represented pupil personnel team behaviors (activities) that relate to the referral process involving these teams. Many of these 240 elements were found to be similar in content and were regrouped into 28 refined elements.

The refined elements and the additional elements were then synthesized into five significant areas by respondent types. These significant areas were:

- AREA I. Pupil Services Center Team Behaviors (Activities)
as a Function of Pre-Team Meeting Events
- AREA II. Pupil Services Center Team Behaviors (Activities)
as a Function of Testing Issues
- AREA III. Pupil Services Center Team Behaviors (Activities)
as a Function of Team Meeting Events
- AREA IV. Pupil Services Center Team Behaviors (Activities)
as a Function of Post-Team Meeting Events
- AREA V. Pupil Services Center Team Behaviors (Activities)
as a Function of Processes Involving Pre-Team Meeting
Events, Team Meeting Events, and Post-Team Meeting
Events

Research questions posed at the beginning of this study were then answered in terms of respondents recorded elements in relation to these significant areas. The research questions were:

- I. Observing Pupil Services Center teams from external groups
 - A. What are the effective and ineffective team behaviors that teachers and principals will report?
 - B. Will teachers and principals report different effective and ineffective team behaviors?
- II. Observing Pupil Services Center teams from within internal groups
 - A. What are effective and ineffective team behaviors that pupil personnel specialists will report?
 - B. Will the following specialists report different effective and ineffective team behaviors?
 1. School Nurses
 2. School Psychologists
 3. School Social Workers
 4. Speech Pathologists
- III. Observing Pupil Services Center teams between internal and external groups
 - A. Will principals and pupil Personnel specialists report different effective and ineffective team behaviors?
 - B. Will teachers and pupil personnel specialists report different effective and ineffective team behaviors?

Quantitative data used in answering the research questions involved:

1) comparing respondent responses by largest tally and largest percentage for total effective and ineffective elements, effective elements singularly and ineffective elements singularly, and 2) using the largest percentage point difference between respondent groups for effective elements and ineffective elements to contrast respondent responses.

From an analysis of the data utilized to answer the research questions, two lists of team behavior were presented. The first list of team behaviors included all those behaviors that should be engaged in if

a Pupil Services Center staff is to function effectively. The second list of team behaviors included all those behaviors that should be avoided if a Pupil Services Center staff is to function effectively.

Chapter V

Summary and Conclusions

Summary

The purpose of this study was to identify and describe effective and ineffective team behaviors of a Pupil Services Center staff. Elementary school principals and elementary school teachers acting in their role as pupil personnel generalists, and pupil personnel specialists (school psychologists, speech pathologists, school social workers, and school nurses) acted as competent observers of team functioning.

Pupil personnel generalists determined, through their reported descriptions of pupil personnel team behaviors (based on first hand knowledge gained by submitting referrals) what were effective team behaviors and what were ineffective team behaviors. Pupil personnel specialists determined, through their reported descriptions of pupil personnel team behaviors (based on first hand knowledge gained by accepting referrals) what were effective team behaviors and what were ineffective team behaviors.

Literature related to both the methodology of this study (the Critical Incident Technique) and the content of the investigation (the relationship between pupil personnel generalists and pupil personnel specialists as they participate in the functioning of pupil personnel teams) was reviewed and presented in Chapter II. Through the use of theoretical and applied studies, the roles of elementary school pupil personnel generalists and the roles of elementary school pupil personnel specialists was reviewed in relation to participation on pupil personnel

teams. No previous study was found that examined either the effective or the ineffective functioning of pupil personnel teams.

The study's population consisted of 54 teachers (10% of the teacher population), 44 principals, and 44 pupil personnel specialists (school psychologists, school social workers, speech pathologists, and school nurses) in the Lansing, Michigan, School District. The number of principals and pupil personnel specialists accounted for 100% of the individuals in these roles in the Lansing School District.

The research instrument used in this investigation, the Critical Incident Technique (CIT), provided both the main method by which the data were gathered and the general procedure which was followed in analyzing the data.

Respondents, both pupil personnel generalists (teachers and principals) and pupil personnel specialists (school psychologists, speech pathologists, school social workers, and school nurses), were asked to report a maximum of two significant incidents in which pupil personnel teams handled referrals in an effective manner. The same respondents were also asked to report a maximum of two significant incidents in which pupil personnel teams handled referrals in an ineffective manner. Thus, each respondent could report from one to four significant incidents.

Through the use of mailed CIT report forms, 152 significant incidents were reported by 61 respondents (30 teachers, 12 principals, 5 school psychologists, 3 speech pathologists, 7 school social workers, and 4 school nurses). Of these, 63 were effective incidents and 89 were ineffective incidents.

Fifty-eight of the 61 respondents (93%) agreed with the general aim of the team approach:

A general aim of pupil personnel services operating in a team concept is to work effectively with the instructional and administrative components through referrals to enhance the goals of the educational process.

Additional findings are presented in the two following sections. The first section presents the CIT findings for significant areas and the refined and additional elements that are contained within each significant area. The second section presents CIT findings in relation to research questions posed in Chapter I.

1. CIT Findings for Refined and Additional Elements Within Significant Areas

A total of 240 significant elements, pupil personnel team behaviors (activities) were extracted from the 152 reported significant incidents. Of the 240 significant elements extracted, 99 were found to be effective elements and 141 were found to be ineffective elements.

When these elements were found to be similar in content, they were combined into refined elements. Combining elements resulted in 28 refined elements and three additional elements that could not be refined. The refined and additional elements were then synthesized within significant areas.

The significant areas dealing with refined and additional elements of pupil personnel team behaviors were grouped into five categories. These five significant areas were:

- AREA I. Pupil Services Center Team Behaviors (Activities) as a Function of Pre-Team Meeting Events.
- AREA II. Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues.

- AREA III. Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events.
- AREA IV. Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events.
- AREA V. Pupil Services Center Team Behaviors (Activities) as a Function of Processes Involving Pre-Team Meeting Events, Team Meeting Events, and Post-Team Meeting Events.

The refined elements and additional elements were defined and included under the following significant areas:

AREA I. Pupil Services Center Team Behaviors (Activities) as a Function of Pre-Team Meeting Events.

1. Mini-team sent memos to counselors on problem solutions for individual children.
2. Mini-team sent memos to teachers on problem solutions for a child.
3. Mini-team members sat down face to face with school personnel to discuss solutions to problems for individual children.
4. Mini-team met with teachers but strategies were not developed to improve individual children's behaviors.
5. Mini-team explained team meeting to parents (unspecified).
6. Mini-team members made classroom observations.
7. Team leaders met regularly with elementary school principals to discuss team activities.
8. Mini-team accepted written rejection on proposed program from a school principal without further investigation.
9. Mini-team provided behavior modification programs but no in-service training to teachers.
10. The referral process took longer than two weeks.
11. The referral process took one week.

AREA II. Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues.

1. Test results took longer than one month to be returned to the referring teacher.

2. Test results took less than one month to be returned to the referring teachers.
3. Insufficient number of team members available to meet referral requests.
4. Test recommendations not related to specific activities for behavior change.
5. Test recommendations related to specific activities for behavior change.

AREA III. Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events.

1. Team meeting dominated by one member.
2. Team members and pupil personnel specialists focused on shared strategies to change behavior.
3. Team members used team meeting time to report on assessment results.
4. Team meetings emphasized shared concerns (unspecified).
5. Team meetings emphasized professional differences.
6. Team leaders allowed competition among disciplines to occur.

AREA IV. Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events.

1. Team did not follow through on proposed services.
2. Team developed prognostic statement, short range goals, and followed through with services.
3. Team developed long range goals but not specific short range objectives to meet the long range goals.
4. Team provided general oral suggestions to be carried out by teachers.
5. Teacher was provided a written program of behavior change and modeled the steps of the program.
6. Team recommended the problem be referred to an outside agency.

AREA V. Pupil Services Center Team Behaviors (Activities) as a Function of Processes Involving Pre-Team Meeting Events, Team Meeting Events, and Post-Team Meeting Events.

1. Consultation time was provided within teams, but not across disciplines.
2. In-service education for teachers focused on team discipline functions and did not involve audience participation.
3. Team leader was changed annually.

2. CIT Findings in Relation to Research Questions

The main approach used in this study was to examine the effectiveness and ineffectiveness of team behaviors of a Pupil Services Center staff as seen by the following groups: 1) those who submitted referrals--pupil personnel generalists, and 2) those who acted upon the referrals as a team--pupil personnel specialists (school psychologists, speech pathologists, school social workers, and school nurses). In addition, the following secondary aspects of the study were also examined.

- I. Observing Pupil Services Center teams from external groups
 - A. What are the effective and ineffective team behaviors that teachers and principals will report?
 - B. Will teachers and principals report different effective and ineffective team behaviors?
- II. Observing Pupil Services Center teams from within internal groups
 - A. What are effective and ineffective team behaviors that pupil personnel specialists will report?
 - B. Will the following specialists report different effective and ineffective team behaviors?
 1. School Psychologists
 2. Speech Pathologists
 3. School Social Workers
 4. School Nurses

III. Observing Pupil Services Center team behaviors between internal and external groups

- A. Will principals and pupil personnel specialists report different effective and ineffective team behaviors?
- B. Will teachers and pupil personnel specialists report different effective and ineffective team behaviors?

The following answers were obtained to the stated research questions:

I. Teachers responded to all significant areas except AREA V:

Pupil Services Center Team Behaviors (Activities) as a Function of Processes Involving Pre-Team Meeting Events, Team Meeting Events, and Post-Team Meeting Events. The greatest total percentage of teachers responses (41%) were in AREA IV: Pupil Services Center Team Behaviors (Activities) as a Function of Post-Team Meeting Events, while the greatest percentage of effective reports (26%) and ineffective reports (24%) were found in AREA IV and AREA II: Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues, respectively.

Principals responded to all significant areas except AREA V. The greatest total percentage of principal responses (47%) was found in AREA IV, while the greatest percentage of effective reports (20%) and ineffective reports (27%) was found in AREA IV.

Teachers (14%) and principals (4%) differed most in their responses to AREA III: Pupil Services Center Team Behaviors (Activities) as a Function of Team Meeting Events, the reporting of effective team behaviors. Teachers (24%) and principals (7%) differed most in terms of their responses to AREA II: Pupil Services Center Team Behaviors (Activities) as a Function of Testing Issues, the reporting of ineffective team behaviors.

II. School psychologists responded to all significant areas except effective team behaviors in AREA II and AREA V. Speech pathologists responded only to AREA III for effective team behavior and ineffective team behaviors in AREA II and AREA IV. School social workers responded to all significant areas except AREA II and effective team behaviors in AREA V. School nurses responded to all significant areas except effective team behaviors in AREA I: Pupil Services Center Team Behaviors (Activities) as a Function of Pre-Team Meeting Events, AREA II and effective team behaviors in AREA V.

The greatest total percentage of pupil personnel specialist responses by significant area were as follows: school psychologists (31%--AREA IV), speech pathologists (93%--AREA III), school social workers (41%--AREA III), and school nurses (36%--AREA III and AREA IV).

The greatest percentage of effective team behaviors as judged by pupil personnel specialists was as follows: school psychologists (11%--AREA IV), speech pathologists (31%--AREA III), school social workers (24%--AREA III), and school nurses (18%--AREA III and AREA IV).

The greatest percentage of ineffective team behaviors as judged by pupil personnel specialists was as follows: school psychologists (27%--AREA II), speech pathologists (62%--AREA III), school social workers (17%--AREA III and AREA V), and school nurses (18%--AREA III, AREA IV, and AREA V).

Speech pathologists (31%) and school psychologists (11%) differed the most of any pupil personnel specialists disciplines in their responses to--AREA III--the reporting of effective team behaviors. Speech pathologists (62%) and school psychologists (11%) differed the most of any pupil personnel specialists disciplines in their response to--AREA III--the reporting of ineffective team behaviors.

III. As a group, principals and pupil personnel specialists observed more ineffective team behaviors than effective team behaviors.

The greatest comparative total percentage of principal and pupil personnel specialist responses was as follows: principals (47%--AREA IV); speech pathologists (93%--AREA III).

The greatest comparative percentage of effective team behaviors as judged by principals and pupil personnel specialists was as follows: principals (20%--AREA IV); speech pathologists (31%--AREA III). The greatest comparative percentage of ineffective team behaviors as judged by principals and pupil personnel specialists was as follows: principals (27%--AREA IV); speech pathologists (62%--AREA III).

Principals (14%) and speech pathologists (31%) differed the most in terms of their responses to--AREA III--the reporting of effective behaviors. Principals (14%) and speech pathologists (62%) differed most in terms of their responses to--AREA III--the reporting of ineffective behaviors.

As a group, teachers and pupil personnel specialists observed more ineffective team behaviors than they observed effective team behaviors.

The greatest comparative total percentage of teachers and pupil personnel specialist responses was as follows: teachers (41%--AREA IV); speech pathologists (93%--AREA III).

The greatest comparative percentages of effective team behaviors as judged by teachers and pupil personnel specialists was as follows: teachers (26%--AREA IV); speech pathologists (31%--AREA IV).

The greatest comparative percentage of ineffective team behaviors as judged by teachers and pupil personnel specialists was as follows: teachers (24%--AREA II); speech pathologists (62%--AREA IV).

Teachers (4%) and speech pathologists (31%) differed the most in terms of their responses to--AREA III--the reporting of effective team behaviors. Teachers (9%) and speech pathologists (62%) differed the most in terms of their responses to--AREA III--the reporting of ineffective team behaviors.

Summary of Findings

From an analysis of the data utilized to answer the research questions in this study, the following findings are presented to indicate that there are some team behaviors that teams should engage in if they are to function effectively and some team behaviors that teams should avoid if they are not to function ineffectively. Effective behaviors are listed below under the heading Effective Team Behaviors for a Pupil Services Center Staff. Ineffective behaviors are listed below under the heading Ineffective Team Behaviors for a Pupil Services Center Staff to Avoid.

Effective Team Behaviors for a Pupil Services Center Staff

1. For informal referrals (prior to a team meeting), team members should sit down face to face with school personnel to discuss solutions to problems for individual children.
2. Prior to a team meeting, team members should make classroom observations of the referred child.
3. Team leaders should meet regularly with elementary school principals to discuss team activities.
4. The referral process should result in a team meeting in one week.
5. Test results should be returned to a teacher in one month or less.
6. Test recommendations should be related to specific activities for behavior change.

7. Team members and pupil personnel generalists should participate in team meetings together and focus on shared strategies to change behaviors.
8. Teams should develop a prognostic statement, short range goals, and follow through with services.
9. Team members should model the steps of any written programs they develop for behavior change.
10. Teams should refer problems beyond their scope of practice to outside agencies.
11. Teams should approach in-service education through audience participation models.
12. Team leaders should be kept permanent, not rotated.

Ineffective Team Behaviors for a Pupil Services Center Staff to Avoid

1. Team members should avoid sending memos to school personnel on solutions for individual children's problems.
2. Teams should avoid providing programs for school personnel without in-service training.
3. Teams should avoid taking longer than two weeks to complete the referral process.
4. Teams should avoid taking longer than one month to return test results to teachers.
5. Team leaders should avoid letting individual team members dominate team meetings.
6. Teams should avoid using team meeting time to read assessment results.
7. Team meetings should avoid emphasizing professional difference.
8. Teams should avoid not following through on proposed services.
9. Teams should avoid giving school personnel oral suggestions for solutions (to be carried out by school personnel) to problems.
10. Teams should avoid setting long range goals without immediate objectives to meeting the long range goals.

Conclusions

A synthesis of the Summary of Findings provides the following guidelines for future team participants.

- 1) Team members should meet in the elementary school building that they service regularly on an informal basis with elementary school teachers.
- 2) Team members should make classroom observations of a referred child before making recommendations for behavior change.
- 3) One week is the optimal time period in which a team should meet to discuss a referral.
- 4) One month is the optimal period in which to report testing results to a referring teacher.
- 5) Test report should emphasize specific activities for behavior change.
- 6) Team meetings should be a communication forum for all involved teachers and principals and emphasize shared strategies for changing behaviors.
- 7) The operational steps for behavior change strategies should be stated in writing.
- 8) Program designers of behavior change strategies should provide opportunities for audience participation as these strategies are demonstrated to staff carrying out programs.
- 9) Proposed behavior changes should be followed through.
- 10) Behavior change strategies should consist of prognostic statements and short range goals that continue to successively approximate the prognostic statement.
- 11) Teams should maintain a current list of referral resources in order to refer problems beyond the team's scope of practice to outside agencies with specialized services for handling such problems.
- 12) Team leaders should have an in-depth understanding of the strengths, problems, and concerns affecting the team that he or she leads, and be able to discuss team activities with elementary school principals.

Implications of the Study

The purpose of the study was to identify and describe the effective and ineffective team behaviors of a Pupil Services Center staff. The outcomes of this study seem to satisfy the purpose since the data that were analyzed and interpreted were based on the descriptive reports of: 1) pupil personnel generalists (teachers and principals) who submitted referrals to Pupil Services Center teams, and 2) pupil personnel specialists, participating on Pupil Services Center teams, who acted on the submitted referrals. Pupil personnel generalists and pupil personnel specialists reports were based on personal knowledge of the Pupil Services Center team behaviors.

The Critical Incident Technique (CIT) procedure assumes that respondents report incidents which are significant. Significance is determined on the basis of the respondent's own judgement. This study was based on the assumption that pupil personnel generalists and pupil personnel specialists were competent to make such judgements. Thus, the data and findings are assumed to be valid.

From a review of these data, this study should be of importance in more clearly understanding effective and ineffective team behaviors.

Such knowledge should be of importance to:

1. Elementary school pupil personnel specialists as they work in interdisciplinary teams providing services to those submitting referrals--teachers and principals.
2. Members of elementary school staffs, typically teachers and principals who are concerned with the implementation and delivery of pupil personnel services through the team approach in their schools.
3. Administrators who are responsible for the organization and administration of district-wide or system-wide pupil personnel services.

4. College and university professors, as they develop preparation programs for pupil personnel specialists, teachers, school administrators, and pupil personnel administrators.
5. Staff members of state departments of education as they supervise and evaluate pupil personnel services programs.
6. Researchers in the field of pupil personnel services as they develop hypotheses and research questions for future research.

1. Implications for Elementary School Pupil Personnel Specialists

A. This study suggests that teachers and principals submitting referrals have expectations of teams, prior to the team meeting, during the team meeting, and after the team meeting. Expectations, for the most part, that are not being met in the judgement of referring respondents. Teachers, for example, have judged that there should be less time between referrals and test results, that classroom observation should occur as an endemic component of testing and educational programming. Pupil personnel specialists, who are also as a group critical of team behaviors, need to examine the expectations of the external group to determine how much correspondence there is between current team behaviors and the lists of effective and ineffective team behaviors (see Conclusion section of this chapter) generated by the data in this study. Where current team behaviors converge with the list of effective team behaviors then it can be presumed that expectations in those areas are being met. Where current team behaviors converge with the list of ineffective team behaviors, then it can be presumed that expectations in these areas are not being met and new strategies might be explored to meet expectations.

B. Pupil personnel specialists need to examine the expectations of team members responding to referrals by using a system similar to the system discussed in "A" above. For example, teams need to examine issues like--1) Are there ways to decrease the time between when a referral is made and when a referral is acted upon? 2) Are there ways

of structuring team meetings so that the team participants time can focus on shared strategies to change behaviors? In this regard it may be possible to require assessments to be submitted prior to the team meeting so that the team leader can summarize them at the team meeting, and the team can then spend the rest of the meeting determining educational programming outcomes. 3) Is team efficiency and effectiveness diminished because disciplines require more training in assessment and/or educational programming within their own area of study? 4) Is team efficiency and effectiveness diminished because disciplines require more training in understanding the role and function of other disciplines? and 5) Is team functioning diminished because team members do not understand the impact of communication, cooperation, cohesion, and coordination within teams and between teams and external groups?

C. Team members should utilize the schools evaluation services to determine if there are recurring referral problems that require the same or similar kinds of program intervention procedures. If there are, these programs should be standardized into a "who does what" format; thus, eliminating the time consuming process of developing and rewriting these similar programs.

D. Team members can continue to expect (until other effective measures are found) that teachers will find team behaviors most effective when children are removed from the classroom, and almost as effective when the child remains in the same classroom with support services provided by the team.

2. Implications for Elementary School Staff Members

A. Teachers need to examine their desire to help children through referrals in terms of any additional training they think they might need to better handle problems themselves, and reduce the amount of referrals that need to be submitted. For example, teachers may wish

to improve their ability to apply child development techniques and behavior modification techniques to the classroom.

B. Teachers should ask to be included in any problem solving and decision making committees that involve re-structuring the teams in areas that would examine the referral process.

C. Teachers should continue to attend team meetings; pupil personnel specialists view this attendance as an important variable in problem solving and decision making. Teachers should request specific modalities for presenting information to the team. For example, teams are typically interested in knowing: 1) antecedent events that may correlate with the timing of the referral, 2) specific behaviors being exhibited in the classroom, 3) under what conditions or time frames the behaviors occur, 4) how frequently the behaviors occur, 5) how long the behaviors last, 6) how the teacher reacts to the behaviors and the effect this reaction has on the child, and 7) how the behaviors and the reaction affect the other class members.

D. Teachers should request information on: 1) what problems teams can and cannot handle, 2) what services teams can and cannot provide, 3) any changes in numbers one and two, and 4) recommendations for alternative services, or 5) back up programming until other alternatives become available.

E. Principals should provide for additional training for their staff of teachers and themselves where it has been determined through a needs assessment that there is a need for training in areas such as behavior modification techniques, child development, and interdisciplinary team interacting. This would serve two purposes: 1) increase a teacher's and a principal's potential for handling a problem themselves, and 2) create a better understanding for what pupil personnel teams do and create a better understanding for why pupil personnel teams make the recommendations they do.

F. Principals should request information for themselves and for their staff on the principles and application of the concepts of communication, cooperation, cohesion, and coordination as these concepts relate to their staff and themselves in submitting referrals, and as these concepts relate to principals and their staff interacting with the pupil personnel teams.

G. Principals should continue to attend team meetings and/or provide the mechanism for the teacher submitting the referral to attend the team meeting. Principals and pupil personnel specialists view this attendance as a meaningful variable in problem solving and decision making.

3. Implications for Pupil Personnel Administrators

A. As the result of this study, pupil personnel administrators have several problems to consider. The first problem is determining whether, given the number and kind of effective team behaviors and ineffective team behaviors reported, teams are functioning--at, above, or below a minimum (pre-established) criteria for successful operations. If the administrator is considering making changes, this study suggests that issues need to be examined like--decreasing referrals or increasing the capability of the team to respond to these referrals; reducing the amount of time between referrals and team meetings; reducing the time between requests for tests, administration of tests, and test results; and increasing the opportunities for in-service training in need assessed areas for pupil personnel specialists and generalists. Such proposed changes would appear to require the examination of another issue--whether such decisions could best be made from a centralized administrative perspective, a decentralized pupil personnel team perspective or a combination of some of the components of centralized and decentralized perspectives.

B. The administrator should determine if he has adequate information on the principles and application of communication, cooperation, cohesion, and coordination as these concepts relate to himself and pupil personnel teams, within pupil personnel teams, and between pupil personnel specialists and pupil personnel generalists.

C. For pupil personnel administrators who do not utilize pupil personnel teams as a way of organizing pupil personnel services, this study may serve to point out some of the strengths and problem areas of pupil personnel teams as judged by pupil personnel generalists and pupil personnel specialists.

4. Implications for College and University Professors

A. This study points out a need for course work developed along interdisciplinary team lines by an interdisciplinary team faculty. This course work should pin point: 1) the areas of a school system where pupil personnel generalists and pupil personnel specialists interface, 2) what the strengths and problems are in those interfaced areas, 3) what organizational and administrative models might be most effective (and under what conditions) in developing the best working relationship between those who submit referrals and those who act upon them, 4) an understanding of the role and function of each discipline (both pupil personnel generalists and pupil personnel specialists), and 5) the theory and application of the concepts of communication, cooperation, cohesion, and coordination as these concepts effect functioning within pupil personnel teams, and between pupil personnel specialists and pupil personnel generalists.

B. This study points to a need for experience during course work, and for experiences that are post-course work. Experiences during course work might involve role playing exercises and simulation exercises.

Post-course work experiences might coordinate independent discipline field work, practicums, and practice teaching events with an interdisciplinary team internship.

5. Implications for Staff Members of State Departments of Education

A. A State Department of Education staff might utilize this study to evaluate the need for the development of modules of training and evaluation in the administration of pupil personnel teams and in the effective participation of pupil personnel specialists and pupil personnel generalists in pupil personnel teams.

B. A State Department of Education staff might wish to encourage school districts to hire teachers, principals, and specialists trained in interdisciplinary team theory and techniques.

C. A State Department of Education staff might wish to use this study to develop interdisciplinary team continuing education credits as a condition of employment in utilizing pupil personnel teams.

D. A State Department of Education staff might wish to set an anniversary date, after which certification as an elementary school teacher, elementary school principal, and elementary school pupil personnel specialist would be contingent upon gaining a credential in interdisciplinary team training.

6. Implications for Researchers in Pupil Personnel Services

A. The data obtained in this study should be of value to researchers in that they can draw on the effective and ineffective team behaviors reported as a background from which to investigate these specific team behaviors more intensely. The use of in-depth interviews with pupil personnel generalists and pupil personnel specialists could be used to determine why they feel certain pupil personnel team behaviors are effective or ineffective.

B. Researchers should consider replicating the methodology of this study with respondents (pupil personnel generalists and pupil personnel specialists), from other school districts, who submit referrals to pupil personnel teams and who participate in pupil personnel teams and react to referrals. With a large population base, the generalizability of the significant areas and significant elements obtained in this study can be better ascertained.

C. Researchers should do a long term study to investigate the effectiveness of training on those who submit referrals to pupil personnel teams, and those who participate in the pupil personnel teams and act on those referrals. Such a study should be done across several conditions--no training; training approach "A", training approach "B", etc.; and varying size school districts could act as some key variables in predicting what would work best and where.

D. Researchers should do a series of studies measuring the relationship of various organization and administrative processes (for example, centralized approaches, decentralized approaches, pupil personnel teams, and pupil personnel services not in teams) with the effectiveness of outcomes for those who submit referrals and for those who act on the submitted referrals.

APPENDICES

APPENDIX A

Cover Letter to Respondents

January 4, 1977

Dear

I am conducting a study of Lansing Schools' Pupil Service Centers (PSC). Your name has been randomly selected either because you are a pupil personnel specialist, a teacher who has made at least one referral or a principal involved in the referral process to the PSC in your geographic area.

This study is concerned with what's effective and ineffective about the team concept in handling referrals. Teachers, principals, and specialists want support services to be meaningful to the children they serve. Help me determine what you in your professional judgement think are strengths and weaknesses of this team approach to diagnostic and treatment services. The results of the study should help to serve kids better, and rather than letting those results sit on a dusty library shelf, I am going to make them available through the office of the Director of Pupil Personnel Services to you if you are interested.

I know that a study of this kind takes time, and your time is precious, but it's the only way to get feedback from every professional who has cared enough about kids to become involved in the referral process. Many centers and schools are involved, and it appears from those who have already participated that it will take you about one hour to fill in the needed information.

I've enclosed a self addressed stamped envelope for your convenience in returning the needed materials. I hope that you will get them to me as soon as possible. Instructions for using the recording forms are on the next page.

Your replies will be kept confidential. You can help in this process by not identifying yourself, a referred child or an involved PSC member or members by name. Any comments about the study that you have are welcomed. If you have any further concerns, I can be reached at 355-1196 at noon and after 5 P.M. Monday through Friday.

Thank you in advance for your cooperation, your contribution will be considered most meaningful.

Sincerely,

Herman Rummelt

APPENDIX B

Instructions and Report Forms

Terms to Know

Incident: An event or series of events consisting of PSC behaviors or skills that appear to demonstrate the team handling a referral in an effective or ineffective way. There is no time limit. The event(s) may have taken place in one day, several months, or it may still be occurring.

Significant Incidents: An event or series of events of PSC behaviors or skills, which in your judgement, demonstrates that the referral was handled effectively or ineffectively. There is no time limit. The event(s) may have taken place in one day, several months, or it may still be occurring. Any incident that you discuss in the report form is considered significant.

Effectively Handled Referral: As a teacher or principal any referral that you made from 1975 to the present, that in your judgement demonstrated successful handling of the referral, is considered effective. Successful handling could occur through--PSC's consultation role with you and other teachers or other principals, direct services to the child and/or his family, or through special instructional activities.

As a pupil personnel specialist any referral that you had first hand knowledge of, that was handled by the team, from 1975 to the present that in your judgement demonstrated successful handling of the referral is considered effective. Successful handling could occur through--the PSC's consultative role with one or more teachers and/or principals, direct services to the child and/or his family, or through special instructional activities.

Ineffectively Handled Referral: As a teacher or principal any referral that you made from 1975 to the present, that in your judgement demonstrated unsuccessful handling of the referral, is considered ineffective. Unsuccessful handling could occur through PSC's consultative role with one or more teachers and/or principals, direct services to the child and/or his family, or through special instructional activities.

As a pupil personnel specialist any referral that you had first hand knowledge of, that was handled by the team, from 1975 to the present that in your judgement demonstrated unsuccessful handling of the referral is considered ineffective. Unsuccessful handling could occur through PSC's consultative role with one or more teachers and/or principals, direct services to the child and/or his family, or through special instructional activities.

To Complete the Report Form

First. Check whether you agree or disagree with the general aim of the activity.

Second. Check the primary role that you perform.

Third. You must decide on the number of referrals that you are going to report on. There are four possible reporting choices. Two of the choices involve effectively handled referrals, and two of the choices involve ineffectively handled referrals. Report on one or more of these choices up to four.

Fourth. You must decide whether a referral was effectively or ineffectively handled. With each referral that you report, you must make this decision. Remember there is a maximum of two effectively handled referrals and/or two ineffectively handled referrals that can be described.

Fifth. You must describe each reported referral in terms of a significant incident. A SIGNIFICANT INCIDENT is an event or series of events that is without time limits, consisting of behaviors and skills, that demonstrates in your judgement whether a referral was handled in an effective or ineffective way. The following are three examples of effectively handled referrals:

"The PSC in our area has developed a good relationship with our staff by presenting at one of our staff meetings information on how to make referrals, and answering questions about the functioning of individual specialty areas, how they work together and how they want to work with out staff, for example, through preventive approaches in working with children." (A principal's possible recording of a significant incident.)

"The team contacted me within a few days after I made the referral to tell me what help they thought would be appropriate. These suggestions included placing the child in a group counseling situation and suggesting to me some behavior modifying principles. The social worker has kept me informed on the child's progress in counseling and the school psychologist has contacted me on a regular basis regarding my attempts to modify this child's maladaptive behavior." (A teacher's possible recording of a significant incident.)

"The team seemed to function at its best when we began to deal with a recent referral that involved multiple problems that required psychological testing, health and casework services to the family, and speech therapy. We, as a team, were able to provide these services by cooperating with each other and keeping each other informed every step of the way." (A pupil personnel specialist recording of a significant incident.)

The following are three examples of ineffectively handled referrals:

"I have been very disappointed in PSC services to our school, appointment keeping has been very lax either by taking students out of class without an appointment or by showing up late for appointments or not showing up at all." (A principal's possible recording of a significant incident.)

"I referred this child last September and never heard anything again until February. At that point, a psychologist explained some tests that had been given. These test results didn't give me any real clues as to how I could help this child." (A teacher's possible recording of a significant incident.)

"I do not know of a referral that was handled completely ineffectively, but I do know of an instance where I felt we, as a team, handled a referral effectively, and then could not persuade the teacher to follow the recommendations we suggested. We are still trying to create an atmosphere where the teacher involved can discuss why our recommendations are unacceptable to her." (A pupil personnel specialist's recording of a significant incident.)

Sixth. At the bottom of the page of each report form, space has been provided for any additional comments you may want to make.

THANK YOU AGAIN FOR YOUR EFFORTS!

THE GENERAL AIM OF THIS ACTIVITY

A general aim of pupil personnel services operating in a team concept is to work effectively with the instructional and administrative components through referrals to enhance the goals of the educational process.

Please check one of the following:

AGREE _____ DISAGREE _____

PRIMARY ROLE THAT YOU PERFORM

Please check one of the following:

I am a: Teacher _____ Principal _____ School Nurse _____
School Psychologist _____ School Social Worker _____ Speech Pathologist _____

Comments:

FIRST EFFECTIVELY HANDLED REFERRAL

Please describe below the SIGNIFICANT INCIDENT consisting of the PSC behaviors and skills that made you feel the referral was effectively handled. Remember your judgement is the basis for what is determined to be effective.

Comments:

FIRST INEFFECTIVELY HANDLED REFERRAL

Please describe below the SIGNIFICANT INCIDENT consisting of the PSC behaviors and skills that made you feel the referral was ineffectively handled. Remember your judgement is the basis for what is determined to be ineffective.

Comments:

SECOND EFFECTIVELY HANDLED REFERRAL

Please describe below the SIGNIFICANT INCIDENT consisting of the PSC behaviors and skills that made you feel the referral was ineffectively handled. Remember your judgement is the basis for what is determined to be ineffective.

Comments:

SECOND INEFFECTIVELY HANDLED REFERRAL

Please describe below the SIGNIFICANT INCIDENT consisting of the PSC behaviors and skills that made you feel the referral was ineffectively handled. Remember your judgement is the basis for what is determined to be ineffective.

Comments:

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