

A STUDY OF THE SIGNIFICANT
ELEMENTS OF THE ELEMENTARY SCHOOL
COUNSELOR'S CONSULTANT BEHAVIOR
AS IT RELATES TO
CLASSROOM TEACHERS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Howard Henry Splete, Jr.
1968

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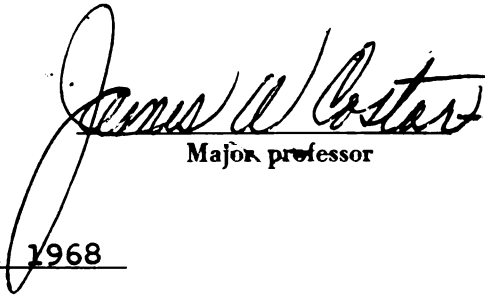
**A STUDY OF THE SIGNIFICANT ELEMENTS OF THE
ELEMENTARY SCHOOL COUNSELOR'S CONSULTANT
BEHAVIOR AS IT RELATES TO
CLASSROOM TEACHERS**

presented by

Howard Henry Spiete, Jr.

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ABSTRACT

A STUDY OF THE SIGNIFICANT ELEMENTS OF THE ELEMENTARY SCHOOL COUNSELOR'S CONSULTANT BEHAVIOR AS IT RELATES TO CLASSROOM TEACHERS

By Howard Henry Splete, Jr.

Purpose

The primary purpose of this investigation was to identify and describe those significant elementary school counselors' behaviors which are effective and those which are ineffective in providing elementary school teachers, through a consulting relationship, with a better understanding of their pupils and themselves in a school setting.

Design and Procedure

The study's population consisted of 24 elementary school counselors and 103 elementary school teachers who participated in 17 N.D.E.A. pilot elementary school guidance programs in Michigan during the school year, 1966-1967.

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

Respondents reported incidents in which the

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counselor's activities were especially effective or ineffective as he worked in a consulting relationship with teachers to help them better understand either their pupils or themselves. Through use of mailed CIT report forms, 233 significant incidents (184--effective and 49--ineffective) were gathered. From these incidents, specific behaviors of the counselor were identified.

Significant Findings

A total of 926 significant elements, elementary school counselor behaviors, (766--effective and 160--ineffective) were found in the incidents. These elements were first combined into 72 refined elements and then grouped into nine significant areas of behavior. These areas describing the work of the elementary school counselor were:

Area I--Counselor Contacts with Individual Pupils.

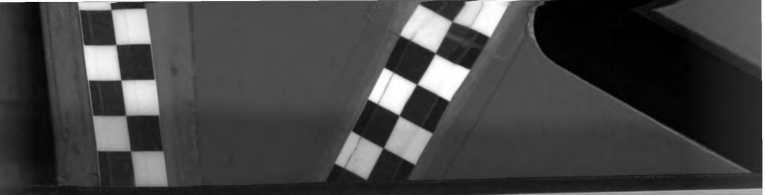
Area II--Counselor Contacts with Groups of Pupils.

Area III--Counselor Observations of Pupils and Teachers.

Area IV--Counselor Collection and Analysis of Pupil
Data.

Area V--Counselor Administration, Scoring and Interpretation of Standardized Tests.

Area VI--Counselor Contacts with Teachers Regarding
Themselves.



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Area VII--Counselor Contacts with Teachers Regarding Pupils.

Area VIII--Counselor Contacts with Parents.

Area IX--Counselor Referrals and Conferences.

Fourteen research hypotheses related to the responses and personal characteristics of the respondents were tested by use of the analysis of variance statistic. Of the fourteen hypotheses the following two were accepted at the .01 level of confidence:

- H_1 Elementary school teachers will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.
- H_2 Elementary school counselors will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.

Conclusions

1. Elementary school teachers accept, as a part of the elementary school counselor's role, the counselor's function of consulting with teachers for the purpose of helping them better understand their pupils or themselves in a school setting.
2. Both elementary school counselors and elementary

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school teachers perceive the counselor as more effective than ineffective in a consulting relationship with teachers.

3. Elementary school teachers perceive the elementary school counselor, in a consulting relationship, as more involved with the teacher in understanding her pupils than in understanding herself.
4. Elementary school counselors perceive the counselor, in a consulting relationship, as more involved with the teacher in understanding her pupils than in understanding herself.
5. Both elementary school counselors and elementary school teachers perceive the counselor as more effective than ineffective in a consulting relationship with teachers regarding their understanding of pupils.
6. Elementary school teachers perceive the elementary school counselor as more effective than ineffective in a consulting relationship with teachers regarding their understanding of themselves.
7. Elementary school counselors judge themselves more critically than do elementary school teachers regarding their consultant behavior with teachers.
8. Personal characteristics of elementary school teachers do not significantly influence the way in which they perceive the effectiveness of the elementary school counselor as a consultant to teachers.

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9. The consulting function of the elementary school counselor consists of many interrelated counselor behaviors. Four general categories of elementary school counselor behavior seem to be important in carrying out the consultant function.

These categories are:

- A. Contacting pupils--individually and in groups.
- B. Collecting pupil data--by observation, review of records, and testing.
- C. Conferring with teachers--focusing on the teacher and focusing on the pupil.
- D. Contacting other adults--such as parents, other school staff members, and community agency representatives.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

The field of guidance and counseling has experienced a rapid growth in American education since the conclusion of World War II. The role and functions of the guidance specialist at the secondary school level now appear to be reasonably established, as they are presented in the American School Counselors Association's statement on the role of the secondary school counselor.¹

More attention has recently been focused on the identification of the role and functions of the elementary school guidance specialist. Although guidance at the elementary school level² has long been recognized as being an important part of American education, the

¹The Role of the Secondary School Counselor, A.P.G.A. Publications Sales, Washington, D.C., 1964.

²For purposes of this study, "elementary school level" will refer to the grades, kindergarten through six.

position of an elementary school guidance counselor¹ is relatively new.

The 1960 White House Conference on Education² seems to have set the stage for the present focus on elementary school guidance and counseling. This conference recommended that the services of counselors be available at the elementary school level. In 1964, Congress followed this recommendation by amending the National Defense Education Act of 1958 to include provision of funds for the training of elementary school counselors and support of pilot programs in elementary guidance. These funds were made available under the supervision of state departments of education.

State and local groups have also recognized the importance of specialized guidance services at the elementary school level. The Michigan Counselor Educators' Association,³ in a January 1966 statement, pointed out the need for further development of guidance services

¹ See page 13 for the precise definition of elementary school counselor as used in this study. In general, the term, "elementary school counselor," will refer to a person, regardless of title, who is employed as a full time specialist in the field of guidance at the elementary school level.

² Children in a Changing World, White House Conference on Children and Youth, U.S. Government Printing Office, Washington, D.C., 1960.

³ Chairman - Dr. Edward G. Adamek, Wayne State University, Detroit, Michigan.

within the elementary schools. The Michigan State Department of Education, using N.D.E.A. funds has sponsored pilot elementary guidance programs in twenty-eight school systems throughout the state since 1965.

At its present stage of development, the field of elementary school guidance and counseling needs additional appraisal of current elementary school counseling services, including N.D.E.A. sponsored pilot programs. Good and Scates¹ have written that for constructive thinking about practical affairs, knowledge of the existing situation is essential.

The need for descriptive studies, regarding what is being done by elementary school counselors, has been voiced by Cottingham.² He suggests that descriptive studies might include questions relating to the specific functions provided by guidance personnel to teachers, pupils, administrators and the community. In a more recent article, Cottingham reviews teacher-counselor concerns in the area of elementary guidance. He states "another deficiency is lack of significant research that attempts to examine guidance functions

¹Good, Carter V. and Scates, Douglas E., Methods of Research, Appleton-Century Crofts, New York, 1954.

²Cottingham, Harold F., "National-Level Projections for Elementary School Guidance," Personnel and Guidance Journal, Vol. 44, pp. 499-502, January, 1966.

which can be normally assumed by the classroom teacher, those guidance responsibilities with which she can use some assistance, and those problem areas where referred resources or counselors are needed."¹

This study will provide some of the needed information about the current functioning of elementary school counselors, as they work with elementary school teachers.

It is recognized that the elementary school counselor is performing many and varied functions at this time. Of these services, three appear most frequently in discussions of the elementary school counselor's role. These are: counseling (individual and group), consulting (with teachers, parents, administrators, and other pupil personnel specialists), and coordinating (liaison) school guidance services with other community and school resources. This study will investigate the counselor's consulting function--specifically that of consulting with elementary school teachers for the purpose of helping them better understand their students and themselves within their school setting.

The classroom teacher has long been recognized

¹Cottingham, Harold F., "Research Voids in Elementary School Guidance," Elementary School Guidance and Counseling, Vol. 1, p. 228, June, 1967.



as a key person in the elementary school guidance program. Within the classroom, the teacher attempts to facilitate learning and individual student development. In order to achieve these ends it is necessary for the teacher to have a thorough understanding both of her pupils and herself. The elementary school counselor, as a specialist in the field of guidance, can aid the teacher in attaining these important understandings; however, more knowledge is presently needed regarding how this assistance can be effectively given to teachers by an elementary school counselor.

Information obtained in this study should be of value in more succinctly describing current practices of the elementary school counselor as they relate to the consulting aspect of his relationship with teachers. Such knowledge will be of value to:

1. Practicing school counselors as they work with teachers in performing their present function.
2. All members of elementary school staffs, as they first introduce the use of counselors in their schools.
3. College professors, as they develop preparation programs for elementary school counselors and elementary school teachers.
4. Staff members of state departments of

education, as they supervise and evaluate elementary school counseling programs.

5. Researchers in the field of elementary school guidance and counseling, as they develop hypotheses for future research.

Statement of the Problem

The purpose of this investigation is to identify and describe the significant elements in elementary school counselors' consultant behavior, as perceived by elementary school counselors and elementary school teachers, which appear to be effective and those which appear to be ineffective in providing elementary school teachers with a better understanding of their pupils and themselves in a school setting.

Assumptions Upon Which the Study is Based

Basic to this investigation is the assumption that the area of guidance and counseling is of importance at the elementary school level. It is recognized that elementary school personnel can and do work together to facilitate the basic aims of elementary guidance--to aid student learning and individual development.

In outlining this research study, several assumptions were made both about elementary school

teachers and elementary school counselors and the importance of their interpersonal relationship. It was felt that both the teacher and the guidance specialist have distinct roles to play in an elementary guidance program and that they can best serve the pupils by working together.

It is assumed that teachers, by increasing their understanding of their students and themselves in a school setting, will be better prepared to plan and organize classroom activities for the benefit of individual pupils. Granted that a better understanding by teachers of their pupils and themselves is of benefit to both teachers and students, counselor activities which are significant in the acquisition of such knowledge should be described and analyzed in considerable detail.

Presuming that elementary school counselors and elementary school teachers can relate which counselor activities are of significance in the consulting relationship, the Critical Incident Technique appeared to be a suitable instrument to use in the descriptive part of this study. This technique, as devised by John C. Flanagan of the American Institute for Research and the University of Pittsburgh, elicits descriptions of behaviors considered as critical in carrying out the duties of the position or the relationship under study.

This technique is discussed at length in Chapter III.

Since consultation is a reciprocal relationship between two people, each of whom is an expert in his own field, it is assumed that teachers and counselors might perceive these significant counselor behaviors in different ways. Recognizing this possibility, this study is designed to review the Critical Incident Technique responses from the point of view of:

1. The teachers, as one group of respondents.
2. The counselors, as one group of respondents.
3. The teachers and counselors, as a combined group of respondents.

It is also assumed that the different characteristics of the respondents themselves might influence their reporting of significant counselor behavior. Selected teacher characteristics, including age, grade level taught, and amount of previous teaching experience, will be examined in relation to their responses in this study.

Analysis of the Data

The data obtained from the responding elementary school counselors and elementary school teachers will be analyzed by two methods.

The first method will be a descriptive reporting

of the data following the principles of the Critical Incident Technique.

The second method of analysis will involve the testing of research hypotheses using the analysis of variance statistical technique on specific portions of the collected data.

The study's main hypotheses presented in this section appear in general form. In Chapter III, related research hypotheses will be stated and presented in testable form. The major hypotheses are:

- H₁ Both elementary school counselors and elementary school teachers perceive the elementary school counselor as more effective than ineffective in the consulting relationship when helping teachers understand their pupils.
- H₂ Both elementary school counselors and elementary school teachers perceive the elementary school counselor as more effective than ineffective in the consulting relationship when helping teachers understand themselves.
- H₃ Personal characteristics of elementary school teachers are associated with the way in which they perceive the effectiveness of the elementary school counselor

as a consultant.

Scope and Limitations of the Study

This study is limited in its scope. Rather than investigating the elementary school counselor-elementary school teacher associations in a broad or general manner, the study is designed to focus on one specific aspect of these associations, the counselor's behavior as a consultant. Thus, the information to be gathered is requested to be as specific in this respect as possible. The report form is designed with that purpose in mind.

It is recognized that students, administrators, parents, and other pupil personnel specialists also have their perceptions of what constitutes effective elementary school counselor behavior in working with elementary school teachers. Though knowledge of these persons' perceptions would be of value, this investigation is specifically designed to center on those people most directly involved in this relationship--the teachers and counselors themselves.

Another delimitation was to narrow the scope of this research to include only elementary school teachers and counselors from within the state of Michigan. More specifically, the respondents are from school

systems which were participating in N.D.E.A. elementary school guidance pilot programs under the sponsorship of the Michigan State Department of Education during the period extending from September, 1966 to June, 1967.

Limitations of this study are found largely in the analysis procedures. The Critical Incident Technique relies on the respondent's ability to satisfactorily complete the report form. However, researchers who have previously used the Critical Incident Technique found this limitation to be of little consequence.

As the report forms will be mailed to the participating school systems, direct explanation of the instructions cannot be given to each respondent. This fact may also be somewhat limiting. However, the report form and the instructions for filling it out will be pre-tested in two school systems with two separate groups of ten elementary school teachers. Their suggestions will be incorporated in the final report forms. In addition to this pre-testing, the respondents will be asked to telephone the investigator for further explanation if necessary. Flanagan states:

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.¹

The capability of the respondents to recall critical actions of the elementary school counselor creates another limitation. To aid the respondents in this regard, they will be asked to report only those significant counselor activities which had occurred within the previous ten months (September, 1966--June, 1967).

The amount of information requested and the time required to complete a report form may discourage some respondents from returning their forms. Thus, the time and energy needed to complete and return the report form may be regarded as a limitation. The suggestions received from teachers and counselors in the pre-testing of these forms and the suggestions of those having experience in the use of this technique will be used in constructing the report form so that it will be as easy as possible to complete and return.

Definition of Terms

The following definitions are of important terms related to the respondents in the study and the

¹Flanagan, John C., "The Critical Incident Technique," Psychological Bulletin, Vol. 51, p. 343, July, 1954.

Critical Incident Technique.

Elementary School Counselor (ESC): A person who is employed as a full-time guidance specialist at the elementary school level (grades K-6) in a Michigan N.D.E.A. pilot guidance program during the 1966-67 school year.

Elementary School Teacher (EST): A person who is employed as a full-time classroom teacher at the elementary school level (grades K-6). She has had contact with an elementary school counselor in a school which is participating in a Michigan N.D.E.A. pilot guidance program during the 1966-67 school year.

Respondents: Elementary school counselors and elementary school teachers who completed and returned their report forms. It was assumed that each respondent had sufficient knowledge of their reported incidents to judge the counselor's activities, as they effected the teacher's understanding of her pupils or herself in a school setting.

Incident: An event in an elementary school counselor-elementary school teacher association, in which the elementary school counselor attempts to provide the elementary school teacher with a better understanding of her pupils or herself in the school setting. This will involve the counselor and the teacher, as an

individual or group member. It may take place in an hour, it may consume several weeks from its beginning to its end, or it may not have come to a definite end.

Significant Incident: An incident in which, according to the judgment of an elementary school teacher or an elementary school counselor, the counselor's activities had a marked effect, positive or negative, on the teacher's understanding of her pupils or herself, as she works in a school setting. The criteria for naming a significant incident are left to the respondent's judgment. If a respondent feels that an incident had a marked effect, it is considered a significant incident. All incidents in this study are considered significant incidents.

Effective Incident: An incident in which, according to the judgment of the respondent, the counselor's activities had a positive effect which resulted in the teacher better understanding her pupils or herself in a school setting.

Ineffective Incident: An incident in which, according to the judgment of the respondent, the counselor's activities had no effect or had a negative effect which resulted in the teacher's failure to gain a better understanding of her pupils or herself in a school setting.

Element: A constituent part of an incident. An element is one specific activity of an elementary

school counselor in an incident. An incident may, and usually will, contain several elements.

Significant Elements: Those elements which occur most frequently in significant incidents. They are elementary school counselor activities which, if carried out in a particularly effective or ineffective manner, lead to judgments by respondents regarding the effectiveness of the counselor's behaviors. All elements in this study are considered significant elements.

Refined Element: An element formulated from a larger number of similar elements.

Significant Area: A grouping of related refined elements.

Overview

A frame of reference for the entire study is developed in Chapter I. Included are the introduction, statement of the problem, basic assumptions underlying the study, general research hypotheses, scope and limitations of the study, and definitions of important terms.

In Chapter II, a review of the related literature is presented. This includes previous educational research which used the Critical Incident Technique, as well as literature which refers to the elementary school counselor as a consultant to elementary school teachers.

The design of the study and the procedures followed in the use of the research technique are reported in Chapter III. Information in this chapter includes sources of data, the research instrument, development of the report form, and the treatment of the data.

The examination and analysis of the data is reviewed in Chapter IV. This chapter is divided into two major parts: (1) an analysis of the data in accordance with the principles of the Critical Incident Technique and (2) an analysis of the data as it is applied to the testable research hypotheses.

In Chapter V, a summary of the study, conclusions, and implications for further research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of a survey of related literature is to indicate the investigations into and comments about a subject which has preceded this study and to point out the gaps in the literature which indicate a need for further study. This chapter also includes a survey of materials dealing with the Critical Incident Technique (CIT) to better inform the reader of its previous applications in the field of educational research. Therefore, the following review is presented in two principal sections. The first deals with the literature related to the Critical Incident Technique and the second, with literature related to the elementary school counselor's behavior as a consultant to elementary school teachers.

Literature Related to the Critical Incident Technique

Background and General Use

In the period just before and during World

War II, there was a renewed interest among psychologists and sociologists regarding the requirements of jobs in various occupational fields. One of the many researchers in this area was John C. Flanagan who, working with associates, developed what is now called the Critical Incident Technique. Flanagan, in devising this technique, attempted to set up a systematic approach to analyzing and synthesizing observations of on-the-job behaviors.

The Critical Incident Technique was formulated from studies made in the Aviation Psychology Program of the United States Army Air Forces in World War II. These studies included research on critical requirements for Air Force officers and combat leadership. A summary volume¹ for the Aviation Psychology Program Research Reports contained a discussion of the theory behind this technique as well as a collection of reports on specific studies.

After World War II, some of the psychologists of the USAAF Aviation Psychology Program established the American Institute for Research in Pittsburgh. Studies,

¹Flanagan, John C., "The Aviation Psychology Program in the Army Air Forces," Army Air Forces Aviation Psychology Program Research Report Number 1, U.S. Government Printing Office, Washington, D.C., 1947.

under the auspices of this institute, more formally developed the Critical Incident Technique.

In 1949, Flanagan¹ outlined the methodology of the Critical Incident Technique and necessary requirements for its successful use.² After further improving the CIT, Flanagan³ presented a thorough explanation of its use in 1954.

Studies, using the CIT, have covered an extensive range of occupations from dentists⁴ to store managers.⁵ These studies are referred to in Flanagan's 1954 article⁶ and in a comprehensive bibliography printed by the American Institute for Research.⁷

¹Flanagan, John C., "Job Requirements" in Current Trends In Industrial Psychology (ed. Wayne Dennis), University of Pittsburgh Press, Pittsburgh, 1949, p. 47.

²These requirements are described in detail in Chapter III.

³Flanagan, John C., op. cit., "Critical Incident Technique," p. 346.

⁴Wagner, R. F., "A study of the Critical Requirements for Dentists," University of Pittsburgh Bulletin, vol. 46, pp. 331-339, 1950.

⁵Andersson, Bengt-Erik and Nilsson, Stig-Goran, "Studies in the Reliability and Validity of the Critical Incident Technique," Journal of Applied Psychology, vol. 48, pp. 398-403, December, 1964.

⁶Flanagan, John C., op. cit., "Critical Incident Technique," pp. 356-358.

⁷Mimeographed bibliography on uses of the Critical

Several research projects, utilizing this technique, have been done in the field of education. Some of these projects will be reviewed in the following section.

Use of the Critical Incident
Technique in the Field of Education

The Critical Incident Technique has been used frequently, as a research instrument in the field of education. Several research studies are listed in this section to show the applicability of the CIT to the various phases of education. Those investigations which seemed most relevant to this study are then reviewed in more detail.

Researchers have used the CIT to study grading practices,¹ school board membership,² school board-community relationships,³ school public relations

Incident Technique, American Institute for Research, Pittsburgh, March, 1963.

¹Wallace, Joseph S., "Critical Incidents in the Assignment of Marks to High School Students," (unpublished doctoral dissertation, University of Southern California, 1960).

²Barnhart, Richard E., "The Critical Requirements for School Board Membership Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, Indiana University, 1952).

³Corbally, John E., Jr., "A Study of the Critical Elements of School Board-Community Relations," (unpublished doctoral dissertation, University of California, 1955).

process,¹ and in-service training.²

Various job descriptions related to the field of education have been the subject of research which employed the Critical Incident Technique. Job requirements for elementary³ and secondary⁴⁻⁶ school principals have been investigated. The position of superintendent

¹Ciernick, Sylvia, "The Development and Use of a Conceptual Schema for Analyzing the School Public Relations Process," (unpublished doctoral dissertation, Michigan State University, 1962).

²Fleming, Jack W., "The Critical Incident Technique as an Aid to In-Service Training," American Journal of Mental Deficiency, vol. 67, pp. 41-52, July, 1962.

³Benjamin, Dayton, "Critical Behaviors of Elementary Principals in the Improvement of Instruction," (unpublished doctoral dissertation, Stanford University, 1955).

⁴Phillips, H. E., "Crucial Requirements of the Principalship in Georgia as Observed by Public School Teachers," (unpublished doctoral dissertation, University of Georgia, 1954).

⁵Harris, X. J., "Critical Requirements for the Principalship in Georgia as Observed by Superintendents of Schools," (unpublished doctoral dissertation, University of Georgia, 1955).

⁶Walters, Thomas W., "The Job of the High School Principal as Perceived by California City Superintendents," (unpublished doctoral dissertation, Stanford University, 1955).

of schools has been reviewed by Sternloff,¹ Robson,² Kirk³ Ciernick,⁴ and Dunn.⁵

The CIT has also been used to investigate the following educational occupations: public school teachers,⁶⁻¹¹ college instructors,¹² and college level student

¹Sternloff, Robert E., "The Critical Requirements for School Administrators Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, University of Wisconsin, 1953).

²Robson, Howard N., "Success and Failure of Small School Superintendents," a publication of the Curriculum and Research Center, University of Wyoming, Laramie, Wyoming, 1956.

³Kirk, George V., "The Critical Requirements for Public School Superintendents," (unpublished doctoral dissertation, University of Pennsylvania, 1959).

⁴Ciernick, Sylvia, op. cit., unpublished dissertation, 1962.

⁵Dunn, Bruce J., "An Analysis and Identification of Instructional Leadership Acts as Performed and Perceived by the Superintendent of Schools," (unpublished doctoral dissertation, Michigan State University, 1964).

⁶Blank, Lane B., "Critical Incidents in the Behavior of Secondary School Physical Education Instructors," The Research Quarterly, vol. 29, pp. 1-6, March, 1958.

⁷Domas, S. J., Report of an Exploratory Study of Teacher Competance, New England School Development Council, Cambridge, Massachusetts, 1950.

⁸Goldin, M., "Behaviors Related to Effective Teaching," (unpublished doctoral dissertation, University of Wisconsin, 1957).

⁹Jensen, A. C., "Determining Critical Requirements

personnel deans.¹

In the review of literature on the use of the Critical Incident Technique in the field of education, two studies were found which apply to the specific area of public school counseling.

William E. Traux² investigated effective and ineffective performance on the part of counselors in small schools. His study dealt with counselors at the secondary school level who were working as the only

for Teachers," Journal of Experimental Education, vol. 20, pp. 79-86, 1951.

¹⁰Merritt, Edith P., "Critical Competencies for Elementary Teachers in Selected Curriculum Areas," (unpublished doctoral dissertation, Stanford University, 1955).

¹¹Roth, Lois H., "Criteria for the Selection of Supervising Teachers Using the Critical Incident Technique," Journal of Teacher Education, vol. 12, pp. 476-481, 1961.

¹²Smit, Jo Ann, "A Study of the Critical Requirements for Instructors of General Psychology Courses," University of Pittsburgh Bulletin, vol. 48, pp. 279-284, June, 1952.

¹Rodgers, Allan W., "An Investigation of the Critical Aspects of the Function of the Student Personnel Dean as seen by his Professional Peers using the Critical Incident Technique," (unpublished doctoral dissertation, Michigan State University, 1963).

²Traux, William E., "A Comparison of Behavior Factors which Distinguish between Effective and Ineffective Performance of Public School Counselors," (unpublished doctoral dissertation, University of Wisconsin, 1953).

trained personnel worker in a small school system or as the only guidance specialist in a single school building in a larger system. The critical incidents in this study were reported by teachers, school administrators, counselor trainers, state directors of guidance, guidance supervisors, and counselors.

Traux found that the effective and ineffective acts of the counselors could be grouped into seven major categories:

1. Providing service to students as individuals.
2. Maintaining the relationships between school and community.
3. Providing services and maintaining relationships with the school staff.
4. Providing services for students in groups.
5. Accepting personal responsibility.
6. Accepting professional responsibility.
7. Contributing to the general school program.

The third area, providing services and maintaining relationships with the school staff, relates somewhat to the consulting functions of the counselor. In a journal article, Traux included the following items in this general category:

1. Cooperates with the staff in obtaining information about students and in making it part of the school records.

2. Sends new occupational and other guidance information to the school staff at frequent intervals.
3. Assists home room and other teachers in planning and carrying out an effective group guidance program.
4. Provides information about individual students to individual faculty members in an understandable fashion.
5. Enlists the aid of and works with individual faculty members in planning activities to assist the individual student in solving problems, making wise choices, plans, and adjustments.
6. Contacts all faculty members individually to explain the guidance program and the services it can render.
7. Organizes and contributes to an in-service program of guidance.
8. Arranges meeting times of in-service training sessions in guidance to meet the convenience of most of the faculty.
9. Assists teachers in the wise use of tests and other information-gathering devices.
10. Prepares carefully all speeches about the guidance services that he is called upon

to make before a faculty group.

11. Is friendly and courteous with fellow staff members at all times.¹

William B. King² employed the Critical Incident Technique to determine the behaviors of secondary school counselors which result in their being regarded as effective or ineffective by teachers. He found that these behaviors could be grouped under the following four categories:

demonstrating professional competence in:

1. Staff relationships and services.
2. Pupil relationships and services.
3. Parent relationships and services.
4. Community relationships and services.

The area of professional competence in staff relationships and services correlates with the counselor's function of consulting with teachers, as defined in the present study. Regarding teacher-counselor relationships, King³ suggested that:

¹Traux, William E., "Critical Requirements of Small School Counselors," Personnel and Guidance Journal, vol. 35, p. 105, October, 1956.

²King, William B., "Certain Critical Requirements for the Secondary School Counselor Determined from an Analysis of Critical Incidents Reported by Teachers," (unpublished doctoral dissertation, New York University, 1956).

³King, William B., Ibid, unpublished dissertation, 1956.

1. Teachers recognize certain leadership responsibilities of counselors and anticipate the fulfillment of the responsibilities.
2. The effective counselor develops communications with teachers and keeps them informed about guidance services.
3. Teachers desire and expect to participate in personnel services.
4. Teachers regard the effective counselor as one who is concerned with discipline.
5. Teachers distrust and disapprove of counselors who fail to protect confidences entrusted to them.
6. The effective counselor must view his job in perspective with regard to the total educational program.
7. The effective counselor is judged by teachers to be one who extends his function to include working with parents and available community resources in providing for pupil needs.

Although the investigations of Traux¹ and King² dealt only with counselors at the secondary

¹Traux, William E., op. cit., unpublished dissertation, 1953.

²King, William B., op. cit., unpublished dissertation, 1956.

school level, their studies indicated that the CIT is a suitable instrument to use in investigating counselor behaviors and could be employed at the elementary school level. From their comments, it appeared that the area of counselor-teacher consultation could be explored by using this technique and that both teachers and counselors could be reliable respondents.

The following section of this chapter includes a review of the literature related to the elementary school counselor's behavior as a consultant to elementary classroom teachers.

Literature Related to the Elementary
School Counselor's Behavior as a
Consultant to Elementary
School Teachers

Overview

Before reviewing aspects of the counselor's consultant behavior, as it relates to teachers, it may be helpful to the reader to place this type of behavior in proper perspective relative to the elementary school counselor's overall role.

Although this study is focused on the role of the elementary school counselor (ESC) as a consultant to elementary school teachers (ESTs), it should be

recognized that there are other significant aspects of his role such as counseling and coordination. Nelson has pointed out that "there is little value in arguing the merits of either counseling or consulting without acknowledging the complementary value provided by the other approach."¹

This study did not attempt to prove that consultation is the major or most important function of the ESC. However as this research is centered on the elementary school counselor's consulting behavior with elementary school teachers, the reviewed literature is pertinent to this one function.

This review of literature is presented in the following categories:

1. Consultation with Teachers, a recognized function of the elementary school counselor.
2. Significance of the Teacher in Elementary Guidance and Related Consultation.
3. The ESC-EST Relationship, in Theory.
4. The ESC-EST Relationship, in Practice.

Consultation with Teachers, a Recognized
Function of the Elementary School Counselor

¹Nelson, Richard C., "Counseling Versus Consulting," Elementary School Guidance and Counseling, vol. 1, p. 150, March, 1967.

Textbooks on elementary school guidance in the 1950's tended to emphasize the teacher's role in implementing guidance practices in the classroom with little or no mention of the elementary school counselor.

Literature gradually began to mention a guidance specialist at the elementary school level. A few examples of this increased recognition of the elementary school counselor's role and duties are noted.

Patouillet,¹ in a 1957 article, mentioned the elementary guidance worker as essentially a consultant. Crow and Crow² stated that an elementary counselor's duties included consulting with teachers and parents.

Hatch and Costar noted that a duty of the elementary school counselor was to:

consult with the school staff (provide information about pupils to teachers, remedial specialists, and the principal; prepare materials for teachers to use in their classes, conduct case conferences, assist in educational placement, etc.)³

¹Patouillet, Raymond, "Organizing for Guidance in the Elementary School," Teachers College Record, vol. 58, pp. 434-436, April, 1957.

²Crow, Lester and Crow, Alice, An Introduction to Guidance, American Book Co., New York, 1960.

³Hatch, Raymond and Costar, James, Guidance Services in the Elementary School, Wm. C. Brown Co., Dubuque, Iowa, 1961, p. 131

In the 1960's, more and more mention was made of the elementary school counselor and his consulting function. George Hill described the ESC as:

. . . a building team member, a consultant to teachers and other staff, a counselor to children and parents, a resource person for aid and referral. Her primary role is that of consultant, but a significant secondary role is that of counselor to individuals.¹

Wrenn² reported that elementary school counselors spent much of their day consulting with teachers and parents. McKellar³ and Muro,⁴ in doctoral dissertations, reported that elementary school counselors should perform consultant services to teachers.

Eckerson believed "consultation is the most important though not the only aspect of the role of the

¹Hill, George, "The Start of a Continuous Program of Guidance in Elementary Schools," Clearing House, vol. 38, October, 1963, p. 115.

²Wrenn, C. Gilbert, The Counselor in a Changing World, APGA, Washington, D.C., 1962.

³McKellar, Rebecca, "A Study of Concepts, Functions, and Organizational Characteristics of Guidance in the Elementary School as Reported by Selected Elementary School Guidance Personnel," (unpublished doctoral dissertation, Florida State University, 1963).

⁴Muro, James, "The Elementary Guidance Specialist as Perceived by Elementary School Teachers and Elementary School Principals," (unpublished doctoral dissertation, University of Georgia, 1965).

elementary school counselor."¹ Another viewpoint was expressed by Peters, Shertzer and Van Hoose,² who considered counseling with individual pupils to be of major importance, while consulting with teachers and parents was a necessary by-product.

Studies by Hill³ and Cottingham mentioned counseling, consultation and coordination as the three primary functions of the present elementary school counselor. Cottingham reported that a consensus of present writers agreed on:

. . . a threefold function of the elementary counselor: counseling (individual and group), consulting (with parents, teachers, other pupil personnel specialists, and administrators) and coordination (liaison) with school staff and with community and school resources.⁴

Professional guidance organizations have also recognized consultation with teachers as a function of the ESC. The Michigan Counselor Educators'

¹Eckerson, Louise, "Consultation in the Counselor's Role," Elementary School Guidance and Counseling, vol. 1, Fall 1966, p. 5.

²Peters, Herman J.; Shertzer, Bruce; and Van Hoose, William; Guidance in Elementary Schools, Rand McNally Co., Chicago, 1965.

³Hill, George E., "Agreements in the Practice of Guidance in the Elementary School," Elementary School Guidance and Counseling, vol. 1, pp. 188-195, June, 1967.

⁴Cottingham, Harold., op. cit., "Research Voids. .," p. 225.

Association¹ has noted that counselor assistance and support to the school staff is an important objective in elementary school guidance programs.

Although there is no official position statement to date, the Association for Counselor Education and Supervision - American School Counselor Association Joint Committee on the role of the elementary school counselor has suggested that there are three primary functions of the ESC - counseling, consultation and coordination. Consultation was defined as:

. . . the process of sharing with another person or group of persons information and ideas, of combining knowledge into new patterns, and of making mutually agreed upon decisions about the next steps needed.²

It appears from this review of literature that the elementary school counselor's function of consulting with teachers has progressed to the point of being considered an integral part of the elementary school counselor's role.

¹"Preliminary Statement on Elementary Guidance" of the Michigan Counselor Educators' Association, Chairman - Dr. Edward G. Adamek, Wayne State University, Detroit, Michigan, January, 1966.

²Association for Counselor Education and Supervision - American School Counselor Association report of the joint committee on the elementary school counselor, Read at the APGA Association Conference, Washington, D.C., April, 1966, p. 4.

Significance of the Teacher in
Elementary Guidance and
Related Consultation

Hill and Nitzscke have written:

Clarification of the guidance function and the preparation of guidance workers for elementary schools will proceed best only if the most careful attention is given to the significant role of the teacher in the self-contained classroom and to her relations with special service workers.¹

Several authors, including Smith and Eckerson,² Kowitz and Kowitz,³ Koeppe,⁴ Cottingham,⁵ and Grams⁶ have expressed the view that the elementary school teacher has a key role in the elementary guidance

¹Hill, George and Nitzscke, Dale, "Preparation Programs in Elementary School Guidance," Personnel and Guidance Journal, vol. 40, October, 1961, p. 159.

²Smith, Hyrum and Eckerson, Louise, Guidance for Children in Elementary Schools, U.S. Govt. Printing Office, Washington, D.C., 1965.

³Kowitz, Gerald and Kowitz, Norma, Guidance in the Elementary Classroom, Mc Graw-Hill Co., New York, 1959.

⁴Koeppe, Richard P., "The Elementary School Counselor--What Is He?", School Counselor, vol. 12, October, 1964, pp. 11-13.

⁵Cottingham, Harold F., Guidance in Elementary Schools, McKnight and McKnight, Bloomington, Illinois, 1956.

⁶Grams, Armin, Facilitating Learning and Individual Development, Minnesota State Department of Education, St. Paul, Minnesota, 1966.

program.

The importance of the EST was stressed by Cottingham, in this manner:

In contrast to guidance services at the other educational levels, guidance functions rest largely in the hands of the person most closely associated with the pupil, his elementary teacher. The teacher not only provides immediate adjustment services where feasible, but coordinates other efforts directed toward the needs of the pupil. The obligation cannot be effectively shifted nor can other personnel function in a capacity equal to the pupil's teacher. Rendering satisfactory guidance services is a total school responsibility, but the personal application of such functions rests to a large extent with the classroom teacher.¹

Dinkmeyer² and Koeppe³ seemed to be in agreement with Cottingham's further statement that:

There is a definite place for the counselor or other specialist in the elementary school, for an effective program of services must include assistance from both types of individuals, the resource person and the teacher.⁴

Regarding consultation, Stripling has written:

The current trend is toward increasing use of the counselor as a consultant who confers with teachers in an effort to help them understand various kinds of developmental tasks with increasing skill and comfort in their own classroom. The movement is

¹Cottingham, H. F., op. cit., Guidance in Elementary Schools, p. 10.

²Dinkmeyer, Don, "Elementary School Guidance and the Classroom Teacher," Elementary School Guidance and Counseling, vol. 1, pp. 15-26, January, 1967.

³Koeppe, R., op. cit., "El. School Counselor," pp. 11-13.

⁴Cottingham, H., op. cit., Guid. in Elementary Schools, p. 10.

in the direction of the creative use of the elementary school counselor as a resource person to help the teacher in developing new experiences for children.¹

Consultation with a view to helping the teacher in understanding herself in a school setting has not been widely discussed. However, Bills and others² held that the self-concept of a teacher had a direct effect on the child, specifically with respect to the child's self-concept and also his reactions to others. Bills suggested that teachers with negative feelings about themselves would produce negative feelings in many of their pupils about themselves.

Other views on the importance of self-understanding by teachers have been given by Grams and Anglin. Grams presented the view that, "self-understanding for teachers should emphasize understanding of self as a learner, if teachers are truly to be masters of the teaching-learning situation."³

Anglin stated that the teacher sets the emotional climate for learning in the classroom. She

¹Stripling, Robert O., "Trends in Elementary School Guidance," National Elementary Principal, vol. 43, April, 1964, p. 14.

²Bills, Robert; Vance, Edgar; and McLean, Orison, "An Index of Adjustment and Values," Journal of Consulting Psychology, vol. 15, pp. 257-261, June, 1951.

³Grams, A., op. cit., Facilitating Learning, p. 109.



wrote that the teacher needs to offer the pupils a relationship of mutual trust and respect and to do this "the teacher must be aware of her own likes, dislikes, needs and frustrations, as well as the motivations and defenses of children."¹

The elementary school counselor, in a consulting relationship with elementary school teachers, can aid the teachers to understand the importance of their attitudes and behavior in the classroom. Values in this consulting relationship have been presented by Nelson:

1. There is involvement of the persons who can most directly influence the external environment of the child.
2. The participants in the consulting situation receive a mutual benefit that results both from being heard and from the kind of brainstorming that may expand the horizons of each in providing aid to the child.
3. A larger number of children can be served through the indirect process of consulting.
4. Counselors and teachers can take a dynamic part in their role as change agents through consulting. As a result of the conferences there develops an approach to the child that may be more united or complementary in attempting to serve the needs exhibited by the child.²

That the teacher plays a significant role in

¹Anglin, Eleanor M., "Guidance in the Elementary School," National Elementary Principal, vol. 41, January, 1962, p. 56.

²Nelson, R., op. cit., "Counseling Vs. Consulting," pp. 149-150.

the elementary school guidance program and can profit from consultation with a counselor seems evident. Suggestions relative to this consulting relationship are examined in the next two sections.

The Elementary School Counselor-
Elementary School Teacher Consulting
Relationship, in Theory

Much has been written concerning the possible consulting relationships of the elementary school counselor and the elementary school teacher. The following two statements should provide the reader with a basic awareness of the thinking associated with the emphasis on the elementary school counselor's behavior, as a consultant to elementary school teachers.

Dinkmeyer noted that the objectives of elementary school guidance should include, "helping the teacher to be more aware of and sensitive to the child's personal needs, goals and purposes and to meet these needs in intellectual, personal and social areas."¹

The view of Anglin on the behaviors of the ESC in this relationship was expressed in this manner:

He acts as consultant to the classroom teacher, recognizing that the major guidance function is affected within the confines of the classroom in

¹Dinkmeyer, D., op. cit., "El. School Guidance and the Classroom Teacher," p. 18.

the teacher-pupil relationship. He can help the teacher see the child and his potential more realistically; help her comprehend the impact of classroom living on the child; and support the teacher in her efforts to understand her own feelings about the child and his peers.¹

From the review of literature on this consulting relationship, two major categories appeared in the ESC's activities with the classroom teachers. These categories were:

- A. The ESC acting as a consultant to groups of teachers, as in case conferences and in-service meetings.
- B. The ESC acting as a consultant to individual teachers, regarding their pupils and themselves.

The related literature is discussed, as it pertained to these two major categories.

A. The ESC, as a Consultant
to Groups of Teachers -
In-Service Meetings

The elementary school counselor has been described as a person who assists teachers in understanding child development and behavior through in-service staff meetings. Johnson, Stefflre and

¹Anglin, E., op. cit., "Guidance in the El. School," p. 56.

Edelfelt,¹ Peters, Shertzer and Van Hoose,² Smith and Eckerson,³ and Faust⁴ have all mentioned the interpretation of child behavior as an in-service function of the elementary school counselor.

Fine⁵ and Maes⁶ reported that the ESC's participation in in-service meetings on child behavior aids ESTs in their understanding of children and in their ability to use several alternatives in working with pupils in the classroom. Teachers are also aided, through in-service explanations by the ESC, in carrying out procedures for collecting and interpreting data

¹Johnson, Walter F.; Stefflre, Buford; and Edelfelt, Roy, Pupil Personnel and Guidance Services, McGraw-Hill Co., New York, 1961.

²Peters, H.; Shertzer, B.; and Van Hoose, W.; op. cit., Guidance in Elementary Schools.

³Smith, H.; and Eckerson, L.; op. cit., Guidance for Children in Elementary Schools.

⁴Faust, Verne, "The Counselor as a Consultant to Teachers," Elementary School Guidance and Counseling, vol. 1, pp. 112-117, March, 1967.

⁵Fine, Marvin, "What Can You Expect From a Guidance Counselor," Grade Teacher, vol. 84, pp. 152-155, September, 1966.

⁶Maes, Wayne R., The Elementary School Counselor: A Venture in Humanness, Arizona State University Bulletin #19, Tempe, 1966.



helpful to understanding their pupils according to Garry¹ and Brison.²

Interpretation of testing programs, procedures and results has been specifically listed as an ESC function in in-service meetings by Brison³ and Johnson.⁴ Cottingham⁵ has stressed the interpretation of test results by the ESC to groups of teachers.

Teacher management of the classroom has been suggested as an in-service topic for the elementary school counselor to discuss with the staff by M. Toby Mindel⁶ and Francis Wilson.⁷

¹Garry, Ralph, Guidance Techniques for Elementary Teachers, Charles Merrill Inc., Columbus, Ohio, 1963.

²Brison, David W., "The Role of the Elementary Guidance Counselor," National Elementary Principal, vol. 43, pp. 41-44, April, 1964.

³Brison, D., ibid., p. 42.

⁴Johnson, W.; Stefflre, B.; and Edelfelt, R., op. cit., Pupil Personnel and Guidance Services.

⁵Cottingham, Harold F., "The Status of Guidance in the Elementary Schools" in J. F. Adams (ed.) Counseling and Guidance: A Summary View, MacMillan Co., New York, 1965.

⁶Mindel, M. Toby, "The Role of the Guidance Specialist in the In-Service Education of Teachers," Personnel and Guidance Journal, vol. 45, pp. 692-696, March, 1967.

⁷Wilson, Francis, "Guidance in the Elementary Schools," Occupations, vol. 29, pp. 168-173, December, 1950.

Curriculum, as a concern of the ESC in in-service meetings, is mentioned by Brison¹ and Fine.² Faust emphasized that, "curriculum development comprises the counselor's major consultant focus, inasmuch as it is the total curriculum world of the child that the counselor works to influence."³

Although a group meeting is not involved, Dinkmeyer⁴ suggested that in-service education of teachers could be aided by the ESC through the use of staff bulletins.

Case Conferences

Mathewson,⁵ Detjen and Detjen,⁶ and Hatch and

¹Brison, D., op. cit., "The Role of the El. Guid. Counselor."

²Fine, M., op. cit., "What Can You Expect."

³Faust, V., op. cit., "The Counselor as a Consultant," p. 115.

⁴Dinkmeyer, Don C., "The Consultant in Elementary School Guidance," in Peters, Ricco, and Quaranta (Eds.), Guidance in the Elementary School, Macmillian Co., New York, 1963.

⁵Mathewson, Robert H., Guidance Policy and Practice, Harper and Bros., New York, 1955.

⁶Detjen, Ervin, and Detjen, Mary, Elementary School Guidance, (2nd ed.), McGraw Hill, New York, 1963.

Costar¹ have mentioned that the ESC uses case conferences with ESTs as a method of helping them in working with their pupils.

Faust² stated that teachers and counselors, in case conferences, share data regarding the child and develop a course of action to be taken in the future.

B. The ESC, as a Consultant to Individual Teachers

Topics of discussion in the ESC's contact with individual teachers have been identified as: test interpretation, individual pupil testing, cumulative folder interpretation, pupil data collection and interpretation, individual pupil counseling, classroom observation, suggestions for teaching methods and future procedures, follow-up on previous contacts, parent contacts, and referrals to other agencies and personnel.

The literature is first reviewed as the counselor's consultation with the teacher is focused on the pupils. Then the discussion covers the counselor's consultation with the teacher focused on the teacher herself.

Interpretation of standardized test results,

¹Hatch, R., and Costar, J., op. cit., Guidance Services in the Elementary School.

²Faust, V., op. cit., "The Counselor as a Consultant."

by the ESC, is found to be one method of helping the EST to better understand her pupils. Authors supporting this view include: Dinkmeyer,¹ Smith and Eckerson,² Cottingham,³ Shertzer and Lundy,⁴ and Peters, Shertzer and Van Hoose.⁵

Interpretation of the results of pupil's individual tests, which were administered by the ESC, is also considered of importance by Brison,⁶ Shertzer and Lundy,⁷ Smith and Eckerson⁸ and Archer.⁹

¹Dinkmeyer, D., op. cit., "El. School Guidance and the Classroom Teacher."

²Smith, H., and Eckerson, L., op. cit., Guidance for Children in Elementary Schools.

³Cottingham, H., op. cit., in J. F. Adams (ed.) Counseling and Guidance.

⁴Shertzer, Bruce and Lundy, Charles, "Administrators' Image of an Elementary School Counselor," The School Counselor, vol. 11, pp. 211-213, May, 1964.

⁵Peters, H.; Shertzer, B.; and Van Hoose, W.; op. cit., Guidance in Elementary Schools.

⁶Brison, D., op. cit., "Role of El. Guidance Counselor."

⁷Shertzer, B., and Lundy, C., op. cit., "Administrators' Image of an Elementary School Counselor."

⁸Smith, H., and Eckerson, L., op. cit., Guidance for Children in Elementary Schools.

⁹Archer, Raymond L., "Perceptions of the Elementary Counselor Role in Idaho Pilot Elementary Programs,"

Many authors,¹⁻⁷ stressed the importance of interpreting data from students' cumulative folders by the ESC to the EST. Dinkmeyer⁸ in particular, stated that the counselor should work with the teacher in reviewing this data without being strictly a presenter of this material.

Another area in the ESC-EST consulting

(unpublished doctoral dissertation, University of Idaho, 1967).

¹Cottingham, H., op. cit., in J. F. Adams (ed.) Counseling and Guidance.

²Harrison, Edna, "The Elementary School Counselor's Unique Position," The School Counselor, vol. 11, pp. 107-109, December, 1963.

³Mathewson, R., op. cit., Guidance Policy and Practice.

⁴Miller, Dorothy, "Developmental Guidance in the Elementary School," The School Counselor, vol. 9, pp. 101-103, March, 1962.

⁵Peters, H.; Shertzer, B.; and Van Hoose, W., op. cit., Guidance in Elementary Schools.

⁶Smith, H., and Eckerson, L., op. cit., Guidance for Children in Elementary Schools.

⁷Shertzer, B., and Lundy, C., op. cit., "Administrators' Image."

⁸Dinkmeyer, D., op. cit., "Elem. School Guidance and the Classroom Teacher."



relationship has been identified by Brison¹ and Garry² as advice giving by the counselor on techniques of collecting and interpreting pupil data. Wilson³ mentioned the ESC as one to demonstrate procedures of recording pupil behaviors and the use of sociograms in the classroom.

Counseling with individual students is seen as a necessary activity of the ESC, by authorities⁴⁻⁷ in order that the counselor may present current data about the student to the EST.

Observation of students in the classroom is an important function of the ESC, according to Dinkmeyer,⁸

¹Brison, D., op. cit., "Role of El. Guidance Counselor."

²Garry, R., op. cit., Guidance Techniques for Elementary Teachers.

³Wilson, F., op. cit., "Guidance in the El. Schools."

⁴Brison, D., op. cit., "Role of El. Guidance Counselor."

⁵Dinkmeyer, D., op. cit., in Peters, Riccio and Quaranta (eds.) Guidance in the Elementary School.

⁶Peters, H., Shertzer, B., and Van Hoose, W., op. cit., Guidance in Elementary Schools.

⁷Smith, H., and Eckerson, L., op. cit., Guidance for Children in Elementary Schools.

⁸Dinkmeyer, Don C., "The Counselor as Consultant to the Teacher," The School Counselor, vol. 14, pp. 294-297, May, 1967.



Peters, Shertzer and Van Hoose,¹ and Shertzer and Lundy² However, Wilson³ cautioned that the ESC should observe the classroom, only on the teacher's invitation. Faust has stated:

The counselor, as a consultant to the teacher, may find himself, at the mutual agreement of teacher and consultant, in the classroom, where the teacher's instructional methods may be observed.⁴

Dinkmeyer⁵ held that the pupil was the primary concern in the counselor's classroom observation, where the ESC looked for behavior problems, learning difficulties, and difficulties in group relationships. He suggested that the child be seen in relationship to the teacher, the group, the learning atmosphere and the specific learning task.

Writers have reported that, as a consultant, the ESC often suggests teaching methods and other procedures to the classroom teachers. Wilson⁶ and Hatch

¹Peters, H., Shertzer, B., and Van Hoose, W., op. cit., Guidance in Elementary Schools.

²Shertzer, B., and Lundy, C., op. cit., "Administrators' Image."

³Wilson, F., op. cit., "Guidance in the El. Schools."

⁴Faust, V., op. cit., "The Counselor as Consultant," p. 117.

⁵Dinkmeyer, D., op. cit., in Peters, Riccio and Quaranta (eds.) Guidance in the Elementary School.

⁶Wilson, F., op. cit., "Guidance in El. Schools."



and Costar¹ described the counselor as suggesting classroom activities and preparing materials for classroom use. Mindel,² Fine,³ and Johnson, Stefflre and Edelfelt,⁴ have written that the ESC works with the individual EST in adjusting her teaching procedures to the particular needs of her class.

Approaches to be used by the teacher regarding a problem of the pupil, other than one of instruction, are also discussed in the ESC-EST consulting relationship. Dinkmeyer,⁵ Faust,⁶ Fine,⁷ and Kaczkowski⁸ have suggested that the counselor and teacher can review

¹Hatch, R., and Costar, J., op. cit., Guidance Services in the Elementary School.

²Mindel, M. T., op. cit., "Role of the Guidance Specialist."

³Fine, M., op. cit., "What Can You Expect. . ."

⁴Johnson, W., Stefflre, B., and Edelfelt, R., op. cit., Pupil Personnel and Guidance Services.

⁵Dinkmeyer, D., op. cit., "The Counselor as Consultant."

⁶Faust, V., op. cit., "The Counselor as Consultant."

⁷Fine, M., op. cit., "What Can You Expect. . ."

⁸Kaczkowski, Henry, "The Elementary School Counselor as Consultant," Elementary School Guidance and Counseling, vol. 1, pp. 103-111, March, 1967.

the problem together, explore possible methods to be used, and hypothesize probable outcomes of the teacher's future actions. In addition, these authors have noted that a follow-up should be done on the procedure used and its outcome, by the ESC and the EST.

Eckerson¹ and Peters, Shertzer and Van Hoose² have written that information gained outside of the school setting is often discussed in the ESC-EST conferences. These out-of-school contacts include conferences with parents and referrals to and follow up with community agencies and other pupil personnel specialists.

In comparison to the references made about the ESC as a consultant to teachers about their pupils, little has been written on the role of the ESC as a consultant to teachers about themselves.

Garry³ mentioned, in general terms, that the counselor should be aware of and provide for mental health needs of the teaching staff. Eckerson⁴ and

¹Eckerson, L., op. cit., "Consultation in the Counselor's Role."

²Peters, H., Shertzer, B., and Van Hoose, W., op. cit., Guidance in Elementary Schools.

³Garry, R., op. cit., Guidance Techniques for Elementary Teachers.

⁴Eckerson, L., op. cit., "Consultation in the Counselor's Role."

Kaczkowski¹ expressed the view that an ESC should help the EST to understand the effect of her classroom behavior on her pupils.

In reviewing opinions of elementary school counselor educators, Archer² found that those responding to his survey heavily favored this item regarding a function of the ESC - "to help the teacher understand herself in relation to her class."

The preceding section has reviewed the consulting function of the ESC in his relationship with the EST, as seen in theory. The ESC's function of consulting with teachers in actual practice, as reported in literature, is reviewed in the concluding section of this chapter.

The Elementary School Counselor-
Elementary School Teacher Consulting
Relationship, in Practice

Although the amount of detailed literature on the actual practice of the elementary school counselor as a consultant to elementary school teachers is limited, data was reviewed which appeared to substantiate the fact that consulting with teachers is a practiced function

¹Kaczkowski, H., op. cit., "The El. School Counselor as Consultant."

²Archer, R., op. cit., unpublished dissertation, 1967.

of the ESC.

In this section, literature is reviewed which related to the ESC as a consultant to ESTs in existing school guidance programs. Literature is presented as the ESC's consulting role has been mentioned in:

- A. Group surveys.
- B. Specific school guidance programs.

A. Group Surveys

In reviewing the results of his nationwide survey of counselors, Wrenn stated, "almost twice the proportion of elementary school counselors as ASCA (secondary school) counselors spend two periods or more a day consulting with teachers and parents."¹

The summary of a Michigan State Department of Education report,² on the extent of elementary guidance activities being implemented in Michigan N.D.E.A. pilot programs, included the fact that 28 of the 29 responding school districts reported the ESC as serving as a consultant to teachers, parents and administrators. The other district planned to implement this function in the

¹Wrenn, C. G., op. cit., The Counselor in a Changing World, p. 115.

²Descriptive Report of Michigan's NDEA Pilot Elementary Guidance Programs, Michigan State Department of Education, Lansing, Michigan, 1967.

future.

Smith and Eckerson¹ noted that two common features of 24 elementary guidance programs in 10 states were: (1) the ESC's function of consulting with individual teachers to help them understand children and (2) the ESC's function of providing in-service education for groups of teachers, relating to normal development and behavior in children.

In a study of elementary school counselors in California, McCreary and Miller² reported that the responding 175 elementary school counselors listed "teacher consultation" as being second, of eight listed functions, to counseling in the rank order of their functions according to the actual time spend on the job. The teachers responding to this survey revealed that the ESCs gave them the most help by: testing individual pupils, counseling with pupils, and helping them (ESTs) with classroom problems and participating in parent conferences.

One hundred and eighty-three elementary school counselors, representing 20 states, completed a

¹Smith, H., and Eckerson, L., op. cit., Guidance for Children in Elementary Schools.

²McCreary, William H., and Miller, Gerald, "Elementary School Counselors in California," Personnel and Guidance Journal, vol. 44, pp. 494-502, January, 1966.

questionnaire by McKellar¹ on their functions. In replying "often," sometimes" or "never" to 51 counseling functions, the item - "helping teachers" received the third largest percentage of "often" responses.

In Archer's² survey on N.D.E.A. elementary pilot programs in Idaho, the three participating ESCs listed consulting with teachers as part of their role.

B. Specific School Guidance Programs

Many elementary schools across the nation have presented summaries of their guidance and counseling programs. The majority of the summaries,³ which were reviewed, stated consultation with teachers was one duty of the ESC. However, these reports did not go into detail on the actual counselor practices in this relationship.

Greising⁴ reported that the ESC was a consultant

¹McKellar, Rebecca Lou, op. cit., unpublished dissertation, 1963.

²Archer, R., op. cit., unpublished dissertation, 1967.

³These reviewed reports included those from elementary schools in: Bakersfield, Calif., Brookfield, Ill., Detroit, Mich., Inglewood, Calif., Lansing, Mich., Okemos, Mich., Rockford, Ill., San Bernadino, Calif., and Southfield, Mich.

⁴Greising, Robert A., "A Pilot Program in Elementary School Guidance: A Study of Teacher Reaction," Elementary School Guidance and Counseling, vol. 1, pp. 126-139, March, 1967.



to teachers for about 30% of his working time in the Racine, Wisconsin, elementary school guidance pilot program. He found that this program had a positive influence on the attitudes and behaviors of the ESTs.

In a summary report of the Oregon State Department of Education,¹ two school districts reported more specifically on the counselor's work with teachers. The Corvallis School District described their counselor as having worked with ESTs on an in-service basis to help the teachers discover effective techniques of assisting pupils with problems. The David Douglas School District noted that their ESC worked closely with the classroom teachers through individual conferences, classroom observations and in-service meetings.

Elementary school counselor duties in consulting with ESTs in the Bellevue, Washington, School District was listed by Mattick and Nickolas.² These functions were: assisting teachers in the identification of problem children, administering tests, interpreting tests and cumulative records, and recommending teaching procedures and materials to be used in the classroom.

¹Oregon Elementary School Programs, State Department of Education, Salem, Oregon, May, 1964.

²Mattick, William, and Nickolas, N. A., "A Team Approach in Guidance," Personnel and Guidance Journal, vol. 42, pp. 922-924, May, 1964.

Although this review of literature did substantiate the fact that the ESC consults with ESTs in actual school settings, there appeared to be no specific effort directed at investigating this consulting relationship or the factors which made it effective or ineffective.

Summary

Literature related to the Critical Incident Technique was reviewed, as to its background, general use, and its use in the field of educational research. It was found that the CIT had been used profitably in many areas, including education, to study specific jobs and behaviors in them which appeared to be effective or ineffective.

Two studies were found to have used the CIT in investigating the position of school counselor. Although these research efforts were directed at secondary school counselors, their findings indicated that the CIT was a suitable instrument for use in examining counselors' behaviors and could be employed at the elementary school level. From the researchers' comments, it appeared that the area of counselor-teacher consultation could be explored using this technique and that both teachers and counselors would be reliable respondents.

According to the reviewed literature,

consultation with teachers is a recognized function of the elementary school counselor. Teacher consultation has been increasingly described as an integral part of the elementary school counselor's role.

Writers have stated that the elementary school teacher plays a significant role in the elementary school guidance program and can profit from consultation with an elementary school counselor. This ESC-EST consulting relationship was investigated, as it had been described both in theory and in practice.

It was found that the ESC acts as a consultant to groups of teachers, in case conferences and in-service meetings, and to individual teachers regarding their pupils and themselves. Topics which were found relevant to the ESC-EST consulting relationship were: test interpretation, individual pupil testing, cumulative folder interpretation, pupil data collection and interpretation, individual pupil counseling, classroom observation, suggestions for teaching methods and future procedures, follow-up on previous contacts, parent contacts, referrals to other agencies and personnel, and teacher self-understanding.

In comparison to the references about the ESC as a consultant to ESTs regarding their pupils, little had been written about the role of the ESC as a consultant

to ESTs regarding themselves. Thus, it appeared that any detailed study of this ESC-EST consulting relationship should investigate the consultations related to both pupils and teachers.

Although elementary school counselor consultation with teachers was mentioned as a needed function in theory, and was described as a performed function in practice, it seems that no specific attempt has been made to investigate and report those ESC behaviors which have been observed, to be effective or ineffective, in this consulting relationship.

With the apparent lack of detailed investigations of current elementary guidance and counseling programs, it seemed that this study could contribute valuable information on one particular aspect of these programs - the ESC's consultant behavior as it relates to associations with classroom teachers.

CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY

Introduction

This study was designed to identify and describe significant elements of the elementary school counselor's consultant behavior as it relates to elementary school classroom teachers. In this study, behaviors were identified and described as they appear to be effective or ineffective in providing elementary school teachers with a better understanding of either their pupils or themselves in a school setting.

The respondents in this study were elementary school counselors (ESCs) and elementary school teachers (ETs), who participated in N.D.E.A. pilot elementary guidance programs in Michigan during the school year, 1966-67. The responses were analyzed in total and according to each group of participants.

The primary research instrument used was the Critical Incident Technique (CIT). The CIT provided both a method for gathering the data and a procedure for identifying and analyzing the data. The data were also used in testing specific hypotheses regarding the

effect of certain characteristics of respondents upon their responses.

Information which was gathered by using this procedure is reported and analyzed in Chapter IV.

Sample

The sample of ESCs and ESTs for this study was drawn from personnel in 17 Michigan school systems that participated in N.D.E.A. pilot elementary school guidance and counseling programs during the school year, 1966-67.

Recognizing that the job description of elementary school counselor might vary from school to school because the position is a relatively new one in Michigan, it seemed desirable to analyze the background of the respondents in this study. However, the school systems involved in the Michigan N.D.E.A. programs did have to meet seven basic requirements for participation. Thus, the elementary school guidance programs which were examined were found to have a considerable degree of commonality. The requirements for participation were:

1. Grade Eligibility

Only grades K-6 in public elementary schools are eligible for consideration for participation in pilot demonstration programs. (Seventh and/or eighth grade levels are eligible to participate in the secondary school program.)

2. Consultant Qualifications

Participating guidance consultants shall be qualified in accordance with the specifications of the teacher certification code of the State of Michigan and shall have at least 12 semester hours of preparation in courses specifically related to elementary counseling and guidance. In addition to the academic preparation, guidance consultants in the elementary program shall have had at least one (1) year experience in elementary teaching and/or elementary school administration or supervision.

3. Ratio

Minimum consultant ratio will be 1000 pupils to each consultant if other approvable pupil-personnel services are available to the schools served. A maximum ratio of 750 pupils per consultant is acceptable if no other pupil-personnel services are available.

4. Physical Facilities

Schools shall provide working conditions, equipment, and materials which make possible the organization and operation of a guidance and counseling program, including facilities for private consultations.

5. Extent of Services

Guidance services shall be provided for all pupils enrolled in the pilot-demonstration school.

6. Supervision of Program

The local school district will provide adequate administration and supervision of the pilot-demonstration program. The manner and extent of such supervision should be described in the pilot proposal.

7. Evaluation

Pilot schools must carry on a continuing evaluation of the program and submit progress reports



at mid-year and at the close of the school year.¹

A list of the twenty-six 1966-67 Michigan elementary guidance programs sponsored under N.D.E.A. Title V-A² and the contact person for each program was provided, with approval for use in this study, by Mr. Earl Borlace of the Michigan State Department of Education.

A form letter (see Appendix B) was sent to the contact person in each school system. It was requested that the contact person give the report forms to each elementary school counselor in their system for distribution to eight elementary school teachers with whom the counselor had worked that year. It was suggested that this be done by placing the names, of all of the teachers with whom the counselor worked that year, in a container and then drawing out eight names. These eight teachers were then requested to complete and return the report forms. Each counselor was also asked to fill out and return one report form himself.

Seventeen of the 26 school systems indicated that they would be willing to participate in this

¹"Instructions for the Preparation of Elementary School Title V-A Programs," The State Board of Education, Department of Education, Lansing, Michigan, April, 1966, p. 2.

²These school systems are listed in Appendix A.

research project. In these 17 systems, there were 33 full time elementary school counselors. Thus, this study's population could have included 33 ESCs and 264 ESTs (a ratio of 8 ESTs to 1 ESC).

Twenty-four elementary school counselors (73% of the possible ESC respondents) and 103 elementary school teachers (39% of the possible EST respondents) completed and returned report forms. Of the 297 possible respondents, 127 (43%) returned report forms.

The total percentage of returns was not exceptionally high. However, the report forms were only intended to gather perceived significant elements of the ESC's consultant behavior. The nature of the Critical Incident Technique, as explained by Flanagan,¹ is such that the percentage of returns is not an important factor. It is the number of returns and their content that can make the difference.

Characteristics of all the respondents, both elementary school counselors and teachers, are presented in outline form on the following two pages.

¹Flanagan, John., op. cit., "The Critical Incident Technique."



FIGURE 1
Elementary School Counselor
Respondent Characteristics

1. Sex
Male 7 Female 17
2. Grades Served
K-6 21 K-5 2 K-8 1
3. Years of Elementary Counseling Experience
1 year 7 2 years 17
4. Years of Elementary Teaching Experience

Years	ESCs	Years	ESCs	Years	ESCs
0	6	5	1	13	2
1	1	6	2	15	2
2	1	7	1	17	1
3	3	12	1	25	1
4	2				
5. Years of Secondary Counseling Experience

Years	ESCs	Years	ESCs
0	20	5	1
2	2	10	1
6. Educational Background

Masters Degree in Guidance	22
Masters Degree in Another Field	2
7. Time Allocation

Full time in one building	13
Full time in more than one building	11
8. Number of Assigned Students

Reports ranged from 1 ESC for 125 pupils to 1 ESC for 2,059 pupils.

The average ESC-pupil ratio was 1 ESC to 932 pupils.
9. Age

Years	ESCs	Years	ESCs
20-24	2	40-44	1
25-29	10	45-49	5
35-39	3	50-54	3

The average ESC's age was 36 years.

FIGURE 2

Elementary School Teacher
Respondent Characteristics

1. Sex

Male	10	Female	93
------	----	--------	----

2. Grade Level Taught

Grade	EST	Grade	EST	Grade	EST
K	7	3	18	5	19
1	15	4	14	6	14
2	16				

3. Years of Elementary Teaching Experience

Years	ESTs	Years	ESTs	Years	ESTs
1	9	11	2	20	4
2	12	12	3	21	1
3	13	13	1	22	2
4	8	14	2	23	2
5	5	15	4	24	1
6	6	16	1	25	2
7	5	17	2	30	3
8	5	18	0	39	1
9	1	19	3	42	1
10	4				

4. Educational Background

Special Certificate (undergraduate)	1
Bachelors Degree	78
Masters Degree	24

5. Age

Years	ESTs	Years	ESTs	Years	ESTs
20-24	19	35-39	13	50-54	10
25-29	27	40-44	6	55-59	7
30-34	9	45-49	7	60-65	5

The average EST's age was 36 years.

Instrumentation

The Critical Incident Technique

The CIT focuses attention on behavior. It's procedure involves the reporting of incidents which reveal that a task has been carried out effectively or ineffectively. Thus in this study of the elementary school counselor's consultant behavior, the CIT was selected as a suitable means of gathering data which described the counselor's performance on the job.

In describing the value of the CIT, Flanagan stated it should be emphasized that:

observations of the behavior of the individual and of the effectiveness of this behavior in accomplishing the desired results in a satisfactory manner constitute not just one source of data, but the only source of primary data regarding the critical requirements of the job in terms of behavior.¹

Flanagan described the procedure involved as follows:

The critical incident technique is essentially a procedure for gathering certain important facts concerning behavior in defined situations. It should be emphasized that the critical incident technique does not consist of a single rigid set of rules governing such data collection. Rather it should be thought of as a flexible set of principles which must be modified and adapted to meet

¹Flanagan, John C., "Critical Requirements: A New Approach to Employee Evaluation," Personnel Psychology, vol. 2, Winter, 1949, p. 421.

the specific situation at hand.¹

The Critical Incident Technique procedure has five basic steps:

1. Determination of the general aim of the activity: this should be a statement clarifying the purpose or aim and which is acceptable to the potential respondents.
2. Development of plans and specifications for collecting incidents regarding the activity: persons participating in the study should understand the general aim and receive an explanation of the methods they will use in reporting their observations.
3. Collection of the data: the method of obtaining the data, by interview or questionnaire, must be decided.
4. Analysis of the data: a category system must be developed by the researcher from the obtained data.
5. Interpretation and reporting of the data: the results of the study should be reported and the researcher should give a judgement concerning the degree of credibility which should be attached to his findings.

¹Flanagan, John C., op. cit., "The Critical Incident Technique," p. 335.

Use of the Critical Incident
Technique in this Study

This study was designed to identify and describe significant elements of the elementary school counselor's consultant behavior with elementary school teachers. The CIT provided the basic framework for collecting and analyzing the data used in the study.

The five basic steps of the CIT procedure described earlier are discussed here, as they were adapted to this specific investigation.

1. Determination of the general aim of this activity:

To establish a general aim of the ESC's activity as a consultant to ESTs for this study, several counselor-educators were asked for their agreement on this general aim. The following statement was agreed upon by the counselor-educators:

A general aim of the elementary school counselor, as he works with elementary school teachers, is to help the teachers in better understanding their students and themselves.

This aim was readily accepted, with one reservation, by teachers and counselors in the first pre-testing of the report forms. The phrase, "in a school setting," was added to the statement of the aim at the request of this pre-testing group. They felt the statement would then be more acceptable by elementary school

teachers.

A second pre-testing group and the counselor-educators both agreed upon the revised statement of the general aim.

2. Development of plans and specifications for collecting incidents regarding this activity:

Elementary school counselors and elementary school teachers were chosen as the respondents for this study; on the basis of their positions which enabled them to have firsthand knowledge of the ESC's consultant behavior with ESTs.

It was determined that the respondents would be asked to report significant¹ incidents which involved the ESC, as he attempted to help ESTs in better understanding their students and themselves in a school setting. A significant incident, for the purposes of this study, was defined as an incident which, in the respondent's judgement, the ESC's activities had a marked effect, positive or negative, on the EST's understanding of her pupils or herself as she worked in a school setting.

¹In this study, "significant" is used in place of the term, "critical," when referring to incidents and behaviors. This was done as "critical" might have created an emotional barrier which could have caused the respondent to report only crisis-like events.

Again, it should be noted that the CIT assumes the respondent, in his own judgement, can recognize and report what are significant incidents in the ESC's consultant behavior with ESTs.

The respondents were asked to report only incidents which they had observed, in which they had participated, or with which they were very familiar and knew the facts. In a further attempt to obtain specific responses, each respondent was asked, with each significant incident reported, to give the grade level involved, the approximate date (month and year) and the basis for the report (participation, observation or knowledge). The incidents reported were to have occurred between September 1, 1966 and June 30, 1967 (a 10-month period).

The instructions for the respondents to follow were given in detail so they would know exactly what to do. To insure clarity in the instructions, examples of significant incidents were provided on the report forms. These incidents illustrated one example of the ESC's effective behavior and one example of the ESC's ineffective behavior as a consultant to ESTs.

3. Collection of the data:

It was decided to collect the data for this study by means of a questionnaire report form.

Flanagan¹ stated that the questionnaire report form technique seemed to give results not essentially different from those obtained by the interview method when the respondents followed the instructions in completing the forms.

In his dissertation, Corbally² reported that no problem categories or incidents were given in subsequent personal interviews with the respondents that were outside the framework already established by questionnaire responses. As interviews appeared to be too time consuming, he further noted, "the questionnaire method is, thus, the only practical method for a single researcher to use in utilizing the CIT."³

In addition to Corbally, other educational researchers, including Rodgers,⁴ Sternloff,⁵ and Traux,⁶ successfully used a questionnaire method in collecting data with the Critical Incident Technique.

¹Flanagan, John C., op. cit., "The Critical Incident Technique."

²Corbally, John E., Jr., op. cit., unpublished dissertation, 1955.

³Corbally, John E., Jr., ibid., p. 247.

⁴Rodgers, Allan W., op. cit., unpublished dissertation, 1963.

⁵Sternloff, Robert E., op. cit., unpublished dissertation, 1953.

⁶Traux, William E., op. cit., unpublished dissertation, 1953.

This previous use of the questionnaire report form method is not conclusive evidence that it is a technique as satisfactory as the personal interview, but it does strongly support the use of the report form survey.

4. Analysis of the data:

The data was analyzed according to the procedure suggested by Flanagan¹ for the CIT and also by testing fourteen additional statistical hypotheses.

As suggested in the CIT, the data was analyzed in a descriptive manner, according to the investigator's groupings of incidents and elements of behavior, as they were reported. A check on the investigator's classification of incidents and elements was made by two other educational researchers from the Michigan State University College of Education. They agreed with the categorization of responses, as it had been developed.

A more detailed explanation of the procedures used for data analysis is presented later in this chapter. The data itself is presented in Chapter IV.

5. Interpretation and reporting of the data:

The tabulated results and a descriptive report of the data obtained from the report forms are included

¹Flanagan, John C., op. cit., "The Critical Incident Technique."

in Chapter IV of this study. The investigator discusses the results and gives a judgement as to the creditability of his findings in that chapter.

Development of the Critical
Incident Technique Report Form

Introduction -

Report forms and reply envelopes were provided for each of the 297 potential respondents. These materials, with a cover letter, were mailed to the 26 contact persons for the school systems participating in the Michigan N.D.E.A. pilot elementary guidance programs. The report form was developed to enable the respondent to report up to four incidents in which he had observed, participated, or had knowledge, regarding the elementary school counselor's consultant behavior with elementary school teachers. These incidents, in the respondents' judgements, were to have had a marked effect, positive or negative, on the EST's understanding of her pupils or herself as she worked in a school setting. The report form was printed on eight 8½" x 11" pages. Samples of both the report form and the cover letter are found in the appendices to this report. Appendix B is a sample of the cover letter. Appendix C is a sample of the report form.

Criteria Used in Development of the Report Form -

Brevity - It was considered to be of major importance that the report form be kept as brief as possible and yet have the directions clear and understandable. Suggestions for completing the report forms were provided for the respondents. In addition, two examples which illustrated the requirements in reporting the incidents were given and explained.

The suggestions and examples of incidents were given on two pages. Five pages were provided for the respondents to record incidents. To give the respondents further direction, four of these pages were titled as to effective or ineffective incidents and as to the EST's understanding her pupils or herself in a school setting. The untitled fifth page was provided to give the respondents additional space, if needed for their responses.

Accuracy - In this investigation, an attempt was made to insure accuracy through limiting the period of time from which incidents were to be selected. Respondents were asked to report only incidents which had occurred in the 10-month span from September 1, 1966 to June 30, 1967.

Flanagan¹ recognized the value of placing a

¹Flanagan, John C., Critical Requirements for Research Personnel, American Institute for Research, Pittsburgh, 1949.

time limit on the period from which the incidents were chosen and stated that this procedure tended to reduce unusual actions to their proper perspective as well as to reduce errors from memory lapses and exaggeration.

Basis for Judgement - The judgement asked for in these reports concerned the ESC's consultant behavior with ESTs. Specifically, the respondent was asked to report incidents in which the ESC's behavior, in the respondent's own judgement, had a significant effect on the EST's understanding of her pupils or herself as she worked in a school setting.

It was noted by Flanagan:

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; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested.¹

Although he was writing about researchers, Flanagan recognized the phrase, "in your own judgement," as a valid definition of the basis to be used for making decisions regarding the significance of an incident or particular behavior.

Collection of Additional Data -

The report form was also used to gather data about the respondents. When using the CIT, it was

¹Flanagan, John C., op. cit., Critical Requirements for Research Personnel, p. 6.



thought to be of value to determine whether the respondent was a teacher or counselor in the elementary school.

In addition to the CIT analysis, certain characteristics of the respondents were also compared with their responses. Thus, respondents were asked to complete items about themselves.

Teachers were asked to complete six items, including their agreement with a general aim of the elementary school counselor, as it related to this study. The additional five items were related to the teacher's: sex, grade level of teaching, years of elementary school teaching experience, educational training, and age.

Counselors were asked to complete ten items, including their agreement with a general aim of the elementary school counselor, as it related to this study. The additional nine items were related to the counselor's: sex, grade levels served, years of elementary school counseling experience, years of elementary school teaching experience, years of secondary school counseling experience, educational training, time allocation, student ratio, and age.

The respondents were not asked to identify themselves by name or school system so the responses

would be anonymous.

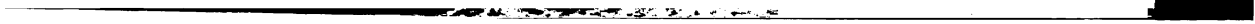
Pre-Testing Procedures -

After meeting with members of the doctoral guidance committee and personnel in the Michigan State University College of Education Research Bureau, the wording and structure of the tentative report form was revised and modified. It was then presented to two groups of ten ESTs and two ESCs. Both pre-testing groups were from school systems in Michigan.

The first pre-testing group suggested an addition to a general aim of the ESC as it applied to this study. This addition, "in a school setting," was approved by the guidance committee and readily accepted by the second pre-testing group. The first group also suggested that the number of possible incidents be reduced from six to four. This was because they felt the respondents would become discouraged if the number of incidents requested was unreasonable.

After these revisions had been made in the report form, the investigator discussed the form with the second pre-testing group. This group felt that the report form was adequate for the purpose of the study and that the directions for the completion of the form were clear and understandable.

Completed Report Form -



Appendix C is a sample of the final revision of the report form.

The form consisted of eight pages. The first page was for the collection of data about the respondents. Suggestions for completing the report forms and examples of effective and ineffective incidents were given on the second and third pages.

The fourth page provided space for the respondent to record an effective incident in which the ESC helped the EST better understand her pupils. The fifth page provided space for the respondent to report an effective incident in which the ESC helped the EST better understand herself.

The respondent was given space to record an ineffective incident in which the ESC failed to help the EST better understand her pupils on the sixth page. The seventh page provided space for the respondent to report an ineffective incident in which the ESC failed to help the EST better understand herself. The final page allowed the respondent additional space in which to report an incident requiring more space than was provided on the preceding sheets.

Data Collection Procedure

Mailing the Report Forms -

Cover letters and critical incident report



forms were mailed to the 26 contact persons for the school systems participating in the Michigan N.D.E.A. pilot elementary guidance programs. The cover letter provided instructions for the distribution of the report forms and the procedures to be followed in completing and returning the forms.

The cover letter specifically stated that all respondents were to remain anonymous. No attempt was made to determine either the names of respondents or their school systems. The returns were identifiable only by the respondent's position (ESC or EST) and characteristics provided on the data sheet.

It was noted in the cover letter that self-addressed postage-paid envelopes were provided for each respondent. The investigator listed his telephone number and requested that any person having a question about the study call him collect. This was done to encourage and facilitate the participation of the potential respondents.

Follow-up -

Four weeks after the mailing of the report forms, the investigator spoke to each of the 26 contact persons, either on the telephone or in person, regarding the participation of the respondents in their school system. From this personal contact, it was determined

that 17 of the 26 systems had participated or would be willing to participate in this study.

After a lapse of two more weeks the systems which indicated they would be willing to participate but had not done so before the first follow-up contact were again contacted by telephone. The investigator asked for their cooperation in completing and returning the report forms.

No further attempt was made to obtain more returns since the second follow-up contact occurred a week before many of the schools were to close for the summer and the report forms were being returned at a good rate.

Recording the Data -

The report forms were returned over a period of four months from the date of their mailing. Each returned report form contained from one to four incidents of the elementary school counselor's consultant behavior as he worked with elementary school teachers.

When a report form was returned, the data was transferred to 3" x 5" data record cards. A data record card was used for each incident reported by the respondents. 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 data record card. The number of elements found in each

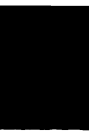


incident varied.

In order, across the top line of each data record card was recorded:

1. The number of the incident.
2. The respondent type, ESC or EST.
3. The response to the aim of the ESC - either Y (yes) or N (no).
4. The sex of the respondent, M (male) or F (female).
5. Grade level of the incident (K - 6).
6. Years of elementary teaching experience for ESTs or years of elementary counseling experience for ESCs, depending on who reported the incident.
7. Educational training of the respondent - B (Bachelors degree) or M (Masters degree).
8. Age of the respondent.
9. Category of the incident, either E (Effective) or I (Ineffective).
10. Sub-category of the incident, either P (understanding pupils) or S (understanding self).

The elements in each incident were then determined from analyzing the incident as given on the report form and then listed in numerical order in a vertical manner on the data record card. A sample data



record card is shown below in Figure 3.

FIGURE 3
Sample Data Record Card

#4	EST	Y	F	3	7	B	32	E/P
1. ESC observed pupil in classroom.								
2. ESC held conference with pupil's parents.								
3.								
4.								
5.								
6.								

Pattern of Data Analysis

Use of the Critical Incident Technique Procedure -

The data was analyzed in a descriptive manner following the accepted guidelines of the Critical Incident Technique developed by Flanagan.¹ A framework for the analysis was provided by the general classification of incidents which was done by:

1. The respondent, in reporting the incident, and
2. the investigator, in evaluating and recording the responses.

¹Flanagan, John C., op. cit., "The Critical Incident Technique."

As Flanagan suggested, a check was made on the first one hundred reported incidents and again after the next fifty reported incidents. This was done in order to determine that no new types of incidents or no new patterns of ESC consultant behavior were appearing in the collection and analysis of the data.

The basic outline for the data analysis by the CIT procedure included four major categories:

1. Effective Incidents, (E/P), in which the ESC helped the EST to better understand her pupils.
2. Effective Incidents, (E/S), in which the ESC helped the EST to better understand herself.
3. Ineffective Incidents, (I/P), in which the ESC failed to help the EST to better understand her pupils.
4. Ineffective Incidents, (I/S), in which the ESC failed to help the EST to better understand herself.

As the data were analyzed, it became evident that these four categories adequately covered all of the responses. Thus, no additional categories were needed.

Elements of the incidents were listed under the four categories, by respondent type, and for the



respondents as a total group. The listings of elements revealed duplication of many of the same behaviors. The duplicated elements were then consolidated to refine the number of listed behaviors or elements without any loss of meaning. After the element lists were thus refined, the remaining significant elements were grouped into common areas.

Comments were made, as the data were tabulated and presented. This descriptive reporting of the study's data followed the basic CIT procedure for data analysis.

Use of the Analysis of Variance Procedure -

After analyzing the total data by the CIT method, an entirely different approach in analyzing a portion of the obtained data was used. In the second approach, the analysis of variance statistical technique was used to test fourteen specific hypotheses which were related to the responses and selected personal characteristics of the respondents. This second procedure dealt with the effective responses from the study's four incident categories. It was felt that a closer investigation of the positive aspects of the counselor's behavior would be in keeping with the purposes of the study.

These fourteen hypotheses were established in

an attempt to focus on respondent type perceptions of ESC behavior and the influence of certain respondent characteristics on their perceptions and responses.

As mentioned above, analysis of variance was the statistical technique employed to test the hypotheses. This technique was followed as outlined by Hays.¹ For this study, a more refined application of the Millman and Glass analysis of variance procedure² was devised by Dr. Andrew Porter.³ This revision by Dr. Porter allowed for the use of proportional sub-group frequencies. The complete procedure was reviewed and approved by staff members of the Michigan State University College of Education Research Bureau.

The first two hypotheses were formulated with the assumption that both ESTs and ESCs will report the ESC as working more effectively with ESTs in the area of teachers understanding their pupils than in the area of teachers understanding themselves. These hypotheses were:

H₁ ESTS will report more effective incidents

¹Hays, William L., Statistics for Psychologists, Holt, Rinehart and Winston, New York, 1963.

²Millman, Jason and Glass, Gene, "Rules of Thumb for Writing the Anova Table," mimeographed paper of a presentation at the 1967 A.E.R.A. convention.

³Chairman, Michigan State University College of Education Research Bureau.

in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.

H₂ ESCs will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.

The assumption underlying the next three hypotheses, (H₃ H₄ H₅), was that ESCs see themselves as more effective than do ESTs and will report more effective incidents than ESTs. These hypotheses were:

H₃ ESCs will report more effective incidents than will ESTs in the area of helping teachers understand their pupils.

H₄ ESCs will report more effective incidents than will ESTs in the area of helping teachers understand themselves.

H₅ ESCs will report more effective incidents than will ESTs in the total number of responses.

Hypotheses 6, 7 and 8 were based on the assumption that upper grade level (grades 4, 5, 6) elementary school teachers will report more effective incidents than will lower grade level (grades K, 1, 2, 3) elementary school teachers. These hypotheses were:

H₆ Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the area of helping teachers understand their pupils.

H₇ Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the area of helping teachers understand themselves.

H₈ Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the total number of responses.

In hypotheses 9, 10 and 11, it was assumed that younger elementary school teachers (ages 20-29) will report more effective incidents than will older elementary school teachers (ages 40-49). These three hypotheses were:

H₉ Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the area of helping teachers understand their pupils.

H₁₀ Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the area of helping teachers

understand themselves.

- H₁₁ Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the total number of responses.

Hypotheses 12, 13 and 14 were devised with the assumption that less experienced elementary school teachers (less than three years of teaching experience) will report more effective incidents than will more experienced elementary school teachers (three or more years of teaching experience). These hypotheses were:

- H₁₂ ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the area of helping teachers understand their pupils.
- H₁₃ ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the area of helping teachers understand themselves.
- H₁₄ ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the total number of responses.



The analysis of variance procedure was utilized four times in testing these hypotheses. This method was used to test hypotheses 1, 2, 3, 4, and 5 in one group; hypotheses 6, 7, and 8 in a second group; hypotheses 9, 10, and 11 in a third group; and hypotheses 12, 13, and 14 in a fourth group.

It was determined that the .05 level of confidence would be accepted as significant for the study's statistical testing of the 14 hypotheses by the analysis of variance technique. This level of significance seemed appropriate because of the descriptive nature of this study.

Summary

This chapter included a detailed description of the methodology of this study in order that the reader might have a basis for judging the findings which are found in Chapter IV.

A brief introduction reviewed the purpose of this study, the respondent types, and the research instrument which was used.

The sample population consisted of 24 elementary school counselors and 103 elementary school teachers from 17 Michigan school systems which were participating in N.D.E.A. Title V-A pilot elementary guidance programs during the 1966-67 school year. Selected

personal characteristics of the respondents were listed in outline form.

The research procedure used in this study was the Critical Incident Technique. It provided: (1) a suggested method for gathering the data and (2) the general procedure to follow in identifying and analyzing the data.

The Critical Incident Technique and its five basic steps were discussed. These steps were: (1) determination of the general aim of the activity, (2) development of plans and specifications for collecting incidents, (3) collection of data, (4) analysis of data, and (5) interpretation and reporting of the data. The application of these five steps to this study was reviewed.

A detailed explanation of the development of the Critical Incident report form, including the criteria used and the pre-testing procedures, was given. The procedure followed in the collection of data was explained as it related to mailing the report forms, follow-up contacts, and recording the obtained data. A sample work card for recording the data was included.

The pattern of data analysis was reviewed as to the two procedures which were used. These were:

- (1) The Critical Incident Technique procedure
and

- (2) the analysis of variance procedure for testing the study's fourteen defined hypotheses.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purposes of this chapter are to report the findings of this study and to make some brief comments about these findings.

The data are presented in two sections. The first section contains a report of the research findings arrived at in accordance with the principles of the Critical Incident Technique. The second section describes an analysis of the same data by statistically testing fourteen research hypotheses concerning responses and selected personal characteristics of the respondents.

Before the results are reported, a brief review of the terminology related to the data is given to help the reader interpret the findings. Elementary school counselors (ESCs) and elementary school teachers (ESTs) were the two types of respondents in this study from which the data were gathered.

All incidents reported were considered significant or critical incidents since the respondents were



asked to report only those incidents in which the ESC's activities had a marked effect, positive or negative, on the EST's understanding of her pupils or herself as she worked in a school setting.

Since all reported incidents referred to ESC activities related to consultation with teachers, all were used in the study regardless of the respondent's reply to the study's stated aim of the ESC. Of the 127 respondents, 119 agreed and eight disagreed in some manner with this general aim.

Significant incidents were classified as either effective or ineffective. An effective incident was one in which, according to the judgment of the respondent, the ESC's activities had a positive effect which resulted in the EST better understanding her pupils or herself in a school setting. An ineffective incident was one in which, according to the judgment of the respondent, the ESC's activities had no effect or had a negative effect which resulted in the EST's failure to gain a better understanding of her pupils or herself in the school environment.

The incidents are reported here in four major categories:

1. Effective Incidents in which the ESC helped the EST to better understand her pupils (E/F).



2. Effective Incidents in which the ESC helped the EST to better understand herself (E/S).
3. Ineffective Incidents in which the ESC failed to help the EST to better understand her pupils (I/P).
4. Ineffective Incidents in which the ESC failed to help the EST to better understand herself (I/S).

Each incident reported contained one or more elements, or specific activities of the ESC, which had an effect on the EST's understanding of her pupils or herself in a school setting. The elements were all considered to be significant ESC behaviors because they were given in significant incidents. The elements were considered effective elements if they were reported in effective incidents and ineffective elements if they were reported in ineffective incidents.

Many of the reported elements were identical or very similar in content. In order to make the data easier to analyze, groups of very similar or identical elements were treated as individual elements. An element formulated in this manner from a larger number of very similar or identical elements was termed a refined element. The number of elements included in each refined element is noted in the reporting.



To clarify this refining procedure, the following example is given. Thirty-three (33) of the reported ESC behaviors, or elements, dealt with the ESC administering individual tests (no specifics were mentioned). Rather than report this same type of behavior 33 times in the analysis procedures, the repetitious elements were combined and reported as one refined element--administering individual tests.

Significant categories or areas of refined elements were also used in presenting this data. These areas consist of refined elements grouped by common content.

Critical Incident Technique Findings

CIT Data on Reported Incidents

A total of 233 incidents were reported. Of these, 184 were effective incidents and 49 were ineffective incidents. A detailed account of these reported incidents across the four major categories (listed and defined above) and by respondent type (ESC--elementary school counselor and EST--elementary school teacher) is presented in Table 1 on the following page.

Comments

Overall, effective incidents accounted for 79 percent of the total number of incidents reported.



The respondents returned more effective than ineffective incidents in all categories, with one exception. According to the counselors' responses, more ineffective than effective incidents were reported in the category of helping teachers understand themselves. The elementary school teachers did not report any ineffective incidents related to the ESC's efforts to help the EST better understand herself.

TABLE 1
SIGNIFICANT INCIDENTS REPORTED
BY COUNSELORS AND TEACHERS

	Counselors		Teachers		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Effective - Pupil	33	48	132	80	165	71
Effective - Self	8	12	11	7	19	8
Total Effective	41	60	143	87	184	79
Ineffective - Pupil	17	25	22	13	39	17
Ineffective - Self	10	15	0	0	10	4
Total Ineffective	27	40	22	13	49	21
Total Effective & Ineffective	68	100	165	100	233	100

Both ESCs and ESTs reported more effective incidents related to helping teachers understand their pupils. Overall, 88 per cent of the reported incidents dealt with helping the teacher understand her pupils. Twelve per cent of the responses dealt with helping the teacher understand herself.

CIT Significant Elements and Classification Areas

A total of 926 elements, elementary school counselor behaviors, were found in the 233 incidents. Of these, 766 were effective elements and 160 were ineffective elements.

As many of these 926 elements were identical or very similar in content, 72 refined elements were formulated to prevent duplication and to provide for clarity in the reporting. A refined element consisted of a group of elements very similar in content and was treated as one element.

In this reporting only the 72 refined elements are listed. However, the number of elements included in each refined element is noted across the four categories by respondent type.

To give a more concise presentation of the CIT data, the refined elements were grouped due to their similarity into the following nine significant areas:

- Area I. Counselor contacts with Individual Pupils.
- Area II. Counselor Contacts with Groups of Pupils.
- Area III. Counselor Observations of Pupils and Teachers.
- Area IV. Counselor Collection and Analysis of Pupil Data.
- Area V. Counselor Administration, Scoring and Interpretation of Standardized Tests.
- Area VI. Counselor Contacts with Teachers Regarding Themselves.
- Area VII. Counselor Contacts with Teachers Regarding Pupils.
- Area VIII. Counselor Contacts with Parents.
- Area IX. Counselor Referrals and Conferences.

In the following section, the refined elements are reported as they were grouped into the nine principal areas. The frequency of the elements in each area is shown in the parenthesis following the area heading. In each area the refined elements are listed as they occurred by respondent type and by the four major categories.

Area I. Counselor Contacts
With Individual Pupils (152)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Individual Counseling (no specifics given)	15	2	10	5	79	2	12	
2. Individual Counseling re pupil's behavior and feelings	3	1			9		3	
3. Individual Counseling re pupil's educational performance	3		1		6		1	

Area II. Counselor Contacts
With Groups of Pupils (60)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Group Counseling (no specifics)	5	3	2	1	15		8	
2. Classroom meeting re school program or performance	1			1	5		1	
3. Classroom meeting re behavior or feelings	4		1		4		2	
4. Participation in group games							2	
5. Taught class so teacher could observe pupils	1			1	1			
6. Met pupils at time inconvenient for teacher							2	

Area III. Counselor Observations
of Pupils and Teachers (69)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Classroom observation (no specifics)	10	2	1	3	40	5	2	
2. Observation of teacher's use of teaching materials					1			
3. Playground observation					2	1	1	
4. Observation of Physical Education class					1			

Area IV. Counselor Collection and
Analysis of Pupil Data (16)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Review of students' cumulative folders	3	1	1		7		2	
2. Writing pupil reports for cumulative folders					1			
3. Obtained information on pupil's past performance and background					1			

Area V. Counselor Administration, Scoring and
Interpretation of Standardized Tests (86)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Administered Individual tests	7		2		24			
2. Administered group tests	3	1	1	1	6	1		

Area V. continued

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
3. Scored tests	1	1	1		4			
4. Interpreted tests and test results	6	1	5		19	1	1	

Area VI. Counselor Contacts
With Teachers Regarding
Themselves (165)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Conference with teacher (no specifics)	5	2	1	2	10		3	
2. Conference re teacher's techniques and classroom behavior	11	3	5	12	38	3	1	
3. Discussed teaching materials	5			1	11	1		
4. Conference re class- room management	3	4		1	8	1		
5. Discussed teacher's educational goals and concepts	1			1		3		
6. Conference re teacher's personal problems		3				4		
7. Provided support for teachers actions		3			2	1	1	
8. Aided planning of teacher's classroom activities					8			
9. Failed to hold con- ferences and follow-up contacts with teachers				4				3

Area VII. Counselor Contacts
With Teachers Regarding
Pupils (209)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Conference with teacher (no specifics)	4		1	1	15		2	
2. Conference with group of teachers re pupils' behavior	1				4			
3. Conference with group of teachers and a county specialist			1		2			
4. Conference re pupil's attitudes and anxieties	2				3		2	
5. Discussed pupil behavior	3	1	2		15	1	1	
6. Discussed pupil's home background	5		1		24	2		
7. Discussed pupil's educational background, program and placement	3		1		26	1		
8. Discussed pupil's background, home and school					5			
9. Conference re teacher's expectations and knowledge of pupils	9	2	1	4	12	6	1	
10. Conference with teacher and pupil	1							
11. Conference re pupil's academic performance	4		2		14	1		
12. Discussed ESC's counseling sessions with pupil			5	3	9		1	
13. Lack of conferences and follow-up contacts with teachers re pupils								5

Area VIII. Counselor Contacts
With Parents (114)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Parent conference (no specifics)	8		2	1	33		2	
2. Conference with guardian or foster parents					2			
3. Follow-up conference with mother	4		2		20			
4. Conference with pupil and his mother					1			
5. Conference with parents and teacher	2	1	1	1	5			
6. Conference with parents, teacher and other staff	1				2			
7. Home visits	1				3			
8. Phone calls to parents	2		1		3			
9. Letters to parents	1				1			
10. Conference re referral to community agency	1							
11. Conference re teacher's educational goals and class- room behavior		3			1			
12. Conference re parents' behavior to pupil					3			
13. Interpreted test scores to parents	1				1			
14. Gave perceptual mat- erials to parents	1							
15. Discussed ESC's coun- seling sessions with pupil								1
16. Failed to establish good relationship with parents								2

Area IX. Counselor Referrals
and Conferences (55)

	<u>ESC</u>				<u>EST</u>			
	E/P	E/S	I/P	I/S	E/P	E/S	I/P	I/S
1. Referred pupil to a reading clinic					2	1		
2. Referral or conference with School Social Worker				1	8			
3. Referral or contact with School Psychologist or Diagnostician				1	9			
4. Referral to Teacher - Counselor for the Physically Handicapped					2			
5. Referral or contact with a community agency				2	7			
6. Referral or contact with a physician				1	7			
7. Referral to a dentist				1				
8. Referral for a vision testing				1				
9. Referral or contact with pupil's tutor					2			
10. Conference with a supervising teacher					1			
11. Conference with junior high counselors				1				
12. Conference with teachers and county specialists				1			1	
13. Conference with principal					2	1		
14. Conference with teacher and principal				1				1

The CIT Data can be further analyzed by classifying the elements according to the per cent in each of the nine significant areas of the elementary school counselors' behaviors. Tables 2, 3, and 4 present the number and percentages of the elements as they occur in the nine areas across the four categories and as they occur in the grand total of elements.

Table 2 presents the ESC (elementary school counselor) reported elements. Table 3 gives the EST (elementary school teacher) reported elements. Table 4 presents the total reported elements by the combined total group of respondents.

Comments

Of the study's 127 respondents, 119 (94%) agreed with the following statement:

A general aim of the elementary school counselor, as he works with elementary school teachers, is to help the teachers in better understanding--their students and themselves in a school setting.

Of the study's 127 respondents, eight (6%) 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 statement which referred to the ESC as a consultant to teachers. Since all of the reported incidents and elements were related to the purpose of this investigation, all were used in the analysis of the data.

TABLE 2

PERCENTS OF SIGNIFICANT ELEMENTS IN THE COUNSELOR'S
BEHAVIOR AS REPORTED BY COUNSELORS

Sig. Area	E/P #	E/P %	E/S #	E/S %	I/P #	I/P %	I/S #	I/S %	Total #	Total %
I. Ind. Pupil Contact	21	14.09	3	8.33	11	19.63	5	12.20	40	14.18
II. Pupil Group Contacts	11	7.38	3	8.33	3	5.35	3	7.31	20	7.09
III. Observations	10	6.71	2	5.56	1	1.80	3	7.31	16	5.67
IV. Data Review	3	2.01	1	2.78	1	1.80	0	.00	5	1.77
V. Testing	17	11.41	3	8.33	9	16.05	1	2.44	30	10.64
VI. Teacher Con- tact re T.	25	16.78	15	41.67	10	17.86	17	41.46	67	23.76
VII. Teacher Con- tact re P.	32	21.48	3	8.33	14	25.00	8	19.52	57	20.22
VIII. Parent Contact	22	14.77	4	11.11	6	10.71	2	4.88	34	12.06
IX. Referrals or Conferences	8	5.37	2	5.56	1	1.80	2	4.88	13	4.61
	149	100	36	100	56	100	41	100	282	100



TABLE 3

PERCENTS OF SIGNIFICANT ELEMENTS IN THE COUNSELOR'S
BEHAVIOR AS REPORTED BY TEACHERS

Sig. Area	E/P #	E/P %	E/S #	E/S %	I/P #	I/P %	I/S ¹ #	I/S ¹ %	Total #	Total %
I. Ind. Pupil Contact	94	17.24	2	5.56	16	25.40			112	17.39
II. Pupil Group Contacts	25	4.59	0	.00	15	23.81			40	6.21
III. Observations	44	8.07	6	16.65	3	4.76			53	8.23
IV. Data Review	9	1.65	0	.00	2	3.18			11	1.71
V. Testing	53	9.72	2	5.56	1	1.59			56	8.70
VI. Teacher Con- tact re T.	77	14.13	13	36.11	8	12.70			98	15.22
VII. Teacher Con- tact re P.	129	23.67	11	30.56	12	19.05			152	23.60
VIII. Parent Con- tact	75	13.76	0	.00	5	7.92			80	12.42
IX. Referrals or Conferences	39	7.17	2	5.56	1	1.59			42	6.52
	545	100	36	100	63	100			644	100

¹No elements were reported in this category by ESTs.

TABLE 4

SUMMARY OF SIGNIFICANT ELEMENTS IN THE COUNSELOR'S
BEHAVIOR AS REPORTED BY TEACHERS AND COUNSELORS

Sig. Area	E/P #	E/P %	E/S #	E/S %	I/P #	I/P %	I/S #	I/S %	Total #	Total %
I. Ind. Pupil Contact	115	16.57	5	6.95	27	22.69	5	12.20	152	16.42
II. Pupil Group Contacts	36	5.17	3	4.17	18	15.13	3	7.32	60	6.48
III. Observations	54	7.78	8	11.11	4	3.36	3	7.32	69	7.45
IV. Data Review	12	1.73	1	1.36	3	2.52	0	.00	16	1.73
V. Testing	70	10.09	5	6.95	10	8.40	1	2.44	86	9.29
VI. Teacher Con- tact re T.	102	14.70	28	38.89	18	15.13	17	41.45	165	17.82
VII. Teacher Con- tact re P.	161	23.20	14	19.45	26	21.85	8	19.51	209	22.57
VIII. Parent Contact	97	13.98	4	5.56	11	9.24	2	4.88	114	12.31
IX. Referrals or Conferences	47	6.78	4	5.56	2	1.68	2	4.88	55	5.93
	694	100	72	100	119	100	41	100	926	100

1 107 1

Analysis of the data revealed that of the total number of elements (926) 766 (83%) were effective and 160 (17%) were ineffective. Seventy-five per cent of all elements were listed in the E/P category in which the ESC helped the EST to better understand her pupils. Noticeable is the lack of I/S responses by the elementary school teachers. If there were any occurrences in which the ESC's behavior was ineffective when helping teachers better understand themselves, the teachers did not report them.

Reviewing the elements as they are in nine significant areas, it seems apparent that the consulting function of the elementary school counselor involves other activities in addition to conferences with the teacher. The nine areas seem to fall into four general categories of ESC activity. These were:

1. Contacts with pupils, individually (Area I) and in groups (Area II).
2. Gathering pupil data through observation (Area III), review of records (Area IV) and testing (Area V).
3. Contacts with teachers focusing on the teachers (Area VI) and focusing on the pupils (Area VII).
4. Contacts with other persons such as parents (Area VIII), other staff members (Area IX)

and community specialists or agencies
(Area IX).

Approximately 23 per cent of all elements reported fell in Area VII, Counselor Contacts with Teachers Regarding Pupils. This area ranked first in terms of frequency of elements. The other areas, in rank order, according to the frequency of elements reported by all respondents, were: (VI) Counselor Contacts with Teachers Regarding Themselves, (I) Counselors Contacts with Individual Pupils, (VIII) Counselor Contacts with Parents, (V) Counselor Administration, Scoring and Interpretation of Standardized Tests, (III) Counselor Observations of Pupils and Teachers, (II) Counselor Contacts with Groups of Pupils, (IX) Counselor Referrals and Conferences, and (IV) Counselor Collection and Analysis of Pupil Data.

Findings Related to the
Statistical Hypotheses

The analysis of variance statistical technique was used four times in order to test the study's fourteen hypotheses related to the responses and selected personal characteristics of the respondents. The first five hypotheses (H_1 -- H_5) were designed to analyze the total number of effective responses as reported by both elementary school counselors and elementary school teachers. The next nine hypotheses (H_6 -- H_{14}) were

designed to explore the association of selected personal characteristics of elementary school teachers with their responses.

The procedure followed was based on the general guidelines of Hays.¹ For this study, a more refined application of the Millman and Glass analysis of variance procedure² was devised by Dr. Andrew Porter.³ This revision by Dr. Porter allowed for the use of proportional sub-group frequencies. The complete procedure was reviewed and approved by staff members of the Michigan State University College of Education Research Bureau.

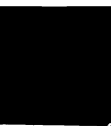
In these analysis of variance procedures, interactions among respondent groups and among effective incident categories were analyzed. The respondent groups were:

1. Elementary school teachers (ESTs)
2. Elementary school counselors (ESCs)
3. Elementary school teachers according to sub-groups formed by grade level taught by the teacher.

¹Hays, William., op. cit., Statistics for Psychologists.

²Millman, Jason and Glass, Gene., op. cit., "Rules of Thumb for Writing the Anova Table."

³Chairman, Michigan State University College of Education Research Bureau.



4. Elementary school teachers according to sub-groups formed by age of the teacher.
5. Elementary school teachers according to sub-groups formed by educational experience of the teacher.

The effective incident categories were:

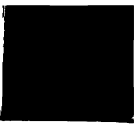
1. E/P--in which the ESC helped the EST to better understand her pupils.
2. E/S--in which the ESC helped the EST to better understand herself.

Thus, in this study four major interactions were analyzed. Specifically, the comparisons were made between:

1. Elementary school teachers (ESTs), elementary school counselors (ESCs), and effective incident categories.
2. Elementary school teacher grade level sub-groups and effective incident categories.
3. Elementary school teacher age sub-groups and effective incident categories.
4. Elementary school teacher experience sub-groups and effective incident categories.

Hypotheses 1--5

The first five hypotheses were tested by one analysis of variance procedure. Hypotheses 1 and 2



were supported. The F was significant at the .01 level of confidence (the .05 level was accepted as significant in this study). Hypotheses 3, 4, and 5 were not supported. These hypotheses and the analysis of variance (Table #5) follow:

- (s .01) H_1 ESTs will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.
- (s .01) H_2 ESCs will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.
- (n.s.) H_3 ESCs will report more effective incidents than will ESTS in the area of helping teachers understand their pupils.
- (n.s.) H_4 ESCs will report more effective incidents than will ESTS in the area of helping teachers understand themselves.
- (n.s.) H_5 ESCs will report more effective incidents than will ESTs in the total number of responses.

Hypotheses 6--8

An analysis of variance testing of hypotheses 6, 7 and 8 revealed a significant interaction (.05 level)

of respondent sub-groups (by grade level) and effective incident category responses. To further analyze this interaction effect and its relation to hypotheses 6 and 7, the Scheffé procedure as outlined by Hays,¹ was used to determine if there was a significant difference attributable to either respondent group in their specific category responses.

TABLE 5
ANALYSIS OF VARIANCE RESULTS FOR DIFFERENCES IN
EFFECTIVE INCIDENT RESPONSES OF ESCS AND ESTS*

Source	df	s.s.	m.s.	F	p
Respondent Type	1	.99	.99	3.82	n.s.
Within Group (Error)	125	32.71	.26		
Category Responses	1	83.77	83.77	233.34	.01
Respondent Type X Category Responses	1	.32	.32	.89	n.s.
Within Group-Category (Error)	<u>125</u>	<u>44.91</u>	.36		
Totals	253	162.70			

*Hypotheses 1, 2, 3, 4, 5

The four analysis of variance cell means were treated according to the Scheffé procedure and were graphed in Appendix D. The results of this testing

¹Hays, William, op. cit., Statistics for Psychologists, p. 484.

procedure failed to conclude that there was a significant difference between the respondent groups and their responses as postulated in hypotheses 6 and 7. As the interaction effect was not attributable to the respondent groups, as such, these hypotheses were not accepted.

Hypotheses 6, 7 and 8 and the analysis of variance (Table #6) follow:

- (n.s.) H_6 Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the area of helping teachers understand their pupils.
- (n.s.) H_7 Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the area of helping teachers understand themselves.
- (n.s.) H_8 Upper grade level ESTs (grades 4-6) will report more effective incidents than will lower grade level ESTs (grades K-3) in the total number of responses.

Hypotheses 9--11

These hypotheses were tested by one analysis of variance procedure. None of these hypotheses were

TABLE 6
ANALYSIS OF VARIANCE RESULTS FOR DIFFERENCES
IN EFFECTIVE INCIDENT RESPONSES
OF EST GRADE LEVEL GROUPS*

Source	df	s.s.	m.s.	F	p
Respondent Type	1	.35	.35	1.27	n.s.
Within Group (Error)	101	27.88	.28		
Category Responses	1	71.07	71.07	222.09	.01
Respondent Type X Category Responses	1	2.05	2.05	6.41	.05
Within Group-Category (Error)	<u>101</u>	<u>32.38</u>	.32		
Totals	205	133.73			

*Hypotheses 6, 7 and 8

accepted. Following are the hypotheses and the analysis of variance (Table #7).

(n.s.) H_9 Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the area of helping teachers understand their pupils.

(n.s.) H_{10} Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the area of helping teachers understand themselves.

(n.s.) H_{11} Younger ESTs (ages 20-29) will report more effective incidents than will older ESTs (ages 40-49) in the total number of responses.

TABLE 7
ANALYSIS OF VARIANCE RESULTS FOR DIFFERENCES IN
EFFECTIVE INCIDENT RESPONSES OF EST AGE GROUPS*

Source	df	s.s.	m.s.	F	p
Respondent Type	1	.00	.00	.00	n.s.
Within Group (Error)	57	12.20	.21		
Category Responses	1	43.93	43.93	156.89	.01
Respondent Type X Category Responses	1	.07	.07	.25	n.s.
Within Group-Category (Error)	<u>57</u>	<u>16.00</u>	.28		
Totals	117	72.20			

*Hypotheses 9, 10, and 11

Hypotheses 12--14

According to the results of an analysis of variance testing, none of these three hypotheses were accepted. Listed below are the hypotheses and the analysis of variance (Table #8).

(n.s.) H_{12} ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the area of helping teachers understand their pupils.

(n.s.) H_{13} ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the area of helping teachers understand themselves.

(n.s.) H₁₄ ESTs with less than 3 years of teaching experience will report more effective incidents than will ESTs with 3 or more years teaching experience in the total number of responses.

TABLE 8
ANALYSIS OF VARIANCE RESULTS FOR DIFFERENCES
IN EFFECTIVE INCIDENT RESPONSES
OF EST EXPERIENCE GROUPS*

Source	df	s.s.	m.s.	F	p
Respondent Type	1	.32	.32	1.18	n.s.
Within Group (Error)	101	27.91	.27		
Category Responses	1	71.07	71.07	209.03	.01
Respondent Type X Category Responses	1	.07	.07	.21	n.s.
Within Group-Category (Error)	<u>101</u>	<u>34.36</u>	.34		
Totals	205	133.73			

*Hypotheses 12, 13, and 14

Comments

The difference between the responses in the two effective incident categories (E/P and E/S) was very evident. The elementary school counselors and the elementary school teachers both reported significantly more responses in the E/P category than in the E/S category.

This significant difference was also true for all the EST sub-groups (grade level, age and experience).

No significant differences in their responses were found between the ESCs and the ESTs as sub-groups of respondents. No significant differences in responses were found between the age sub-groups, between the grade level sub-groups, or between the experience sub-groups of teachers.

Summary

In this chapter, the findings of the study were presented in two sections. The first section contained a report of the research findings as analyzed according to principles of the Critical Incident Technique (CIT). The second section contained the results of statistically testing the fourteen research hypotheses designed to analyze the effective responses as reported by counselors and teachers and to explore the association of selected personal characteristics of the teachers with their responses. This testing was done by use of the analysis of variance technique and the Scheffé procedure.

In the first section, incidents, elements and significant areas were reported across the study's four response categories and by respondent type in a CIT framework. A total of 233 incidents (184--effective and 49--ineffective) were found to contain 926 elements,



or ESC behaviors (766--effective and 160--ineffective). These elements were grouped in nine significant areas.

By approximately a four to one ratio, there-spondents reported effective rather than ineffective incidents and elements. Effective incidents accounted for 79 per cent of the total reported incidents and effective elements accounted for 83 per cent of the total reported elements.

As reported by both counselors and teachers, the per cents of incidents were: E/P--71%, E/S--8%, I/P--17%, and I/S--4%. Thus, 88 per cent of the reported incidents related to the EST understanding her pupils and 12 per cent related to the EST understanding herself. Notice-able, in the analysis, was the complete lack of I/S responses by the elementary school teachers.

The reported elements, or ESC behaviors, were grouped into nine significant areas. These were:

- I. Counselor Contacts with Individual Pupils.
- II. Counselor Contacts with Groups of Pupils.
- III. Counselor Observations of Pupils and Teachers.
- IV. Counselor Collection and Analysis of Pupil Data.
- V. Counselor Administration, Scoring and Interpretation of Standardized Tests.
- VI. Counselor Contacts with Teachers Regarding Themselves.

VII. Counselor Contacts with Teachers Regarding Pupils.

VIII. Counselor Contacts with Parents.

IX. Counselor Referrals and Conferences.

Area (VII), Counselor Contacts with Teachers Regarding Pupils, ranked first in terms of frequency of elements in an area. Approximately 23 per cent of the total reported elements were placed in this area.

In the second section which dealt with the analysis of variance procedures, the two main effects--respondent type and effective incident category, and their interactions were analyzed.

The difference between the responses in the two effective incident categories (E/P and E/S) was very evident. Both elementary school counselors and elementary school teachers reported significantly more responses in the E/P category (in which the ESC helped the EST to better understand her pupils) than in the E/S category (in which the ESC helped the EST to better understand herself). This significant difference was also reported by all of the EST sub-groups (grade level, age, and experience).

No significant differences in their effective incident responses were found between the ESCs and ESTs, between the EST age sub-groups, between the EST grade level sub-groups, or between the EST experience sub-groups. Thus, neither respondent type nor the three

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investigated personal characteristics of teachers significantly influenced their effective incident responses.



CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The primary purpose of this investigation was to identify and describe those significant elementary school counselor consultant behaviors which are effective and those which are ineffective in providing elementary school teachers with a better understanding of their pupils and themselves in a school setting.

Literature related to both the methodology of this study, the Critical Incident Technique, and the content of the investigation, the elementary school counselor's consulting relationship with elementary school teachers, was reviewed and presented in Chapter II. The elementary school counselor's consultation with teachers was mentioned as a needed function in theory and described as a performed function in practice. This writer did not find any previous investigation of the elementary school counselor's consultant behaviors which were observed to be effective or ineffective.

The study's population consisted of 24 elementary school counselors (ESCs) and 103 elementary school

teachers (ESTs) who participated in 17 N.D.E.A. pilot elementary school guidance programs in Michigan during the school year, 1966-1967.

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 elementary school teachers and counselors, were asked to report up to four significant incidents which involved the elementary school counselor as he attempted to help teachers better understand either their pupils or themselves as they worked in a school setting. These incidents were reported in four major categories:

1. Effective Incidents--in which the ESC helped the EST to better understand her pupils (E/P).
2. Effective Incidents--in which the ESC helped the EST to better understand herself (E/S).
3. Ineffective Incidents--in which the ESC failed to help the EST to better understand her pupils (I/P).
4. Ineffective Incidents--in which the ESC failed to help the EST to better understand herself (I/S).

Through the use of mailed CIT report forms, 233 significant incidents (184--effective and 49--ineffective) were reported by 127 respondents (103 teachers and 24 counselors).

Specific elements in the elementary school counselors' behavior and broad areas including these elements were reported across the study's four response categories and by respondent type in a manner characteristic of the Critical Incident Technique.

The data were also analyzed by using the analysis of variance statistical technique to test fourteen specific hypotheses related to the effective incident responses and selected personal characteristics of the respondents. The first five hypotheses were designed to analyze the total number of effective responses as reported by both elementary school counselors and elementary school teachers. The next nine hypotheses were designed to explore the association of selected personal characteristics of elementary school teachers with their effective responses. Grade level taught, age, and educational experience were the teachers' personal characteristics referred to in the hypotheses.

Significant Findings

These findings are presented in three sections.

The first section (A) relates to CIT findings regarding significant elements and areas of the ESC's consultant behavior. The second section (B) presents the CIT findings regarding the per cents of incidents across the four major categories of responses. The third section (C) reports the findings relative to the analysis of variance testing of the study's hypotheses.

A. CIT Findings Regarding Significant Elements and Areas

A total of 926 significant elements, elementary school counselor behaviors, (766--effective and 160--ineffective) were found in the 233 reported incidents. These elements were combined into 72 refined elements. Nine significant areas of elementary school counselor behaviors were then determined from the 72 refined elements. These areas were:

Area I. Counselor Contacts with Individual Pupils.

Area II. Counselor Contacts with Groups of Pupils.

Area III. Counselor Observations of Pupils and Teachers.

Area IV. Counselor Collection and Analysis of Pupil
Data.

Area V. Counselor Administration, Scoring and
Interpretation of Standardized Tests.

Area VI. Counselor Contacts with Teachers Regarding
Themselves.



Area VII. Counselor Contacts with Teachers Regarding Pupils.

Area VIII. Counselor Contacts with Parents.

Area IX. Counselor Referrals and Conferences.

The refined elements, as they were included in the general areas, were as follows:

Area I. Counselor Contacts with Individual Pupils

1. Individual counseling (no specifics given).
2. Individual counseling regarding pupil's behavior and feelings.
3. Individual counseling regarding pupil's educational performance.

Area II. Counselor Contacts with Groups of Pupils

1. Group counseling (no specifics given).
2. Classroom meeting regarding school program or performance.
3. Classroom meeting regarding pupils' behavior or feelings.
4. Participation in group games.
5. Taught class so teacher could observe pupils.
6. Met pupils at a time inconvenient for the teacher.

Area III. Counselor Observations of Pupils and Teachers

1. Classroom observations (no specifics given).
2. Observation of teacher's use of teaching materials.



3. Playground observation.
4. Observation of Physical Education class.

Area IV. Counselor Collection and Analysis of Pupil Data

1. Review of students' cumulative folders.
2. Writing pupil reports for cumulative folders.
3. Obtained information on pupil's past performance and background.

Area V. Counselor Administration, Scoring and Interpretation of Standardized Tests

1. Administered individual tests.
2. Administered group tests.
3. Scored tests.
4. Interpreted tests and test results.

Area VI. Counselor Contacts with Teachers Regarding Themselves

1. Conference with teacher (no specifics given).
2. Conference regarding teacher's techniques and classroom behavior.
3. Discussed teaching materials.
4. Conference regarding classroom management.
5. Discussed teacher's educational goals and concepts.
6. Conference regarding teacher's personal problems.
7. Provided support for teacher's actions.

8. Aided planning of teacher's classroom activities.
9. Failed to hold conferences and follow-up contacts with teachers.

Area VII. Counselor Contacts with Teachers Regarding Pupils

1. Conference with teacher (no specifics given).
2. Conference with group of teachers regarding pupil's behavior.
3. Conference with group of teachers and a county specialist.
4. Conference regarding pupil's attitudes and anxieties.
5. Discussed pupil behavior.
6. Discussed pupil's home background.
7. Discussed pupil's educational background, program, and placement.
8. Discussed pupil's home and school background.
9. Conference regarding teacher's expectations and knowledge of pupils.
10. Conference with teacher and pupil.
11. Conference regarding pupil's academic performance.
12. Discussed ESC's counseling sessions with pupil.
13. Lack of conferences and follow-up contacts with teachers regarding their pupils.

Area VIII. Counselor Contacts with Parents

1. Parent conference (no specifics given).
2. Conference with guardian or foster parents.
3. Follow-up conferences with mother.
4. Conference with pupil and his mother.
5. Conference with parents and teacher.
6. Conference with parents, teacher and other staff members.
7. Home visits.
8. Phone calls to parents.
9. Letters to parents.
10. Conference regarding referral to a community agency.
11. Conference regarding teacher's educational goals and classroom behavior.
12. Conference regarding parents' behavior to pupil.
13. Interpreted test results to parents.
14. Gave perceptual materials to parents.
15. Discussed ESC's counseling sessions with pupil.
16. Failed to establish a good relationship with parents.

Area IX. Counselor Referrals and Conferences

1. Referred pupil to a reading clinic.
2. Referral or conference with School Social Worker.

3. Referral or contact with School Psychologist or Diagnostician.
4. Referral to the Teacher-Counselor for the Physically Handicapped.
5. Referral or contact with a community agency.
6. Referral or contact with a physician.
7. Referral to a dentist.
8. Referral for vision testing.
9. Referral or contact with a pupil's tutor.
10. Conference with a supervising teacher.
11. Conference with junior high school counselors.
12. Conference with teachers and county specialists.
13. Conference with a principal.
14. Conference with a teacher and a principal.

B. CIT Findings Regarding Incidents and Categories

All incidents, elements and areas were related to and were analyzed across four major categories. These categories were:

1. E/P--in which the ESC helped the EST to better understand her pupils.
2. E/S--in which the ESC helped the EST to better understand herself.
3. I/P--in which the ESC failed to help the EST to better understand her pupils.



4. I/S--in which the ESC failed to help the EST to better understand herself.

The percents of reported incidents across the four major categories, by respondent type, were:

<u>Category</u>	<u>ESC</u>	<u>EST</u>	<u>Both ESC & EST</u>
E/P	48%	80%	71%
E/S	12%	7%	8%
I/P	25%	13%	17%
I/S	<u>15%</u>	<u>0%</u>	<u>4%</u>
	100%	100%	100%

C. Analysis of Variance Findings Regarding the Hypotheses

After using the analysis of variance statistical technique to test the study's fourteen hypotheses, two hypotheses were accepted. These were:

H₁ Elementary school teachers (ESTs) will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.
(significant at the .01 level of confidence)

H₂ Elementary school counselors (ESCs) will report more effective incidents in the area of helping teachers understand their pupils than in the area of helping teachers understand themselves.
(significant at the .01 level of confidence)

Although they were not tested in related hypotheses, this significant difference between the effective incident responses regarding pupils and those regarding teachers was also found for all of the elementary school teacher sub-groups (grade level taught, age, and educational experience).

Conclusions

Within the limitations imposed on this investigation and defined in Chapter I, the following conclusions appear to be justified:

1. Elementary school teachers accept, as a part of the elementary school counselor's role, the counselor's function of consulting with teachers for the purpose of helping them better understand their pupils or themselves in a school setting. Ninety-four per cent of the responding teachers agreed that a general aim of the counselor was to help them better understand their students and themselves in a school setting. Even the six per cent who did not agree reported incidents in which the counselor worked with teachers in attempting to fulfill this aim.
2. Both elementary school counselors and elementary school teachers perceive the counselor as



more effective than ineffective in a consulting relationship with teachers. In the total number of incidents, both counselors and teachers reported more effective incidents (79%) than ineffective incidents (21%).

3. Elementary school teachers perceive the elementary school counselor, in a consulting relationship, as more involved with the teacher in understanding her pupils than in understanding herself. Of the total incidents reported by the teachers, 93 per cent were incidents involving the counselor consulting with the teacher about understanding her pupils and seven per cent were incidents involving the counselor consulting with the teacher about understanding herself.
4. Elementary school counselors perceive the counselor, in a consulting relationship, as more involved with the teacher in understanding her pupils than in understanding herself. Of the total incidents reported by the counselors, 73 per cent were incidents involving the counselor consulting with the teacher about understanding her pupils and 27 per cent were incidents involving the counselor



consulting with the teacher about understanding herself.

5. Both elementary school counselors and elementary school teachers perceive the counselor as more effective than ineffective in a consulting relationship with teachers regarding their understanding of pupils. In the total number of incidents, both counselors and teachers reported more effective incidents (71%) than ineffective incidents (17%) in the area of teachers understanding their pupils.
6. Elementary school teachers perceive the elementary school counselor as more effective than ineffective in a consulting relationship with teachers regarding their understanding of themselves. Only effective incidents were reported by teachers in the area of understanding themselves. They reported no ineffective incidents in this area.

No conclusion could be drawn on the basis of the counselors' responses in this area of helping teachers understand themselves since there seemed to be no appreciable difference between the number of

ineffective incidents (15%) and the number of effective incidents (12%) reported by counselors.

7. Elementary school counselors judge themselves more critically than do elementary school teachers regarding their consultant behavior with teachers. Elementary school counselors reported a higher percentage of ineffective incidents relating to their consultant behavior than did the teachers in both categories--aiding teacher understanding of pupils and aiding teacher understanding of themselves.

In the category of helping teachers understand their pupils the counselors' per cents of total incidents were: effective--48%, ineffective--25%; the teachers' per cent of total incidents were: effective--80%, ineffective--13%.

In the category of helping teachers understand themselves the counselors' per cents of total incidents were: effective--12%, ineffective--15%, the teachers' per cents of total incidents were: effective--7%, ineffective--0%.

8. Personal characteristics of elementary school teachers do not significantly influence the way in which they perceive the effectiveness of the elementary school counselor as a consultant to teachers. An analysis of variance statistical testing of hypotheses related to teachers' personal characteristics (grade level taught, age, educational experience) and effective incident responses revealed no significant differences between the characteristics and the way in which the teachers responded.
9. The consulting function of the elementary school counselor consists of many inter-related counselor behaviors. The respondents emphasized this point by reporting indirect as well as direct counselor behaviors which seemed to be related to the consulting relationship of the counselor and teacher. Both types of behavior were reported as having had an influence upon the effectiveness of the counselor in this relationship.

Four general categories of elementary school counselor behavior seem to be important in carrying out the consultant

function. These categories are:

- A. Contacting pupils--individually and in groups.
- B. Collecting pupil data--by observation, review of records, and testing.
- C. Conferring with teachers--focusing on the teacher and focusing on the pupil.
- D. Contacting other adults--such as parents, other school staff members, and community agency representatives.

Discussion

This study substantiated the view which has been presented in the literature regarding the consulting function of the elementary school counselor, namely that consultation is presently a performed function of the elementary school counselor. Judging from the responses of both the elementary school counselors and the elementary school teachers, counselor consultation with teachers to help them understand their pupils and themselves was accepted as a significant part of the elementary school counselor's role.

By approximately a four-to-one ratio, the responses indicated that the counselor was more effective than



ineffective in this consulting relationship with teachers. This supports the notion that consultation with classroom teachers is an important function of the elementary school counselor.

Recognizing that consultation with teachers is an important part of the counselor's role, it is also apparent that this function is not an entity in itself. To consult effectively with teachers, it appears that the counselor must also be able to perform competently when working with pupils, when gathering pupil data, and when contacting other adults. As the respondents noted, many counselor activities influence the effectiveness of the counselor in his consulting function with teachers.

A close review of the CIT data gathered in this investigation reveals that some counselor behaviors are seen by respondents as more effective than others in aiding the counselor in this consulting relationship. For instance, classroom observation by the counselor was reported as being of particular assistance in helping the teachers better understand their pupils and themselves. This indicates that counselors should be willing to observe in the classroom with the teacher's permission and, hopefully, at her request. In cases like this, the teacher may not be the primary subject

of the observation. It is the interaction of the pupils with their teacher that is important.

Teachers indicated in their responses that counselor consultation about their teaching techniques and classroom behavior was helpful to them. The fact that teachers seem ready to accept suggestions regarding themselves is very encouraging when one recognizes that the teacher is a key person in the pupil's classroom environment. When teachers are willing to vary their approaches to individual pupils, the prospect of individualizing instruction in those classrooms is good.

The preceding comments indicate that the counselor is deeply involved in the process of education in the schools. Thus, in order to improve his effectiveness as a consultant, the counselor needs to be aware of curriculum, learning theory, and group dynamics.

Many of the more effective counselor behaviors, as reported in this study, relate to the discussion and interpreting of data about their pupils with teachers. It is interesting to note that when pupils were the focus of the consultation, teachers reported that additional discussion of their expectations of the pupils proved of benefit in understanding the pupils. It seems when the pupil's home and school background is analyzed in relation to the teacher's expectations a much better

understanding of the pupil results. With this more complete understanding, the teacher-pupil relationship improves and the pupil is thus encouraged to develop more rapidly, socially psychologically, and academically.

Another significant area of effective counselor behavior related to consulting with teachers dealt with the counselor's involvement with adults outside of the school setting. Counselor contacts and follow-up conferences with parents were designated as important by both counselors and teachers. Referrals and conferences with specialists in the community also seemed to be an important counselor activity. These counselor contacts indicate that the elementary school counselor should be involved with many persons who are significant in a pupil's environment. The counselor should not be bound to his school building or office when these other contacts can be of value in working with teachers.

Overall, a picture of a counselor being widely involved emerges. A counselor who sits in his office does not participate in many of the behaviors which are reported by teachers as aiding effective consultation. Involvement in three major areas seems to be of importance to a counselor who wants to consult effectively with teachers. These areas are:

1. The educational process in the school, involving pupil, teacher, classroom and learning

program.

2. The teacher's knowledge and expectations of her pupils.
3. The contacts with parents and others outside of the school setting who have their own knowledge and expectations of pupils.

Counselor behaviors which appeared to be least effective according to the data gathered in this study are also worthy of discussion.

In reviewing the less effective behaviors relating to this consulting relationship, it seems noteworthy that lack of involvement on the part of the counselor is often reported. The most noticeable area in this regard is that of the lack of counselor follow-up contacts and conferences with teachers. This was mentioned by both the teachers and counselors.

The counselor's contact with pupils did not always appear to be effective in aiding the counselor in a consulting relationship with the teacher. The number of reported ineffective elements relating to the counselor's contacts with individual pupils and groups of pupils is significant. Although the majority of elements were effective, it is of interest to note many teachers saw the counselor's contacts with pupils as not effective in improving the consulting relationship.

It may be that the counselors do not inform the teachers sufficiently about counseling interviews or other contacts which they have had with pupils. It is also possible that the teachers would rather have the counselor spend more time with them and their immediate concerns than with pupils.

In a similar way, both counselors and teachers reported few effective elements related to the counselor's collection and analysis of pupil data. Although frequency of reported elements is not a criteria for judgement by itself, the small number of effective elements reported there in comparison to other areas indicates that a counselor's clerical review of records and information may be the least effective counselor behavior relating to the consulting relationship.

All the less effective counselor behaviors seemed to have one thing in common, namely that the counselor was not involved in conferences or communication with teachers to the extent to which the teachers would prefer.

In looking at the data from a broad frame of reference, perhaps the most significant observation relates to the apparent interest of teachers in working cooperatively with counselors for the benefit of their pupils and themselves. The counselor in sharing information and ideas with teachers in a consulting

relationship often gives needed support to the teacher to continue doing what should be most beneficial for the pupils. The adage, "two heads are better than one," seems most appropriate when looking for a new approach to a common concern. This view also applies to case conferences involving other interested persons who can be helpful in reviewing pupil progress and in suggesting further procedures.

Although teachers appear quite willing to work with the counselor in a consulting relationship, it seems significant that they prefer the counselor to help them understand their pupils rather than help them understand themselves. With a better understanding of their own feelings and motives, teachers should be able to work more effectively with their pupils. One wonders if the counselors are really attempting to help teachers recognize the importance of their attitudes and behaviors toward pupils in the classroom.

On the basis of the study's data, the counselors, in general, seem more critical of their efforts in the consulting relationship than do the teachers. Perhaps counselors are expecting more from their efforts than are teachers at the present time. From their responses, teachers do seem to approve the counselors' attempts to aid them through a consulting relationship and to

appreciate any help they can get from the counselor.

The fact that greater counselor involvement and more follow-up reports are desired by teachers supports the argument that at least one counselor be assigned full time to each elementary school. The placement of a full time counselor in an elementary school building would provide the accessibility and support of the counselor to the teachers.

Implications of the Study

The purpose of the study was to identify and describe the significant elements (effective and ineffective) in the elementary school counselor's consultant behavior as it relates to classroom teachers. The purpose of this study seemed satisfied since the responses were gathered from people who were directly involved in the consulting relationship; namely, elementary school counselors (ESCs) and elementary school teachers (ESTs). Their responses were based on personal knowledge of the ESC's behavior in the field.

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 judgment. This study was based

on that assumption. Thus the data and findings are assumed to be reliable.

From a review of these data, it becomes apparent that the findings have implications for:

1. Elementary school counselors.
2. Elementary school staff members, including teachers and principals.
3. College staff members in preparatory programs for elementary school counselors and elementary school teachers.
4. Staff members of state departments of education.
5. Researchers in the field of elementary school guidance and counseling.

A basic implication which applies to all types of persons mentioned above is--that an elementary school counselor, if given the opportunity in his position, can work effectively in a consulting relationship with teachers regarding their pupils and themselves. Thus, the counselor's function as a consultant to teachers should be encouraged as an integral part of his role by all who come in contact with him.

Implications for Elementary School Counselors--

1. In performing his role, the elementary school counselor should recognize that his consultation with teachers is viewed as very helpful by them. With this

in mind, he should adequately prepare himself through training programs and supervised experiences to work effectively with teachers.

2. He should recognize that many teachers are looking for psychological support in their efforts to individualize instruction. Although the consultation may be primarily focused on a pupil, the counselor should be prepared to deal with the teacher's personal concerns and self-awareness.

Personal support and time available by the counselor seem important to the teachers. In this regard, the counselor should make every effort to be involved in personal contacts, follow-up and communication with the teachers regarding areas of common concern. This may mean a restructuring of the counselor's working day. Perhaps he could be available to teachers before school, during recess and lunch periods, and after school.

3. In consultation, it appears helpful if the teacher's expectations for the pupil are discussed in relation to all available knowledge about the pupil. Thus, the counselor should be knowledgeable about the pupil's home and educational background and its implications for school personnel and the pupil's educational process. This implies that the pupil-counselor ratio be

reasonable, no more than 500-1, so the counselor can come to know his pupils and their backgrounds.

Implications for Elementary School Staff Members--

1. Teachers should recognize that the addition of an elementary school counselor to a school staff can be beneficial to both their pupils and themselves when a sound consulting relationship is established. Teachers should feel free to contact the counselor and work with him regarding their common concerns.

2. Principals and other administrators should recognize that some elementary school counselors may need to spend more time with teachers and less time with individual pupils than do secondary school counselors. They should also recognize that the counselor may be more involved in the instructional activities of the school, as with a classroom observation, than he is with individual counseling. These implications for the counselor's work with others in the school have strong support in the belief that the work of the counselor should benefit all pupils.

Implications for College Staff Members--

1. Elementary school teacher educators should provide prospective teachers with information about the role of the elementary school counselor and how he can



be of benefit to them in carrying out their duties as a classroom teacher. Courses which discuss the teacher's participation in an elementary school guidance program, in a consulting relationship with the counselor, and in a classroom relationship with pupils, should be provided in the teacher education programs.

2. Elementary school counselor educators should provide prospective counselors with both course work and experience to prepare them for their consultant duties.

Regarding course work, particular emphasis should be placed upon functions of the elementary school counselor, family life in various sub-cultures, child growth and development, learning theory, curriculum (including programs and materials), classroom interaction, testing and test interpretation, observation procedures and identification of pupil needs, services of community and state agencies, referral procedures, and consultation procedures.

Experiences provided for the prospective counselors should include consulting practicum, and involvement with community agencies and referrals. Ideally, the best method of providing this experience would be through an internship in an elementary school setting in cooperation with a practicing counselor. This internship

could provide the potential counselor, under supervision, with experience in consultation with teachers, pupil observation, testing and test interpretation, parent conferences, and referral procedures.

Implications for State Education Department Staff Members--

1. In their supervision and support of elementary school guidance programs, state department staff members should recognize that elementary school counseling may emphasize several areas which are not stressed in secondary school counseling. In particular, the counselor may work more with teachers than with pupils. He may spend a great deal of time working with various parts of the pupil's environment--in the school, the home and the community.

2. Since the consulting function of the elementary school counselor seems to be an important part of his role, this function should be stressed when elementary school guidance programs are planned or revised. If possible, one elementary school counselor should be located on a full time basis in each elementary school building so that he can provide constant support for and maintain close contact with individual teachers. It should be encouraged, that schools hire counselors who have been prepared, through training programs and supervised experience, to work effectively



with adults in a consulting relationship.

3. State department staff members should provide, or support others in providing, information about counselor consultation with teachers through workshops and in-service training programs to help counselors better perform this function in the field.

Implications for Researchers--

1. The data obtained in this study should be of value to future researchers in that they can draw on the identified counselor activities relating to teacher consultation as a background from which to investigate specific counselor behaviors more intensively. It would be possible to use in-depth interviews with both teachers and counselors to see why they feel certain counselor behaviors, related to consulting, are effective or not.

2. Since the various elementary school counselor consultant functions are closely interrelated, researchers might investigate various combinations of these behaviors as they relate to effectiveness in the consulting relationship. It may be that some counselor behaviors will be much more effective in helping the counselor as he consults with teachers when they are being carried out at the same time as, or in conjunction with, certain other counselor activities.

3. This study obtained the general perceptions of elementary school counselors and elementary school teachers regarding the effectiveness of counselor behaviors related to consulting. In future research, one might investigate how others in contact with the elementary school counselor perceive the effectiveness of his behavior as a consultant. For instance it would seem valuable to obtain the viewpoints of parents, students, administrators, and community co-workers.

4. From the data obtained about the respondents, it was apparent that most of the counselors had elementary school teaching experience. In the near future, elementary school counselors may have different backgrounds and training for their positions. It would be interesting to see if counselors and teachers with a different professional background then those in this study perceive the elementary school counselor's consultant behavior in the same way.

5. As elementary school counselors receive increasingly more preparation for their role, it will be of value to ascertain which aspects of training programs are most instrumental in aiding a counselor to be an effective consultant with teachers. An investigation should be made of practicum and internship experiences relating to the counselors' effective behaviors in



consultation with teachers, parents and other adults.

6. Though this study did not indicate that personal characteristics of teachers (grade level taught, age, educational experience) significantly affected their responses regarding the counselors' behavior as consultants to teachers, some effort should be made to see if the personal characteristics of counselors are significantly related to their effective or ineffective behaviors as a consultant. The counselors' responses in this study indicated a somewhat critical appraisal of their effectiveness as a consultant to teachers. An approach might be to investigate counselors' attitudes and expectations regarding their consultant role as they relate to selected personal characteristics of the counselors similar to those of the teachers used in this study.



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APPENDIX A

LIST OF MICHIGAN 1966-67
APPROVED ELEMENTARY SCHOOL
NDEA GUIDANCE PROGRAMS

<u>NAME OF SCHOOL SYSTEM</u>	<u>CITY</u>
1. Beecher	Flint
2. Bellaire	Bellaire
3. Birmingham	Birmingham
4. Detroit	Detroit
5. Flint	Flint
6. Holt	Holt
7. Huron	New Boston
8. Kalamazoo	Kalamazoo
9. Kearsley	Flint
10. Lakeview	St. Clair Shores
11. Meredian	Sanford
12. Oak Park	Oak Park
13. Okemos	Okemos
14. Oscoda	Oscoda
15. Paw Paw	Paw Paw
16. Plainfield	Comstock Park
17. Roosevelt	Ypsilanti
18. Royal Oak	Royal Oak
19. Southfield	Southfield
20. South Lyon	South Lyon
21. Taylor	Taylor
22. Van Buren	Belleville
23. Warren	Warren
24. Warren Woods	Warren
25. Waterford	Pontiac
26. Waverly	Lansing



APPENDIX B

May 1, 1967

Dear Sir:

I have been referred to you as the contact person for your school system's elementary school NDEA guidance program by Mr. Earl Borlace of the Michigan State Department of Education.

Your cooperation is needed in making an analysis of significant behaviors of elementary school counselors, as they attempt to help elementary school teachers in better understanding their students and themselves in a school setting.

As elementary counseling is a relatively new field, information about this position is needed at the local, state, and national levels. This study should provide, among other things, the following information:

1. significant elementary counselor activities, which have seemed helpful in increasing teacher understanding of their pupils and themselves in a school setting.
2. some indication of the significance of respondents' variables, as respondent type, age, experience, training, and grade level, to the reported elementary counselor behaviors.
3. suggestions for further analysis and improvement of the elementary school counselor-elementary school teacher contacts in a school setting.

As a person who has direct knowledge of the NDEA elementary guidance program in your school system, I would like you to distribute the enclosed report forms to each elementary counselor in your system and ask that they complete one form themselves and also distribute report forms to eight elementary school teachers with whom they have worked this school year. The eight teachers should be selected by random sample from all those teachers with whom the counselor has worked this school year. It is suggested that the counselor place all of those teachers' names in a container and then draw out eight names.

Please note that all respondents, counselors and teachers, are asked to remain anonymous. No names of participating persons or schools will be used in summarizing, analyzing or reporting the results of this study. A summary of this study, at its completion will be sent to you at your request.

The report forms should be completed and returned to me by the individual respondents in the enclosed postage-free self-addressed envelopes by May 26th. I am grateful for your help in this research study. Thank you very much.

Sincerely,

Howard Splete

P.S. If you have any questions, please call me collect.
Area code - 517, Office - 337-1346 or Home - 339-8802.



1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

1. The first part of the document is a list of names and addresses, which appears to be a directory or a list of contacts. The names are written in a cursive script, and the addresses are listed below them. The list includes names such as "Mr. J. H. Smith", "Mr. W. H. Jones", and "Mr. R. H. Brown".

100-443887-100

...the ... of ...

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

[illegible][illegible]

Journal of Management Studies, 19(6), 709-728.

[illegible]

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 2.5 billion in 1990 to 4.0 billion in 2010.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion. The number of people aged 65 and over is expected to increase from 200 million to 400 million. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion.

APPENDIX C

SURVEY OF ELEMENTARY SCHOOL COUNSELOR- ELEMENTARY SCHOOL TEACHER ASSOCIATIONS

1. Respondents' Data-

Please complete the following items before filling out the report forms.

A. Teachers and Counselors-

I am in agreement with the following statement:

"A general aim of the elementary school counselor, as he works with elementary school teachers, is to help the teachers in better understanding - their students and themselves in a school setting.

YES _____

NO _____

B. Teachers Only -

1. Sex - MALE _____ FEMALE _____
2. Grades now teaching _____
3. Years of elementary school (K-6) teaching experience - _____
4. Educational training - BA or BS _____ BA or BS plus _____
MA or equivalent hours _____ MA plus _____
5. Age - 20-24 _____ 25-29 _____ 30-34 _____ 35-39 _____
40-44 _____ 45-49 _____ 50-55 _____ 55-59 _____ 60-65 _____

C. Counselors Only -

1. Sex - MALE _____ FEMALE _____
2. Grades now serving - _____
3. Years of elementary (K-6) counseling experience - _____
4. Years of elementary (K-6) teaching experience - _____
5. Years of secondary (7-12) counseling experience - _____
6. Educational training - BA or BS _____ BA or BS plus _____
MA or equivalent hours - In Guidance _____ MA plus _____
Other Field _____

7. Time allocation -

Full time in 1 building _____ Full time in more than 1 building _____
Part time in 1 building _____ Part time in more than 1 building _____

8. Total number of students assigned to you - _____

9. Age- 20-24 _____ 25-29 _____ 30-34 _____ 35-39 _____
40-44 _____ 45-49 _____ 50-54 _____ 55-59 _____ 60-65 _____



II. Suggestions For Completing Report Forms -

Please report significant incidents which involve the elementary school counselor, as he attempts to help teachers in better understanding their students and themselves in a school setting. A SIGNIFICANT INCIDENT IS ONE WHICH, IN YOUR JUDGEMENT, THE COUNSELOR'S ACTIVITIES HAD A MARKED EFFECT, POSITIVE OR NEGATIVE, ON THE TEACHER'S UNDERSTANDING OF HER PUPILS, OR HERSELF, AS SHE WORKS IN A SCHOOL SETTING. You should report only incidents and counselor activities in which you have observed, have participated, or with which you are very familiar and know the facts.

These incidents and activities should have occurred since September, 1966. If possible, please report up to four significant incidents. If you cannot recall four incidents, report only one, two, or three. Significant incidents are more important than mere quantity.

Some incidents result in the teacher's better understanding of her pupils or herself in a school setting. These incidents are to be considered EFFECTIVE INCIDENTS. The incidents may involve the teacher individually, or as a group member. Here is an example of an EFFECTIVE INCIDENT:

1. Incident - (grade level 3), November, 1966.
Teacher X asked the elementary counselor's advice on obtaining better performance from her class. The counselor observed the classroom situation and felt that the teacher's expectations were too high for her pupils at this grade level. The counselor gave related materials on child growth and development to the teacher to read. After the teacher had read the material, they discussed the relevance of this material to the teacher's expectations. As a result of these contacts, teacher X was better prepared to teach with a more realistic understanding of her pupils' abilities.
2. Specific counselor activities in the incident -
 - a. observed the classroom situation
 - b. gave related materials to the teacher
 - c. discussed the materials' relevance to the teacher's expectations of her class.

Some incidents result in the teacher's failure to gain a better understanding of her pupils or herself in a school setting. These incidents are to be considered INEFFECTIVE INCIDENTS. The incident may involve the teacher individually, or as a group member. Here is an example of an INEFFECTIVE INCIDENT:

1. Incident - (grade level 4), December, 1966.

A group of 4th grade teachers asked the elementary counselor to interpret their students' standardized achievement test results, which they had recently received from a test scoring service. In a teachers' meeting, the counselor attempted to explain the meaning of the test results. As he did not have an adequate understanding of this test, he did not aid the teachers in better understanding their students' test results. Rather, he further confused their understanding.

2. Specific counselor activities in the incident-

- a. tried to explain the test results
- b. lacked knowledge of this test
- c. due to this lack of knowledge, he further confused the teachers' understanding.

As you will note in the examples:

Each incident:

1. involved an elementary counselor and teacher
2. included a significant activity or activities of the counselor in attempting to aid the teacher's understanding of her pupils or herself in a school setting
3. may have lasted an hour or may have consumed several weeks.

Each report:

1. included the grade level involved and the approximate date of the incident.
2. included the facts of the case, the results, and specific counselor activities
3. used letters in place of names

Please write about EFFECTIVE INCIDENTS (preferably one each in the teacher's gaining a better understanding of her pupils and herself), and about INEFFECTIVE INCIDENTS (preferably one each in the teacher's failing to gain a better understanding of her pupils and herself).

Please note the first 2 pages are for EFFECTIVE INCIDENTS and the next 2 pages are for INEFFECTIVE INCIDENTS. Use as much space as you feel you need to give each report. Extra space is available on the last page. Thank you again for your help in this study.



1.

EFFECTIVE INCIDENT # 1

(the counselor helped the teacher in better understanding her pupils)

Grade Level involved - _____

Approximate Date - _____ (month and year)

Basis for Report: Participation ____ Observation ____ Knowledge ____

1. Incident -

2. Specific counselor activities in the incident -

a.

b.

c.

d.

e.

f.

g.

EFFECTIVE INCIDENT # 2

(the counselor helped the teacher better understand herself)

Grade Level involved - _____

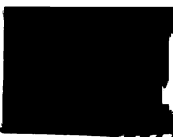
Approximate Date - _____ (month and year)

Basis for Report: Participation ____ Observation ____ Knowledge ____

1. Incident -

2. Specific counselor activities in the incident -

- a.
- b.
- c.
- d.
- e.
- f.
- g.



INEFFECTIVE INCIDENT # 1

(the counselor failed to help the teacher in better understanding her pupils)

Grade Level involved - _____

Approximate Date - _____ (month and year)

Basis for Report: Participation ____ Observation ____ Knowledge ____

1. Incident -

2. Specific counselor activities in the incident -

a.

b.

c.

d.

e.

f.

g.



INEFFECTIVE INCIDENT # 2

(the counselor failed to help the teacher better understand herself)

Grade Level involved - _____

Approximate Date - _____ (month and year)

Basis for Report: Participation ____ Observation ____ Knowledge ____

1. Incident -

2. Specific counselor activities in the incident -

- a.
- b.
- c.
- d.
- e.
- f.
- g.

2 P Incident
Category

2 P Incident
Category

Please return this form when completed in the enclosed
postage-free self-addressed envelope to:

Howard Splete
5832 Bayonne Ave.
Haslett, Michigan
48840



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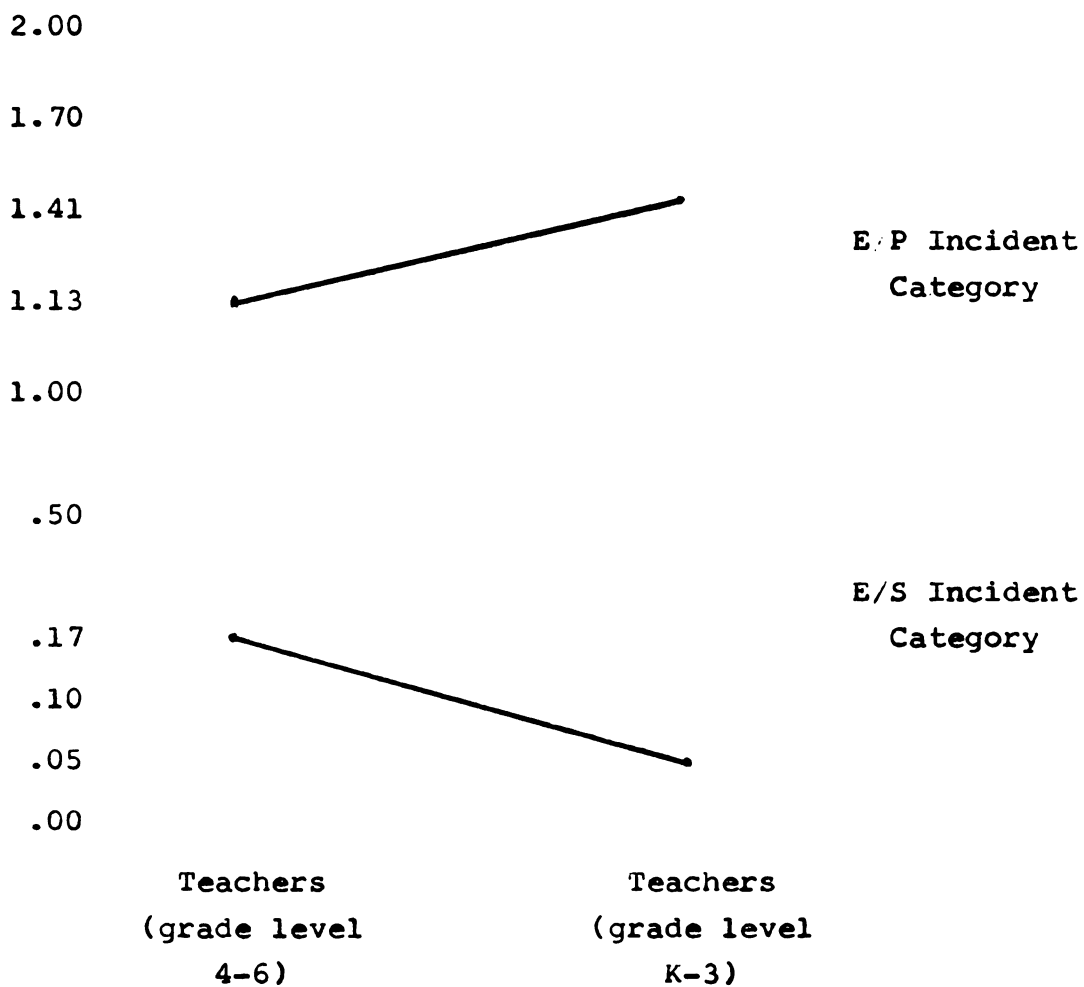
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5

6

APPENDIX D

A GRAPH OF TEACHER GRADE LEVEL SUB-GROUPS' MEANS AS RELATED TO INCIDENT CATEGORY



Data used in this graphing:

Mean number of teachers group (4-6) responses	
in E/P category	1.13
Mean number of teachers group (K-3) responses	
in E/P category	1.41
Mean number of teachers group (4-6) responses	
in E/S category	.17
Mean number of teachers group (K-3) responses	
in E/S category	.05

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