INFORMATION TO USERS

THE PERCEIVED NEEDS OF PEER COUNSELORS

IN STUDENT SERVICE CENTERS

IN MICHIGAN SCHOOLS

By

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A DISSERTATION

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ABSTRACT

THE PERCEIVED NEEDS OF PEER COUNSELORS
IN STUDENT SERVICE CENTERS
IN MICHIGAN SCHOOLS

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The purpose of this study was to determine the
perceived training needs of peer counselors in student
service centers in Michigan schools.

Student service centers have been in operation
in several Michigan schools since 1972. In January, 1976,
there were twenty-three centers: twenty-two in senior
high schools and one in a junior high school. These
centers were designed to provide students with a place
in which their school peers and an adult staff were ready
to listen to, talk with, and inform them about a variety
of problem areas and concerns.

The peer counselors received varying degrees of
training and supportive services from either their
director, school, regional substance abuse prevention
education program, Michigan State Department of Education,
or other sources. They needed a variety of educational
training experiences in many areas to perform their tasks

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more effectively. At this time, no formal on-going statewide training and supportive services were provided.

Related literature was reviewed with a focus on peer counselors, who were most often found interacting with adolescents in school settings. Background literature was grouped under the headings of: History and Background of Student Service Centers in Michigan Schools, High School Programs, Junior High School Programs, Elementary School Programs, and Other Related Material. Research using peer counselors was sparse, but where found was identified with the program review.

Peer counseling programs were shown to be very beneficial both to peer counselors and their counselees. Improvement in personal commitment; self-concept; improvement in attitude toward school, family, achievement, peer relationships, and attitude toward younger children; awareness of the needs of others; and improvement in relationships with adults and authority figures were some of the positive affective changes shown by those students who participated in peer counseling programs.

For this study a questionnaire was sent to all peer counselors in Michigan student service centers, in operation in January, 1976, to ascertain their perceived training needs. The questionnaire was validated by two panels of experts. A pilot test was administered. The data were tabulated and analyzed. The following null hypotheses were tested:

Hypothesis 1:

There is no significant difference on the degree of
need, as expressed by the total score, between peer
counselors working under one year, and those working
one to two years.

This hypothesis was rejected. The measure of p value

was .02. Those peer counselors working under one year

had a significantly higher need for training than those

working one to two years.

Hypothesis 2:

There is no significant difference on the degree
of need, as expressed by the total score, between
peer counselors with high and moderate levels of
activity.

Hypothesis 3:

There is no significant interaction between length
of service and activity level.

These hypotheses failed to be rejected.

Two research questions were discussed:

1. Is there agreement in the rank ordering of needs

    between peer counselors working under one year

    and those working one to two years?

2. Is there agreement in the rank ordering of needs

    between peer counselors with a high level of

    activity and those with a moderate level of

    activity?

There was some agreement in the rank ordering of

needs between the two groups differentiated by length.

Two need areas: family communication problems and run-

away situations, appeared in the highest five ranking

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needs of both groups. In comparing the rank ordering of needs between highly active and moderately active peer counselors, two needs appeared in common among the highest priority five needs: improving counseling skills and runaway situations.

More agreement in the rank ordering of needs was obtained for both the length of service and activity level variables when weighted frequencies were used. Need areas of improving counseling skills, runaway situations, and family communication problems appeared in the highest priority six needs of both length of service groups. When weighted frequencies were used for the highly active and moderately active levels, the needs of drug reaction management, runaway situations, improving counseling skills, family communication problems, and working with adults appeared in the top six needs of both groups.

Conclusions were drawn from the data analyzed and recommendations were discussed within the framework of the study limitations. Implications for further research were indicated.

DEDICATED

To the Strength and Potential

of Youth

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CHAPTER I

THE PROBLEM

Background

Student Service Centers (SSCs) have been in operation in several Michigan schools since 1972. They were initiated in the Flint schools. Since that time, SSCs have been spreading statewide and now are in operation in schools throughout the state. Twenty-three centers, located in secondary schools, including one in a junior high school, were operational in January 1976. Several more are planning to open in the near future, while several others are working to maintain their status as functional centers, hoping to remain open.

Student Service Centers are designed to provide students a place where their school peers and adult staff are ready to listen to, talk with, and inform them about a variety of problem areas and concerns. The SSC staff includes peer counselors, who serve as helpers and listeners with their fellow students, and one or more adult directors.

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The peer counselor is the key component in the concept of the SSC. Well over 20,000 interviews were held in the SSCs in the 1974-75 school year between peer counselors and their schoolmates.[1]

These peer counselors receive varying degrees of training and support services from either their director, their school, regional substance abuse prevention education program, the State of Michigan Department of Education, or other sources. They need a variety of educational training experiences in many areas to perform their tasks more effectively. Without training and support services, their work would undoubtedly be more difficult and less effective. At this time, no formal ongoing statewide training and support services are provided.

A new statewide voluntary organization has just been formed to unite SSC directors and staffs. Their role is being defined at this writing.

Since the peer counselors deal with a variety of problems and concerns, they need a great many skills and techniques to work with these problem areas. They also need to know when it is more appropriate to refer the helpees to other school individuals, services or resources, or agencies and institutions outside of the school.

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[1]"1974-1975 Evaluation Report, Substance Abuse Prevention Education Program," Michigan Department of Education, November 1975, p. 31. (Mimeographed.)

Rationale for the Concept of
Peer Counseling

The concept of education is changing in our

schools. It has broadened from the purely academic,

the cognitive domain, to include a focus on affective

growth.[2] The students' emotional growth, the interaction

of feelings and attitudes in the learning process, is

becoming legitimized in the total concept of education.

This education for morally and emotionally sensitive

human beings is often missing in our institutions and in

our curricula. We have a pressing need in our schools

for alternative concepts of how to educate for psycho-

logical maturity. The best place for this education

is in the school.[3] "There is no separation of academic

attainment from the emotional reactions to the academic

system."[4]

Schools need to provide a variety of educational

experiences for their youth, if they want their students

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[2]Barbara Goldman McCann, "Peer Counseling: An
Approach to Psychological Education," Elementary School
Guidance and Counseling 9 (March 1975): 180.

[3]Norman A. Sprinthall, Learning Psychology by
Doing Psychology: A High School Curriculum in the Psy-
chology of Counseling. SEA Report 1, Minneapolis Public
Schools, Minn. Southeast Alternatives Program, November
1973, ED 093 772, ERIC, pp. 1-3.

[4]John Robert Giles, "Positive Peer Culture in the
Public School System," National Association of Secondary
School Principals, January 1975, p. 22.

to be successful academically, socially, and emotionally.
Success in these areas is often difficult to separate.

One of the services some schools provide to aid
in supporting a broad base of educational experiences
is SSCs. Peer counselors, sometimes called peer helpers
or peer listeners, are the key component of this service.
From the helper therapy principle we learn of helper
benefits from the helping role. The initial helping role
may be giving little help to the helpees, but may be
highly beneficial to the helper, who then becomes more
efficient and better motivated. The person's self-image
improves from his helping another student in need.[5] The
helpee student is often aided to develop in new directions
and behaviors.[6]

The process of helping often results in other
changes for the helpers: improved self-concept, a posi-
tive attitude change toward themselves and others, more
effective and satisfying interpersonal relations, and a
reduction in the helpers' social and behavioral problems.
Often the helper is helped the most.[7] The helpers also

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[5]Frank Riessman, "The 'Helper' Therapy Principle,"
Social Work 10 (April 1965): 27-32.

[6]Thelma Jones Vriend, "The Peer Influence Model
in Counseling," Educational Technology, March 1969, p. 51.

[7]Joseph A. Durlak, "Ninth Graders as Student
Aides: Making Use of the Helper Therapy Principle,"
Psychology in the Schools 10 (July 1973): 334.

grow in that the role expectations for them are positively
influenced and since role behavior is a dynamic phenome-
non, their behavior often improves with the performance
of this role.[8] Peer programs also allow students to
fulfill their own need to be of service.

The positive research in this area suggests that
the helper therapy principle is an important mechanism
whereby increased learning and growth opportunities may
occur within the school.[9]

Schools often do not take advantage of the
resources available to them in the reaching of their
objectives. One of the resources, other than those of
the individual teacher or counselor, is peer influence.
Peer approval is a major aspect of the adolescent sub-
culture.[10] Schools need to look at better ways to use
the peer influence models. Students have peers in the
school who influence their attitudes toward the school,
friends, studies, learning, and adults. They are influ-
enced by them because they care about their opinions.
These friends also provide recognition, approval, and

[8]Wilbur B. Brookover, "Role and Self-Concepts,
Students," The Encyclopedia of Education, ed. Lee C.
Deighton, vol. 7 (New York: Macmillan Co. and The Free
Press, 1971), p. 557.

[9]Durlak, "Ninth Graders as Student Aides," p. 334.

[10]James Coleman, The Adolescent Society (New York:
The Free Press, 1961).

the support and help they desire. The peer influence

model is not a new one, but one that can be used advan-

tageously as an intervention strategy for schools.[11]

Students learn to see themselves and their world more

realistically, as reflected by others; the experiences

also enhance self-awareness and increase problem-solving

and decision-making skills, in order to better cope with

these real life situations.[12] A supervised program of

peer influence modeling can be one of the most effective

programs in a school. "The psychological climate of the

program seems healthy and wholesome."[13]

Establishing a sense of belonging, no longer

being a face in the crowd in a large institution, and

effective two-way communication are viewed as educational

goals that can help to create more positive classroom

learning experiences. Here emotional growth is valued

as much as academic growth.[14]

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[11]Vriend, "The Peer Influence," pp. 50-51.

[12]Norman Golin and Mark Safferstone, Peer Group
Counseling: A Manual for Trainers, An Authorized Course
of Instruction for the Quinmester Program, in ERIC ED 082
093, Dade County Public Schools, Miami, Florida.

[13]Charles Gilbert Wrenn, The World of the Con-
temporary Counselor (Boston: Houghton Mifflin, 1973),
p. 255.

[14]Sonya Thomas Vassos, "The Utilization of Peer
Influence," The School Counselor 18, 3 (1971): 213.

Some researchers discuss cross age peer relation-
ships as one of the most potent forces in the school, at
all age levels, which forces either rejection or acceptance
of learning.[15]

When children were asked the important character-
istics of someone who could make them feel most comfortable
in discussing their concerns, responses of being trust-
worthy, able to keep a secret, and being a good listener
were mentioned[16] more than expertise.[17]

The quality of adolescent-adult interaction is an
important variable in looking at the differences in
adolescent peer group involvement. Research has noted:
"The lower the quality of the adolescents interaction
with adults the higher will be his peer-group involve-
ment."[18] Reciprocity suggests that an adolescent who
does not find interaction with adults satisfying in any
manner is unlikely to seek further interaction with them
and is likely instead to establish relations with those

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[15]Ronald Lippitt, "The Youth Culture, The School
System, and the Socialization Community," in Schools in
a Changing Society, ed. Albert J. Reiss (New York: Free
Press, 1965), p. 107.

[16]McCann, "Peer Counseling," p. 181.

[17]Joseph H. Koch, "Counselor Power," School Coun-
selor 20, 4 (1973): 290-91.

[18]R. G. Iacovetta, "Adolescent-Adult Interaction
and Peer-Group Involvement," Adolescence 10 (Fall 1974):
327.

groups and individuals with whom he/she receives gratifi-
cation and can establish reciprocal obligations. "For
the adolescent these are likely to be one's peers or
the peer-group."[19] The lower the quality of adolescent
interaction with adults the higher the frequency of
interaction, dependence upon and higher the autonomy
of interaction with peers.[20]

The closest contacts of students are with peers.
Youngsters are best able to talk to and understand each
other.[21] They have time to do this, there are more of
them, and they counsel each other informally. Signifi-
cant adults could work through peer counselors to help
them through dissemination of information, more and
effective human contact and increase in referral capa-
bilities. Koch bases his utilization of high school
students in a lay counseling role on the following
assumptions:

1. The problems are out there, but adequate numbers
   of trained professionals are not available.
2. In many cases students provide more effective
   models than adults.

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[19]Iacovetta, "Adolescent-Adult Interaction,"
p. 328.

[20]Ibid.

[21]Christine Pattee, "Population Characteristics
and Sex-Role Patterns in a Youth-Run Crisis Center,"
Journal of Youth and Adolescence 3 (September 1974):
231-32.

3. Since students are in closer physical proximity to other students than counselors and are "counseling" anyway, they should be trained to be more effective.
4. Students can be taught to handle many elementary guidance functions through minimal training.
5. Many students are really interested in their own behavior and thus might be helped through their training in basic counseling techniques.[22]

"What is needed is a program of education or training providing opportunities for children to gain insight into their own attitudes and those of others; a chance for them to practice skills of giving and receiving help; and the development of situations making it possible for them to examine and understand the consequences of their own behavior on the behavior of others."[23] Giving help is an attitude producing status and rewards.

Peer teaching is not a new idea. It is traditional to have the brighter, older, or more advanced students assist in different kinds of activities for other class members. But child teachers need training to be successful.[24] "Without it, such children often merely 'boss' their students and fail to grow themselves."[25]

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[22]Koch, "Counselor Power," p. 289.

[23]Peggy Lippitt and John Lohman, "Cross-age Relationships--An Educational Resource," Children 12 (May-June 1965): 115.

[24]Ronald Lippitt and Peggy Lippitt, "Cross Age Helpers," Today's Education: NEA Journal 57 (March 1968): 25.

[25]Robert D. Strom and Guillermina Engelbrecht, "Creative Peer Teaching," Journal of Creative Behavior 8 (Second Quarter 1974): 96.

Peer models are more effective than either nurturing or prohibitive adults. Modeling can be used to induce inhibition and control of behavior. Distinction is made between acquisition and performance of behavior.[26]

1. The potency of the model increases with the extent to which the model is perceived as possessing a high degree of competence, status, and control over resources.
2. The inductive power of the model increases with the degree of prior nurturance or reward exhibited by the model. The most potent models are the persons he perceives as major sources of support and control.
3. The most "contagious" models for the child are likely to be those who are the major sources of support and control in his environment . . . in everyday life.
4. The inductive power of the model increases with the degree to which the person perceives the model as similar to himself.
5. Several models, exhibiting similar behavior, are more powerful inducers of change than a single model.
6. The potency of the model is enhanced when the behavior exhibited is a salient feature in the actions of a group of which the child already is or aspires to be a member.
7. The power of the model to induce actual performance [as distinguished from acquisition] is strongly influenced by the observed consequences for the model of the exhibited behavior.[27]

The model must be enough like the client so he or she feels this new behavior pattern can be adopted

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[26]Urie Bronfenbrenner, Two Worlds of Childhood: U.S. and U.S.S.R. (New York: Russell Sage Foundation, 1970), pp. 127-29.

[27]Ibid., pp. 132-34.

into his or her own life style. If the presented model
is not relevant, the identification process is unlikely.[28]

The need for peer counselors is great in today's
schools. We need to counteract the large bureaucratic
institutions which leave many students nameless and face-
less. The impact of mobility on children is not pre-
dictable, but often is difficult for them. The degree
of mobility of the military, affluent, and migrant tends
to produce an alienation. Teen years are normally a
difficult time when children are forced to leave their
hometown and hometown friends. Since they are mobile,
they increase their exposure to varying ideas. They
live in temporary homes so may be less influenced by
stable family mores. Loneliness may be a problem also
because teenagers seem to take longer to make friends,
and by junior and senior high school cliques have come
into being. Often new students are not accepted and
feel isolated. Since teenagers have little frame of
reference on what is appropriate behavior and make their
own decisions, they often turn to their peer group for
guidance and may take an adversary position regarding
adults and adult values.[29]

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[28]James C. Hansen and Ronald E. Pound, "Use of
Modeling Procedures," Personnel and Guidance Journal 54
(January 1976): 243.

[29]Vance Packard, "Nobody Knows My Name--The Effect
of Rootlessness on Young People," Today's Education 62
(September-October 1973): 22-28.

Emotional growth is valued more today as is the need to educate for psychological maturity. We need a sense of belonging and effective communication. Students need to be aware that the school administration and staff are trying to help them and to provide significant experiences and analysis of them in a natural setting--the school.[30]

Purpose of the Present Study

The purpose of this study is to determine the perceived training needs of peer counselors in Student Service Centers in Michigan schools. The students' needs are assessed by means of an anonymous questionnaire. The length of service and the activity level of the peer counselors are viewed with their needs for further training.

Rationale for This Study

In order to meet the training needs of peer counselors in Student Service Centers, different agencies, programs, and institutions are attempting to provide some training programs for them. To date no study has ascertained what the perceived needs of the SSC peer counselors might be, in order to better plan for these training programs.

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[30]Sprinthall, Learning Psychology, pp. 1-4.

A need may be termed a discrepancy between what
is and what is not required. In this study we intend
to look at the helpers' perceived needs. The learners
must think the need is important, so they will learn more
actively. Needs perceptions of those directly concerned
with the program objectives are crucial. "It is the
student needs that should be the center of our concern
at the outset--that is, if we accept the premise that
the raison d'etre of a school system is the learning
that the students do there."[31] In order to plan for
these needs, this study is the first step to be taken.

Recommendations from this study may be used by
the state agencies working with SSCs, primarily the
Michigan State Department of Education. The impetus
for initiation of new SSCs and the planning for the
training of personnel is housed primarily in this Depart-
ment. In addition, the Legislature has provided funding
for the SSCs in the past and they may be interested in
viewing the recommendations. Regional substance abuse
programs that serve SSCs locally may use the recommen-
dations to plan for their direct services.

A short-range and a long-range plan for SSCs
may prove helpful and desirable. This study may aid
in this planning and also begin the gathering of baseline

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[31]Ray L. Sweiger, Jr., "Assessing Educational
Needs to Achieve Relevancy," Education 91 (April-May
1971): 317.

data. These data could form the bases for further studies
which may be important to the continuation of the SSC
programs.

Definition of Terms

Peer counselor.--Also called peer listener or
peer helper. A student who has been chosen to listen
to or discuss with his fellow students problem areas or
concerns brought to him or her, by a fellow student.

Student Service Center.--A specific place in the
school, generally set apart from the administrative
offices and counseling center, where students can go,
on an informal basis, to get information and discuss
concerns which they choose to bring.

Helpee.--The student who comes to the SSC and
desires information or someone to talk with.

Training program.--Pre-service and in-service
activities planned to meet the needs of peer counselors
in order to help them perform in their role more effec-
tively.

Support services.--Activities provided for peer
counselors on an on-going basis in areas as pre-service
and in-service training, case studies of their indi-
vidual helpees, and staff meetings to discuss general
and specific SSC concerns.

Perceived needs.--Those needs defined by the
peer counselors themselves as those in which they feel
they would like additional training.

Activity level or role.--The amount of actual
peer counseling that takes place in the SSC, as deter-
mined by the center director. This varies from 80 to
100 percent for a high level of activity, to 30 to 79 per-
cent for a moderate level of activity, to 0 to 29 percent
for a less active role.

Assumptions

For the purposes of this study, the following
assumptions are made:

1. Students' responses are valid and reliable
   indicators of their perceived needs.

2. The students surveyed are representative of
   peer counselors over time.

3. The peer counselors deal with a wide variety of
   problems and need skills to work more effectively
   with these problems.

Limitations

This study is a survey of the perceived training
needs of peer counselors working in Michigan SSCs in
January 1976. The study does not set up training

program designs. Rather it provides recommendations
for the content of the training programs.

Research Questions

The following research questions are explored
in this study:

Research Question 1:

Is there a difference on the degree of need as
expressed by the total score on the questionnaire
among peer counselors working one year, one to
two years, and over two years?

Research Question 2:

Is there a difference on the degree of need as
expressed by the total score on the questionnaire
among perceived activity levels of the peer
counselor, as determined by each center director?

Research Question 3:

Is there a significant interaction between length
of service and level of activity?

Research Question 4:

Is there agreement in the rank ordering of needs
among peer counselors working under one year, one
to two years, and over two years?

Research Question 5:

Is there agreement in the rank ordering of needs
among peer counselors in regard to the activity
levels of the counselors?

Overview

Chapter II, the review of pertinent, related literature, includes five sections:

(1) History and Background of Student Service Centers in Michigan Schools

(2) High School Programs

(3) Junior High School Programs

(4) Elementary School Programs, and

(5) Other Related Material

In Chapter III, the design of the study is discussed. This includes the design and dissemination of questionnaires to all peer counselors in SSCs in operation in Michigan schools in January 1976. This chapter also contains the amendments to the initial design and their rationale.

In Chapter IV, the hypotheses and research questions are reported, analyzed, and discussed; and the needs areas generated by the peer counselors, in addition to those on the questionnaire, are reported.

In Chapter V, a summary of the study, some conclusions and recommendations for training programs, the implications for further research, and personal reflections of the writer are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study focuses on peer counselors who are found most often interacting with adolescents in school settings. The theoretical base for use of peer counselors was outlined in the introductory chapter. Background literature related to this study has been grouped under the headings of: History and Background of Student Service Centers in Michigan Schools, High School Programs, Junior High School Programs, Elementary School Programs, and Other Related Material. Research using peer counselors is sparse, but where found is identified with the program review.

History and Background of Student Service Centers in Michigan Schools

The first Michigan student service center (SSC) opened in a high school in the Flint area in 1972. As a "student awareness center" it was created to respond to the needs of the student population, especially in crisis situations. The following is a description of a SSC as prepared by one of the originators of the first center.

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THE STUDENT SERVICES CENTER - A Description
One of the most significant steps that we must take toward better mental health in our schools is to provide students with free and immediate access to a helping person with whom they can relate and trust in time of need or crisis. While provisions for mental health services, counselors, school nurses and social workers are built into many school systems, in most instances these services do not provide immediate and free access for a variety of reasons. The student service center is a functional way to create a place that is approachable, and a group of people that are trained in helping others meet their needs and provide a support base for students to own and resolve their problems.

The operation of a center, the underlying theoretical base and the many surrounding issues are all related and interrelated in a very complex way. This paper is a description of a center and its services. No attempt will be made here to explain the process of how to make a center functional or why certain techniques are used--this material is covered thoroughly during center personnel training. Let it be enough here to say that twenty-two student services centers have been opened in the state since the original model, developed at Flint Southwestern High School, was piloted and clearly demonstrates the validity of the center approach as well as the reality of making the center concept workable and acceptable.

Physical Facilities

The center is made up of two rooms, a rap room and an attached office. In the ideal situation, the wall between the office and the rap room contains a window. This permits the director of the center to observe the rap room--and yet not be an intrusion figure and also gives those in the rap room a way of knowing when the director is busy. The connecting door that locks allows for conversational privacy and provides for security of certain materials when staff members are not present. Semi-transparent curtains that can be drawn across the window provide sufficient privacy and yet still allow some visual contact between rooms.

The decor of the center must suggest a relaxed and non-instructional atmosphere. In the rap room the floor is carpeted, furniture is of the lounge variety and the lighting level is low except in certain areas that are suggestive to reading. The furniture is arranged to facilitate small conversation groupings of three or four. An area where pamphlets

and other written information can be displayed as
well as a writing table are also provided. A
Bulletin Board for announcements, a staff picture
board and appropriate art objects are placed on the
walls. The rap room should be large enough to
accommodate 12 or 14 people in a relaxed manner.
The office should accommodate four people comfortably.
A conventional desk, desk chair and file with good
lighting are required. Two or more lounge-height
chairs must be included and are arranged so that
people may face each other without the barrier of
other furniture between them. A telephone is also
necessary.

Center Personnel

The directorship is a full-time position. The
director must be a person who is comfortable with
young people and who is not threatened by those
whose value systems may be vastly different; the
ability to remain calm and procedure-oriented during
emergencies is also essential.

The director is responsible for much of the stu-
dent staff training, personal counseling and all
relationships between the center, community organi-
zations, parents, and school staff.

The student staff is a group of approximately
15 young people that are representative of the total
school population. Student staff members are
scheduled for certain hours of the day and are
responsible for peer counseling and referral, pre-
senting certain original programs, and providing
input for the direction of all center activities
and functions.

The director's assistant can be any other school
staff member who may be called upon at a moment's
notice, is able to remain calm and procedure-oriented
in the face of an emergency. The key role of the
director's assistant is to provide additional backup
and support for the director during crisis situations
or when additional input is needed for situational
decision-making.

Services Provided

Behavior Examination

Students need a place to examine their own
behavior. Sometimes students need support in looking
at themselves; their behavior, motivation and conse-
quences of their activities. Some student staff mem-
bers are trained to be helpers in such a situation.
They listen, support, encourage and provide an
atmosphere where behavior examination can flourish.

Spontaneous Counseling and Personal Contact

Some student staff members are trained to recognize flagging behavior, i.e., cues that say "I need help." Through training and practice theory, they learn to establish relationships that help other students meet their needs. The center provides the alienated student a place to go, the upset student a place to ventilate, and for those who are struggling with problems, a place where they can begin to approach those problems. Parents also use the center as an informal way of approaching the school for assistance with concern about their children. The director and student staff members share in these activities, frequently making referrals to one another.

Outreach

Those students not directly involved in helping relationships are involved in an outreach program. They are trained to work with groups of students in growth techniques. Trained as discussion leaders and group facilitators, they work with techniques in value-clarification, decision-making concepts, communication skills and peer pressure concepts.

Center as a Place for Student Information

Young people need a place where factual information about drugs, legal proceeding, venereal disease and other such matters can be found. Printed materials dealing with such questions are displayed in such a manner that even the timid or shy can use this material comfortably. Information on community activities, school events and even job opportunities is also readily available. The center staff may decide to put together an information team that will visit classrooms or even other schools with information about drugs, venereal disease, or whatever topic for which there is an apparent or an expressed need.

The Center as a Channel of Referral for Existing Community Agencies

There are usually many community agencies that are providing needed services. Student staff members and the center director become familiar with these local services as part of their training and subsequently provide students and their families with the awareness, the information and the support needed to take advantage of these services. The center becomes a direct extension of community services right into the school. The extensive use of referral insures that the most experienced and appropriate people available are used for each case, and a wasteful attempt of duplicating services is

also avoided. The center allows a community to
receive more benefit from services they are already
supporting.

Center as a Crisis Intervention Provision

Drug reactions, runaways, pregnancies or feared
pregnancies, severe emotional outbreaks, all of
these things occur in schools. The center is a
responsible way for the school to respond to these
crisis situations. The center staff is thoroughly
trained in how to deal with crisis situations at
all levels, the person directly involved, the
parents, the school and/or any other social agency
(such as a hospital or the police department) that
may need to be involved.

Mode of Operation

Students may use the center before and after
school (depending on hours), during free hours,
during class at the teacher's discretion. The center
is open during all school hours to receive students
on a walk-in basis and to respond to any crisis
situations. Center staff members are trained in
techniques to keep the atmosphere of the center
relaxed, but clearly define the center as a place
of purpose rather than a "student lounge." In
time of crisis (severe drug reaction for example)
center staff members are trained to maintain the
other functions of the center, deal with would-be
onlookers, as well as deal with the crisis itself.
At times the director's assistant may be called in
to help the director in certain contacts (such as
notify parents, calling a hospital) when even though
the student staff would be capable, in many instances
an adult would be expected to do the job.

Who Benefits From the Center?

Students benefit because real needs that could
not be met in the school before can now be met.
Situations that used to be negative and rejecting
experiences may now be growth experiences.

Teachers now have another way to deal with stu-
dent needs. The center offers a teacher a channel
of situation resolution that does not carry the
stigma of authority or discipline.

The student services center is a counselor's
ally. The center is a place "to get students
involved." The director of the center and school
counselors confer and refer back and forth. The
center becomes a place for counselors to obtain
support and help in the establishment of helping
relationships with students.

> Administrators do not have to become pinch-
> hitters at crisis intervention. The center gives
> school administrators a responsible way to deal with
> such things as substance abuse or runaways.
> The center is a place where parents and the
> school may work together on an informal basis. Too
> often parents see the school as an authority manipu-
> lating their children--the center does not carry
> this stigma. Parents appreciate a school that is
> prepared to meet the needs of their children in a
> responsible and positive manner.
> We know that when people are in an environment
> where they know they are cared for--they grow. A
> student service center is a powerful way for a
> school to demonstrate that kind of environment.[1]

The conditions identified in the above description
are the ideal for those schools wishing to open SSCs.
Most centers cannot meet all the criteria as set forth.
Often such spacious quarters are unavailable, furnishings
are meager, staffs are difficult to acquire and train,
school support is less than adequate, and training is
less than satisfactory for the SSC staff.

In January 1973 an evaluation report of the
original Michigan SSC was prepared by a task force
especially created for evaluation purposes. The follow-
ing (selected) recommendations were received:

1. Information programs should expand to insure
   that the whole student population is aware of
   the Center and its services.

2. A training program should be written in manual
   form.

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[1]Mark Amy, "The Student Services Center--A
Description," Project TRIAD, Genesee Intermediate School
District, Flint, Michigan, 1974. (Mimeographed.)

3. Regular weekly staff meetings should be combined with on-going training for student staff.

4. Clarify that the SSC is not a student lounge.

5. Referral processes should be uniform.

6. Define crisis policies more clearly.

7. Stronger communication lines must be developed between the SSC and the school faculty.

8. A referral agency booklet should be written.

9. Parents should be included in the communication flow and sessions planned for them.

10. On-going evaluation should be built into the program.[2]

These were some of the major points raised by the evaluation task force that seem to highlight potential problem areas in most centers.

In September 1974 another evaluation report[3] was presented to the local board of education in which many of the same issues were raised. In spite of the concern expressed in some operational areas, it was

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[2]"Evaluation Report by the Planning, Research and Evaluation Committee of the Genessee County Regional Drug Abuse Commission. A Study of the Student Services Center," Flint, Michigan, January 1973. (Mimeographed.)

[3]"Evaluation Report of the Student Awareness Centers--by the Task Force on Crisis Centers," Flint, Michigan, September 1974. (Mimeographed.)

recommended that SSCs be expanded to all area high schools. It was obvious that the local support for the concept of SSCs was very strong. There are several centers functioning in the area at the present time, more than in any other part of the state.

Most of the centers that have opened since the original center have followed the model and have received some degree of training and support services from the regional substance abuse prevention education program (SAPE program). The staff of this regional program included the two founders of the first SSC. Both time and regional responsibilities have not permitted this regional program to service other SSCs throughout the state.

In fiscal year 1973-1974 the Michigan legislature provided funds to the Department of Education for support of a cadre of trainers to help initiate several new centers and provide on-going support and training to them for one year. Unfortunately this funding has been terminated.

In 1975-1976 a new group was organized, the Michigan Association of Student Service Centers. They hoped to draw together both adult directors and student staffs for mutual benefit. Since this group has been newly formed, its role is as yet unformulated. The State Department of Education provided limited funding

for the training of SSC staffs where regional programs do not exist and provided these funds directly to the new Association.

In November 1975 a SAPE program evaluation report,[4] in part relating to SSCs, was presented to the Michigan Department of Education. It provided the following information:

Training

During 1974-1975, 704 students and 105 school faculty underwent some degree of training effort by the five regional SAPE programs. This ranged from 25 hours to 80 hours of staff effort. Follow-up support was given by these regional programs. Training for the student staff in the SSCs included communication skills, empathy training, drug reaction management, drug attitudes, values clarification, runaway counseling, problem-solving processes, self-disclosure, listening skills, self-defeating behavior training, and crisis intervention techniques. At the end of the training most helpers were judged to be better able to assume their roles. There were four facets of student training: (1) awareness of the nature of the guidance, (2) the personal

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[4] "1974-1975 Evaluation Report."

responsibility required, (3) the need for protecting a
student's identity, and (4) the limitations of the
helper's role.

Center Usage

Data compiled from 18 of the 27 centers in oper-
ation during 1974-1975 reported at least 19,750 visi-
tations. Not all visitations were by different students;
a total of 4,393 different individuals were recorded,
which suggested that the typical user returned four to
five times for assistance from the peer or adult staff.

Users of the centers came for two different kinds
of reasons: information and specific problem guidance.
The following delineates the problem areas and percentages
in total center counseling time:

(1) Problem information-seeking (drugs, alcohol,
    jobs, etc.):--(20%);

(2) Problem-guidance: boyfriend-girlfriend--(19%),
    drug use--(15%), family problems--(15%), school-
    related issues--(14%), legal issues--(4%),
    pregnancy--(4%), runaway--(3%), self-image,
    concept--(2%), medical--(2%), alcohol use--(1%),
    miscellany--(1%).

Two centers collected data from students who had
used the centers and found almost unanimous feeling that
the centers were helpful and they would seek center help

again if they needed it; and that their friends,

parents, and teachers had favorable attitudes toward

the centers. Data from students who had not visited

the centers were less favorable overall.

SSCs were a functional aspect of the Department

of Education's SAPE program.

High School Programs

Project Pride

A comprehension view of the components of a peer

counseling program was the focus of The Complete Handbook

of Peer Counseling.[5] Project Pride, Dade County, Florida,

a drug education and prevention program, gleaned much of

its learnings from the Michigan SSC programs and staffs.

The authors define peer group counseling as "a process

in which trained and supervised students offer listening,

support and alternatives, and other verbal and nonverbal

interaction, but little or no advice, to students who

refer themselves."[6] They felt that students know how

to talk to other students and this is more important

than being learned in various approaches to counseling:

they do it all day long in school, home, and in the

neighborhood. "Peer counseling takes advantage of this

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[5]Don Samuels and Mimi Samuels, The Complete
Handbook of Peer Counseling (Miami, Florida: Fiesta
Publishing Corp., Educational Books Division, 1975).

[6]Ibid., p. 41.

'built-in' reciprocity of youngsters, and provides train-
ing in active listening, understanding of group dynamics,
decision-making processes, clarification of values,
referral procedures and availability of community
resources."[7] Though the evaluation section lacks suf-
ficient depth, the handbook discusses the organization
and implementation of a peer counseling program which
could provide help to any person or organization pur-
suing the concept.

Teen Involvement Program

In 1969 the Maricopa Mental Health Association,
Arizona, started a Teen Involvement Program. They felt
the best way to prevent drug abuse was to have high
school students, called Teen Counselors, become an
influence on the younger students. The Teen Counselor
Training Manual would be helpful to any school student
entering this type of program: it is well written, easy
to follow, has tear-out pages, visuals, and even poetry.
No objective evaluation data were noted.[8]

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[7]Ibid., pp. 25-43.

[8]Gladys Conroy, Teen Involvement: A Teen
Counselor Training Manual (New York: Holt, Rinehart
and Winston, Inc., 1972).

Peer Sex Information and
Referral Program

As a supplement to the health education classroom
curricula the "Peer Sex Information and Referral Program"
opened new avenues in the area of adolescent sexuality.
The basis of the program was an idea that students could
contribute significantly to the prevention of venereal
disease and unwanted pregnancy, by dispensing information,
directing students to concerned faculty for referral to
appropriate health agencies, and clarifying issues related
to decision making, values, and goals. After the first
year of operation, responses from all were favorable.[9]

Socio-Psychological Approach
to Education

In Bladensburg High School, Bladensburg, Maryland,
Alwine integrated into the health education course, the
"Socio-Psychological Approach to Education," which probes
into human emotional needs: affection, acceptance,
approval, and how they affect behavior. As a culminating
activity the students worked on a field work project, an
activity involved in the helping role: working indi-
vidually with an elementary child, in a junior high
school, geriatric facility, or mental health clinic.
In the discussions of those activities they decided

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[9]Phil Heit, "A High School Peer Sex Information
and Referral Program," Journal of School Health 44
(December 1974).

that they should establish a facility in their school

where students who had concerns and wanted to talk with

someone could come. They founded their Center, US,

Understanding Students, and received calls from parents

and other schools requesting students' assistance with

problems, i.e. talk sessions with elementary boys having

trouble on school buses. Peer counselors come from the

Socio-Psychological Approach to Education course. They

feel that they all have a perception of their own short-

comings and heightened sensitivity to other people.[10]

Denver Program

Twenty-five Denver, Colorado high school students

were used as adjuncts to the elementary counseling program

because of the needs of the elementary children and the

inherent value to the older students. The program helped

meet the children's needs for attention, encouragement,

personal acceptance, and recognition. Fourth, fifth,

and sixth grade teachers selected fourteen boy and

eleven girl marginal youngsters with a marked variation

in talent and the kinds of problems presented, but all,

according to the study, needed the concentrated effort

of an older person with whom they could talk. The

matched students had weekly meetings, during school

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[10]Gail Alwine, "If You Need Love, Come To Us
. . . An Over-view of a Peer-counseling Program in a
Senior High School," Journal of School Health 44 (October
1974).

time, of forty-five minutes: talking, getting academic
assistance, or in play. Group discussions with the
older students were held bi-monthly.

On a subjective level increased growth, warmth,
companionship, and enthusiasm were noted, along with
increased overt affection. The school deportment of
some boys improved noticeably. Rating scales were given
to parents and teachers: 77 percent of the total
responses showed "improved" or "greatly improved" on
a five-point scale asking "has there been a change in
your child's attitude toward school?" All the parents
indicated they wanted their children to continue in the
program. Teachers did not observe as many areas of
improvement in proportion to the parents: 43 percent
of the teacher responses were in the top two categories.
Essays from the high school students showed agreement
as to the worthwhileness of the program; the elementary
students' meeting response was that all felt it helpful.
The hypothesis that ego growth resulting from a trust-
worthy, meaningful relationship to a child's peer would
improve was substantiated. The observed movement toward
more personal self-acceptance shown by selected ele-
mentary children as a result of the effort and the

understanding and support of the high school students
established that such a plan was helpful.[11]

Schaumburg, Illinois Program

A Schaumburg, Illinois high school conducted a
peer counseling program with the aim of improving self-
concept and facilitating better interpersonal relation-
ships for both the peer counselors and counselees within
a group setting. Three professional staff worked with
six eleventh graders who underwent extensive training to
run their own groups within the school setting. The
project directors found a sociometric device for selection
to be only a popularity contest and so relied on volun-
teers along with rigorous interviewing. They assessed
attitude toward peers, school, and authority figures;
personal characteristics of empathy, genuine caring,
humor, flexibility, and a sense of personal identity
and maturity to accept and use supervision; along with
a firm commitment to the program.

Training was held twice a week for nine weeks,
combining theory and experience. The first session each
week was didactic and the second was for spontaneous
group interaction. Discussions were the focus in the last
third of the training, though not originally planned.

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[11]Wilbur A. Winters and Ruth Arent, "The Use of
High School Students To Enrich an Elementary Guidance and
Counseling Program," _Elementary School Guidance and Coun-
seling_ 3 (1969).

The peer counselors volunteered to work in groups, mostly with transfer students, but also with special education and mainstream students. The key to this program was built-in structure, support, and supervision. There were two hours of supervision for each group hour. Every session was taped. Every three weeks all peer counselors and supervisors met to share problems and successes, get ideas from peers, and to sustain group identity for support.

The pre- and post-testing devices did not provide statistical data but were used to identify and assess trends in attitudes and behavior as a result of the program. General positive affective changes occurred in areas of self-image, family relationships, peer relationships, and school attitudes. All the counselees enjoyed being in the group. The counselors did not show the same degree of positive growth as did the helpees, presumably due to their responsibilities in the project: having to plan, prepare, conduct, review, and be accountable for meetings and to be available to their counselees.[12]

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[12]Marjorie Frank, Bernie Ferdinand, and William Bailey, "Peer Group Counseling: A Challenge to Grow," The School Counselor 22 (March 1975).

Help and Information Program

"Help and Information" was a student service organization in a high school in California, formed by students interested in psychology, counseling, and related helping areas. One goal of the group was to establish an information table on the school campus, during lunch, including course offerings, notes on teachers, local recreation and entertainment, and referral agencies for drug abuse, pregnancy, and venereal disease.

In a simple survey of impact they found during one average week 153 incidental questions were addressed to the adult counseling staff. Three weeks after the tables had started another count showed 62 incidental questions had been addressed to the five counselors, even though it was pre-registration week when a rise was expected.

Club members also provided "psychological first aid," that is, they listened and referred. They referred students to the counselors. Club members established a crisis center, oriented new students with a big brother/ sister cadre, provided tutoring service, and worked in the counseling department as receptionists; they operated college selector machines, assisted students

in using career information files, prepared and sent out
survey materials, and helped students make program
changes.[13]

Maryland Program

Another Maryland high school trained adolescents
to respond to the individual and whatever problem he/she
might introduce. The purpose of the project was to pro-
vide counseling services to a greater number of students
and for a liaison-referral function between counselors
and students who were seen by peer counselors. Twelve
high school students were trained in two basic counseling
skills: effective listening and responding, and decision-
making, using the Carkhuff model.[14]

Nine weekly sessions of two and one-half hours
each were held during the regular school day. Carkhuff's
Empathic Understanding Scale--1969 was used as a train-
ing aid. Positive reinforcement of new behaviors was
explored and rehearsed. Learning took place primarily
by role playing of real-life situations.

The critique of recorded peer counseling sessions
during practicum supervision gave strong support to the
contention that adolescents can provide an effective

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[13]Koch, "Counselor Power," pp. 288-92.

[14]Robert R. Carkhuff, Helping and Human Relation-
ships, Vol. II: Practice and Research (New York: Holt,
Rinehart and Winston, 1969).

helping relationship to their peers. The practicum

supervisor and three graduate students were unanimous

in their acclaim. With regard to the skill of effective

listening and responding, it was found that students

could learn to differentiate high levels of understanding

of various client statements after short-term training.

Following training it was found that students could dif-

ferentiate between Levels 3 and 4 on the Empathic Under-

standing Scale: they measure a facilitative level of

empathic understanding. Level 3 counselor responses

appear to be those that capture the expressions of the

client, while Level 4 counselor responses seem to add

noticeably to the expressed feelings of the client.

Statistical analysis of variance found significant

results at the .05 level to support the hypothesis.[15]

The Palo Alto Program

In 1969 the Palo Alto Peer Counseling program was

started. This program has become one of the most viable

in the country, in the opinion of this writer: its

details bear exploration. Over nine hundred junior and

senior high students have been trained, as more and

stronger support came from the professional and lay com-

munity. Counselors saw these students as an extension

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[15]Zandy Leibowitz and David J. Rhoads, "Adolescent
Peer Counseling," The School Counselor 21 (March 1974).

of the adult professional. The peer counselors reached out to less troubled students with preventive approaches, as this latter student was rarely seen by the busy counselor. "Peer counselors were not conceived of merely as academic tutors, but viewed as assistants in solving personal problems; teaching social skills; giving information about jobs, volunteer opportunities, and mental health resources in the community; acting as models; developing friendships; acting as a bridge to the adult world for disaffected students; and finally, over a period of time, serving as agents of change where the school atmosphere is characterized by coldness and indifference."[16] "Students who are experiencing similar problems can also provide unique understanding to a person near their own age. A corps of trained students working with counselors and other guidance personnel can help some groups of students who seldom respond to the counsel of adult professions."[17] "Problems that are not resolved in the elementary school become the concern of secondary school teachers and guidance personnel. If elementary students can be helped with learning and social problems

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[16]Beatrix A. M. C. Hamburg and Barbara B. Varenhorst, "Peer Counseling in Secondary Schools: A Community Mental Health Project for Youth," American Journal of Orthopsychiatry 42 (July 1972): 567.

[17]Barbara B. Varenhorst, "Peer Counseling Program," Elementary School Guidance and Counseling 74 (October 1973): 55.

by being exposed to positive models and by being helped
to feel good about themselves, then perhaps more severe
problems will not emerge."[18]

All secondary students were invited to join the
program and were accepted without screening. They were
informed that any student who knew what it was like to
have problems, and who was willing to spend eighteen
hours of time to be trained, was welcome. Some youth
enrolled to get help for themselves; other students
enrolled to help others. Training was done in groups
of ten to twelve, mixing junior and senior high students.
It was conducted by two adults specially trained to teach
this program. The curriculum was specific, but also
flexible enough to permit the group members to use their
own problems and experiences as the content. The training
included:

(1) Communication skills, 4 weeks;

(2) Decision-making applied to working on common
    problems, 4 weeks;

(3) Ethics and strategies of counseling, 4 weeks.

The training focused on skill development of talking
comfortably to a friend and secondly to help students
use a decision-making model to deal with problems, along

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[18]Ibid., p. 57.

with helping students understand the difference between

advice giving and counseling. It stressed the peer

counseling role as that of bridge between the troubled

student and the professional adult. Primarily they were

helping peers with normal developmental problems as

opposed to severely disturbed youth.[19]

> In their training the consultants wished to expose
> the students to a range of points of view deriving
> from their different school experiences, from their
> different developmental ages and stages, and from
> their different ethnic and racial backgrounds.
> This proved to be a valuable aspect of the program.[20]

All training was done after school, with students

responsible for their own transportation.

Recruitment of students was most effectively

done by other students interested in the program. In

1972, 162 youth entered the program and 155 completed

the training.[21]

During the first year of the program, the pilot

phase, the groundwork was laid with school administrators,

individuals, and groups. The original trainers were

handpicked from the Stanford Medical School faculty

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[19]Barbara B. Varenhorst, "Training Adolescents
as Peer Counselors," Personnel and Guidance Journal 23
(December 1974).

[20]Hamburg and Varenhorst, "Peer Counseling,"
p. 568.

[21]Ibid., p. 578.

and the Palo Alto School District. In the second year
components were added: practicum groups, initiation of
first assignments, securing liaison personnel in each
school building, and teaching of a first training course
for adults to become supervisors. In the third year,
called the experimental year, the program was funded
for three years by the National Institute for Mental
Health. That was July, 1972. There was a need for
careful evaluation and to build a model for dissemination,
particularly for those schools with minority groups.
Assignments from the previous year included: twenty-
three peer counselors dealing with social problems, four
with physically handicapped, nineteen with tutoring, four
with new students, four with foreign students, four
dealing with groups, three with structured interviews,
four assisted with training of a second group of peer
counselors, four with educationally and mentally retarded,
and two with physical skill problems.[22] They reached
more students than normally would have been reached by
counselors and touched the lives of more students through
training than those directly helped through prescribed
assignments. One school was involved in a project to

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[22]Barbara B. Varenhorst, "Peer Counseling:
Trained Teenagers Reaching Peers in Human Relations"
(paper presented to the American Personnel and Guidance
Association Meeting, 11 February 1973, San Diego, Cali-
fornia, ERIC Ed 080 916), 6 pp.

help build the self-esteem of its students. Also students were matched with an appropriate peer counselor to work with each teacher.

The goal was to reduce formal assignments and yet bring about changes in relationships as trained students observed needs and reached out to others in a natural way. Students were encouraged but never forced to take assignments, which came from teachers and counselors in a written request. The youth worked with secondary and elementary individual problems of students.[23]

The project directors also discussed some of the problems encountered:

1. There were not enough peer counselors with specific skills to fill specific requests: for example, black students, boys.

2. There was not enough flexibility in schedules, especially for elementary students with the junior high students, so that sometimes the teachers became disillusioned.

3. The mechanics of getting counselors to assignments, by car, became involved.

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[23]Varenhorst, "Training Adolescents."

4. No clearly delineated target population was
   available to serve as an on-going pool, for
   assignments. If particular problems would be
   identified, for example: dropout clients,
   then ways could be developed to use peer
   counselors more effectively and efficiently.[24]

The Elementary-Secondary Education Act and the
National Institute of Mental Health required specific
types of evaluation, basically in the numbers and
behavior of those helped by the program. Data were
very difficult to collect systematically.

"It is evident that peer counselors are serving
as helping agents of professionals, but what is most
remarkable is what the program is doing for those in
it, both students and adults,"[25] especially parents.
In the summer of 1974 training was introduced as a
school course for credit in the hopes of integrating
it rather than keeping this a special school program.

The project directors offered suggestions on
"how to make or break a peer counseling program":

1. Have a strong commitment; one person in charge
   and give her or him enough time.

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[24]Ibid.

[25]Ibid., p. 275.

2. Don't incorporate training into the school day. Don't make it easy. There is a job, and the reward is contributing to someone's life.

3. Stick to the training schedule. Don't cancel a session.

4. Let students with behavior problems train as peer counselors. They are sometimes the most effective.

5. Keep training groups intact.

6. Anticipate requests for elementary assignments, at first, for the peer counselors are uncertain. Have a list of elementary students available.

7. Don't force all peer counselors to take assignments. Make plans to let them co-lead training sessions and still take part in the practicum group sessions.

8. Keep the program informal: no special room or place; don't publicize names or pictures of peer counselors. Let contact take place naturally. The goal is for students to contact peer counselors on their own.

9. Don't be surprised if girls outnumber boys,

   and boy clients outnumber girls. Try to con-

   vince boys that a girl can help them.[26]

The Everett Program

Everett, Massachusetts Public Schools had two

programs. One was a student run hotline which was in

operation in the high school five days a week during

school hours, with fifty volunteer students from all

grade levels. The five-week training period in hotline

techniques included systematic human relations training,

which was not explained in the article, and referral

skills. They got about eighteen calls per week, most

of them referred to outside agencies. Hotline volunteers

participated in the training of new volunteers in the

following year.

Another program was for high school youth to

familiarize elementary children with properties and

possible effects of drugs, alcohol, and tobacco. Volun-

teers from all grade levels, forty-five students of whom

half were on the hotline team, trained in one of the

three content areas over a six-week period. They also

received training in human relations skills and some of

the basic principles of group dynamics in working with

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[26]Barbara B. Varenhorst, "With a Little Help
from Your Friends," Nation's Schools 92.

younger students. Following training they were sent to
all fifth, sixth, and seventh grade elementary classes
in Everett for one period per week, for seven weeks, in
the same class. Only a small percentage of class time
was the formal presentation of material: participation
was encouraged through informal rap sessions and semi-
structured experiences such as role playing.

Neither program was evaluated formally, but there
was a high degree of student enthusiasm. Participants
felt they were significantly helping others and welcomed
the responsibility. Elementary teachers and students
supported the peer program. It appeared that the two
programs demonstrated the feasibility of large-scale
student participation in the mental health kinds of
activities of this school system.[27]

Patrick Henry High School

> A peer counseling program was instituted in a Cali-
> fornia high school to (1) expand the guidance ser-
> vices of the school by utilizing trained students;
> (2) make school more meaningful for the peer
> counselors through personal growth and involvement;
> and (3) determine the feasibility of implementing
> peer counseling projects in other high schools in
> the district. Five professional counselors and
> speakers in related fields assisted in the teaching
> and training of a peer counseling class of 48 stu-
> dents. The course was offered first semester,
> followed in the second semester by the Field Training
> Phase of the program. Evaluation methods included:
> (1) subjective measurement; (2) consultation;

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[27]R. Arthur Winters and Anthony Alione, "High
School Students as Mental Health Workers: The Everett
Experience," The School Counselor 23 (September 1975).

(3) feedback; (4) participant observation; (5) written
instruments; and (6) staff observations. [Though the
evaluation was subjective] data indicated that more
students were reached and helped with peer counselors;
and more assistance was provided than would otherwise
have been possible. The majority of the peer coun-
selors found that school became more meaningful and
that they experienced personal growth in attitudes
toward themselves and others. The peer counseling
approach allows counselors to become guidance leaders
for staff and students, and allows students to become
co-partners in their own development. The program
may serve as a model for other high schools.[28]

Little Brothers and Sisters

One program based on the Big Brother concept

utilizes Riessman's helper therapy principle. Elementary

teachers submitted lists of prospective Little Brothers

or Sisters, students who were having difficulty developing

adequate interpersonal relationships, experiencing home

problems, academic difficulties, or any other type of

problem for an educational environment. Twelfth graders

acted as companion and friend. Many eighth, ninth, and

tenth graders continue as members of the group.

Meetings of the twelfth and seventh graders took

place during the school day: during lunch, study hall,

or early or late in the school day, due to schedule

differences. Students were given freedom of school

and grounds: a great deal of trust and confidence were

placed in the Big Brother/Sister. Group counseling

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[28]Virginia E. Dunlap, "The Development and Analy-
sis of a Peer Counseling Program at Patrick Henry High
School" (Ph.D. dissertation, Walden University, ERIC
808 910, July 1973), p. 1.

sessions were conducted by the counselors with Big

Brothers/Sisters to assist these older students in

establishing working relationships with the youngsters.

Individual counseling was also provided when complex

problems arose. Individual counseling for Little

Brothers/Sisters was requested, when necessary. It

was not uncommon to find that both Big Sister and Little

Sister experienced emotional and social growth.

Teachers were pleased with the progress of the

program and eager to cooperate. There were learnings

for both peer counselors and the youngsters.[29]

Positive Peer Culture in a
High School

A technique used successfully in residential

treatment centers for delinquent boys was tested in a

public secondary school. Positive Peer Culture groups

> . . . believe that delinquent behavior can be con-
> tained and modified by giving the student a positive
> role in a group process and within a sub-culture
> specifically designed to help young people help
> themselves. The goal is simply to present students
> with the opportunity to meet as a group in a posi-
> tive relationship where they can learn to better
> solve problems and to develop a sense of responsi-
> bility for their own behavior.[30]

When students started to help others they began to realize

that constructive activities could be satisfying. The

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[29]Vassos, "Peer Influence," pp. 209-14.

[30]Giles, "Positive Peer Culture," p. 23.

program was better for the senior high student, because
of his maturity level. Ten members were in a group,
which focused on socio-dynamics rather than psycho-
dynamics. The groups were all emotionally troubled
youth who needed help in making adequate adjustment.
They were voluntary, but the student remained until
dismissed by the group. Each group met Monday through
Friday after school. New groups were formed each semes-
ter. They were co-ed, so the adult leaders were both
male and female.

Evaluation material was compiled from group
leaders, students, school personnel, and family members.
Personal development or change varied a great deal.
School administrators did not experience much observable
change in specific behavior patterns. Teachers, on the
other hand, did. Yet administrators valued the program
for its stress on the person's adjustment level. They
were more concerned that students and family have a
resource for working through emotional and personal
problems than that the program emphasized student con-
formity to the school system. This means Positive Peer
Culture functioned independently from the school system,
though members were responsible for adhering to school
rules.[31]

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[31]Ibid., pp. 27-28.

PEER--Positive Educational Experiences in Relationships

PEER--Positive Educational Experiences in Relationships[32] was a structured series of educational experiences, with an adult leader, that focused on the strength and potential of youth, rather than an encounter or sensitivity group. The goal of the program was to develop interpersonal skills, self-esteem, openness, and interpersonal trust. Building a strong support group started with a week-end retreat and continued through ten evening sessions. The authors felt it was adaptable for high school or community agency use. The stress was on achievement motivation and positive rein-forcement using the Dr. Thomas Gordon-Parent Effectiveness Training-training model. All details of activities that went into the training sessions were presented in the book.

ExTend

A youth program similar to PEER is ExTend, which examined the barriers of our prejudices against people unlike ourselves and the problems of dealing with extending ourselves in friendship to others. ExTend: Youth Reaching Youth, was a program to help young people

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[32]Ardyth Norem-Hebeisen, Peer Program for Youth (Minneapolis, Minn.: Augsburg Publishing House, 1973), p. 5.

learn skills and attitudes related to making new contacts

with others. The intent was not to provide instant

counseling. Concepts were experienced, considered, and

discussed. The support group of ten to twelve high

school students, with an adult leader, met for one long

session at the beginning and at the end of the training

program. This program was detailed for home base groups

in this book.[33]

Manual for Trainers

Golin provided a training manual for curriculum,

course design, and methodology for a unit on peer coun-

seling to aid students in:

(1) Increased awareness of themselves and others;

(2) Developing facilitative communication skills;

(3) Developing problem-solving and decision-making

skills;

(4) Clarifying students' value systems; and

(5) Developing small group guidance skills and

techniques.

The fifteen-session program was designed so that

learning took place primarily through the affective

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[33]Kenneth R. Fletcher, Ardyth Norem-Hebeisen,
David W. Johnson, and Ralph C. Underwater, Extend: Youth
Reaching Youth (Minneapolis, Minn.: Augsburg Publishing
House, 1974).

experiences of group interaction. Students trained in
peer counseling in one quinmester in the Dade County,
Florida, High School had the opportunity to engage in
peer counseling the following term or for an extra-
curricular peer group counseling program.[34]

Michigan Program for Dis-
advantaged Youth

Thelma J. Vriend, a well-known Michigan educator,
felt that the adolescent social system and group pro-
cedures could combine into strategies for improving
school performance of the disadvantaged, in a supervised
program of peer leadership in both counseling and study
groups. She developed a training program and evaluated
the academic performance of selected students. The
program, in a Detroit high school, gave junior students
an example of achieving peers and the support and rein-
forcement of a group with similar goals, so that they
could develop better classroom skills, higher grades,
and higher levels of vocational and educational aspir-
ation and expectations. "When a shift in behavior is sup-
ported by a group standard, the new behavior of students in
the group will be reinforced by the group members."[35]

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[34]Golin and Safferstone, _Peer Group Counseling_.

[35]Thelma J. Vriend, "High-Performing Inner-City
Adolescents Assist Low-Performing Peers in Counseling
Groups," _Personnel and Guidance Journal_ 47 (May 1969):
898.

Four groups of twelve students each, three peer leaders and nine students, met each week with the counselor for forty minutes of group counseling, with a focus on utilization of peer leaders to support the desired behavior of becoming more achievement oriented and improving achievement. Each counseling group was divided into three study groups, with one peer leader and three students, which met to implement activities planned during the group counseling sessions. The function of the group was flexible and based on differences in the members' problems and needs. Each was directed by a peer leader and met for three forty-minute periods weekly. Group guidance activities that involved the entire group of twenty-four students supplemented the counseling and study groups and were conducted one day per week, in order to provide information about the world of work, educational and vocational planning, self-evaluation, and self-improvement. Demonstration groups were conducted for two semesters of twenty weeks each.

> The findings of this study indicate that peer leaders can be trained to assist their fellow students to improve school performance. This practice seems to hold promise for the disadvantaged student who generally needs more attention and more direction, and whose margin for error is small.[36]

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[36]Ibid., p. 903.

The criteria used to evaluate academic achievement were grade point average, sub-scores on the Sequential Tests of Educational Progress, and the School and College Ability Tests. Items from the Planning Questionnaire were analyzed to determine vocational and educational aspiration and expectations, and a teacher Evaluation of Personal Characteristics form was used to rate the students' classroom skills. Attendance and punctuality data and anecdotal material were used to supplement the objective data.[37]

Psychology of Counseling Curriculum

In social studies classes in one Minnesota school classes were developed to increase the level of psychological maturation in pupils, while teaching particular psychological skills. It was designed as a practicum and seminar experience in which listening skills and empathy responses were developed through actual peer counseling experience. The practicum sessions consisted of training in role playing, listening to counseling tapes, and counseling high school peers. Seminar sessions included readings on communication and discussions of films and tapes. Statistical results from the evaluation

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[37]Thelma J. Vriend, "Utilizing Peer Leaders in Counseling and Study Groups to Modify Academic Achievement: A Demonstration Study in an Inner-city High School" (Ed.D. dissertation, New York University, 1968, University Microfilms, Inc., Ann Arbor, Mich.).

of skill development confirmed counselors' and teachers'
impressions of growth and maturity in participants in
"Learning Psychology by Doing Psychology: a high school
curriculum in the psychology of counseling."

The rationale for the course was to provide sig-
nificant experience in counseling peers, cross-age
teaching, and early childhood work, and a systematic
analysis of this in the school setting.

Evaluation instruments used were the Kohlberg
Test of Moral Maturity, Loevinger Test of Ego Development,
Kagan's Affective Sensitivity Scale; other evaluation
techniques were interviews, clinical assessments of
writing assignments and student journals. All students
in the class demonstrated substantial improvement in
the skills and their writing assignments demonstrated
good ability to reflect on the specific issues. The
program was used in a school housing grades seven through
twelve, with a 17 percent minority population.[38]

Junior High School Programs

Communication Training Study

One midwest school's research model had two
goals:

>   . . . to train junior high school students in help-
>   ing relations using the Carkhuff (1969) model and
>   to use those students as peer counselors (called

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[38]Sprinthall, Learning Psychology.

"rap leaders") in several group leadership roles
within the school. The major purpose was to
have the trainees function as rap leaders of
small student groups that would discuss adolescent
concerns.[39]

The hypothesis was that students could be trained to

learn effective listening and communication skills.

The research design included six groups: four

experimental and two control over a two-year period.

During the first year all ninth graders in the junior

high were invited to participate. Communication and

discrimination tests were given and students were divided

into three major groupings, with high scorers in all

groups: treatment, group counseling or one of the con-

trol sections. One experimental group was trained

in Carkhuff's model of empathy, respect and genuineness,

and confrontation. The second experimental group had

group counseling with no structured training model, but

the groups discussed student interpersonal concerns.

The control group was not seen for the period of twenty

weeks. Results showed the experimental groups were

more able to discriminate and communicate effective

responses when compared with control and group counsel-

ing groups and maintained this ability for both years.

There was no significant difference between experimental

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[39]H. Dean Gray and Judith Tindall, "Communication
Training Study: A Model for Training Jr. High School
Peer Counselors," The School Counselor 22 (November 1974):
109.

and advanced experimental groups for either year. Data
were compared on paper and in groups. A training schedule
of once as opposed to twice a week was of no consequence
relative to training outcomes.

Peer counselors were used in elementary tutoring
programs, for junior high scheduling, in a crisis inter-
vention center, to influence students to go back to
school after a student strike, and used in a career
awareness unit. In 1972-1973 they worked with 140
students in small groups. Their hypothesis was sup-
ported by data to show the concept of effective training
of peers can have positive and far-reaching impact on
trainees and others with whom they relate.

Counseling and Tutoring

In another junior high school study, Joe Wittmer
combined professional individual counseling with student-
to-student tutoring. He found this to be successful in
reducing underachieving and also found a significant
increase in attitude rating for fifteen of the eighteen
individuals involved. Areas looked at were attitude
toward school, self, authority, and general outlook.
In this program ninth graders were guided as tutors with
methods to employ when confronted with guidance situa-
tions while tutoring the seventh graders.[40]

[40]Joe Wittmer, "The Effects of Counseling and
Tutoring on the Attitudes and Achievement of Seventh Grade
Underachievers," The School Counselor 16 (1969).

Training Design

Gray and Tindall devised a twenty-two step train-
ing design for peer counselors in a variety of settings.
It established training procedures on a highly structured
basis using the general model developed by R. Carkhuff
for training in the process of human relations communi-
cation. It developed communication skills with an
emphasis on both accurate listening and responses to
the affect and meaning of what was said. The third skill
developed was discrimination of the components of
effective-affective human relations skills. Students
met twice a week at the one-hour sessions. They found
once a week was ineffective because of the lack of suf-
ficient retention of skills. After twenty-two training
sessions, peer rap sessions consisted of three to five
students meeting regularly once a week for an hour with
the rap leaders. Rap leaders continued training in
skill development. The leaders were completely in
charge of their group and functioned without any super-
vision. The purpose of the groups was not only to
develop leaders that communicate well, but to offer a
place for young people to rap about everyday concerns
and provide a sounding board for youth. The question-
naires used for evaluation of the program showed

positive results.[41] This manual is in the process of
being revised. [Personal conversation between this
writer and Dean Gray.]

A California Junior High

A junior high school in California drew upon
students who were manifesting minor to severe school
maladjustment, performing academically below their
potential, rebellious, hostile and truant, and complained
about boredom and irrelevancy. " . . . [the] aim of
[the] program [is] to develop students' dependability,
initiative, cooperation and regular attendance within a
framework of a structured work experience through which
more mature work habits and interpersonal skills are to
be developed and maintained."[42] The program was open
to ninth graders who were willing to work for one semes-
ter for fifteen credits for one full morning or afternoon
each day, five days a week, in two nearby elementary
schools. In the two years of program operation, fifty
students participated. These junior high aides assisted
elementary teachers in correcting papers, tutoring,
playground activities, and special class projects.

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[41]Judy Tindall and Dean Gray, "Procedures for
Training Peer Counselors," Southern Illinois University,
Edwardsville, Ill., 1973. (Mimeographed.)

[42]Durlak, "Ninth Graders as Student Aides," p. 335.

Almost 75 percent of their time was spent in direct service or contact work with pupils. Most aides were self-selected; some were recommended by teachers and counselors. Few were screened out.

Questionnaires were sent to twenty-eight currently involved students and their supervising teachers and parents, for a post hoc estimate of the program's impact on the aides. Twenty-four pairs of questionnaires were returned by aides and teachers who believed positive changes occurred on each item. There was 65 percent agreement in their ratings. They were viewed as having consistent, positive and personal impact. From 29 to 83 percent of the aides reflected positive changes on each of the thirteen items. Only six aides manifested negative changes on any item and five showed positive changes on all thirteen items. In general parents' reactions were overwhelmingly positive. Other positive data came from supplementary information from school records, especially report cards and the comments on them. Interpretation of the data must be qualified because information was collected post hoc and at times statistical analyses were achieved with a limited subject sample and without a well-defined control group.[43]

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[43]Ibid., p. 339.

Elementary School Programs

Drop-in Center

One New York elementary school worked with three sixth grade classrooms.[44] The counselor chose trainees, using a sociogram, and gave them eight one-hour training sessions. Objectives of the training were to

(1) be able to listen to another person and be aware of nonverbal cues,

(2) talk with another person about personal problems and feelings,

(3) be able to use reflective listening and develop alternatives in a problem situation, and

(4) be able to communicate caring to another person.

The students were to work in the school drop-in center for one hour every other week, always under the direct supervision of the counselor. The center was open to fifth and sixth graders two days a week during recess and lunch. It was staffed by the school counselor and/or peer counselor. Usually the helpee talked with the peer counselor and the school counselor at the same time.

This program was considered positive in its effects by its subjective evaluation.

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[44]McCann, "Peer Counseling."

Bi-lingual Program

Strom and Englebrecht were concerned with maintaining the creative ability of children. They worked with sixteen boys and girls, bilingual Mexican-Americans, who were making satisfactory progress in the fourth grade. Eight students were selected to be child teachers and received two weeks of training including: understanding the pre-schooler, importance of play in creativity, how children learn, the teaching process, toys and education, and planning for instruction and evaluation. After the training, six weeks of play instruction began with kindergarteners. The study expected to determine whether fourth graders trained to teach kindergarteners would sustain their own level of creative ability and improve in self-concept as teachers and to determine if kindergarteners would improve their self-concept as learners and increase vocabulary comprehension as a result of instruction by the fourth grade teachers. Using a two-way analysis of variance, in evaluation of this project, they found no significant differences in creativity in the experimental group. It appeared that the kindergarteners gained in confidence while their teachers' confidence declined. The valuing of creative behavior seems to be a pre-condition to the recovery of one's own creative abilities.[45] It

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[45]Strom and Engelbrecht, "Peer Teaching."

appears that this project was too ambitious in its goals, especially in working with elementary students.

Peer Helpers

In working with twelve classes of fifth and sixth graders to explore the effects of a group counseling procedure employing peers as helpers, and to compare the peer helper group with the more commonly used counselor-oriented group, Kern and Kirby found peer influence was helpful as a resource. The peer helpers influenced behavior toward more positive adjustment of the elementary child. The training of twelve helpers in three one-hour sessions consisted of three phases: understanding behavior, techniques of changing behavior, and learning the role of helpers. Once a week the helpers met for the purpose of discussing previous sessions and planning for future sessions.

The counseling groups of five to eight students met for a fifty-minute period once a week for nine weeks. The counselor was always present. The conclusions of this experimental study indicate that peers can assist the counselor to work more effectively with children who have adjustment problems.[46]

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[46]Roy Kern and Jonell H. Kirby, "Utilizing Peer Helper Influence in Group Counseling," Elementary School Guidance and Counseling 6 (December 1971).

Peer-Facilitated Groups

Another elementary school program using ten- and eleven-year-olds in Alachua County, Florida, worked in the area of racial conflict reduction.[47] "Peer facilitators" worked in the classroom group discussions: to begin the discussion and to use facilitating responses of clarifying, reflecting, and giving feedback.

Students were selected, using a sociogram and teacher recommendations, along with other criteria. They were taught facilitating responses. Human relations and social adjustment topics were introduced to the selected group for practice and discussion. Adults then presented the same topics in the classroom, using the peer facilitators as assistants in role-playing and demonstrations. Then small classroom discussion groups were organized and led by the peer facilitators.

There were eight students, equally divided by sex and race. They met for twelve training sessions in the counselor's office for one-half hour each day for three weeks. The first half of the sessions was a presentation related to group leadership, such as how to be a good listener; then the group practiced the skills and discussed them.

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[47]Jim Gumaer, "Peer-Facilitated Groups," Elementary School Guidance and Counseling 8 (October 1973).

The data from a pre- and post-Likert-type scale suggested the children became more attentive, more active in class discussions, and more thoughtful and sensitive to others. The peer facilitator training and classroom programs encouraged identification among group members and development of positive self-concepts. The facilitators assisted the counselor and teacher to confront important social and academic issues.

Cross-Age Program

Five assumptions formed the basis for Lippitt's cross age program:[48]

1. Older children communicate more effectively than adults at the younger child's level and are less likely to be regarded as authority figures.

2. Involvement of older children in collaborative programs to help "youngers" will have significant socialization impact on the older children.

3. Assisting in the teaching function helps teaching students test and develop their own knowledge and discover the significance of that knowledge.

4. Younger learners and adult teachers will be significantly helped in academic learning activities through utilizing the trained older children.

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[48]Lippitt, "Cross-age Relationships."

5. A child will develop a more realistic image of
   his own ability and present state of development
   and gain greater appreciation of his own abilities
   and skills if he has an opportunity to help
   younger children to acquire skills he already
   possesses and develop positive relationships
   with children older than himself.

Sixth graders were involved as academic assistants
in grades one through four, helping children with reading,
writing, arithmetic, spelling, and physical education;
as laboratory assistants in the social science lab period;
and working as group discussion leaders.

The planned steps in the development of collabor-
ative cross-age interaction included:

(1) providing opportunities for this cross-age
    interaction through collaboration among the
    project coordinator and teachers;

(2) teacher-student collaboration: teachers explained
    the purpose of the project to the sixth grade
    classrooms;

(3) a peer group attitude which supported the value
    of helping "youngers" and being helped by
    "olders" was built;

(4) sixth graders were trained in how to relate to
    younger children and briefed in their jobs

through seminars: discussions and role playing;
training in academic procedures; and feedback
sessions. Older children worked with the same
child two to three times a week for two consecu-
tive weeks from twenty to thirty minutes; feed-
back sessions between weeks were held with the
teacher of his/her child; and

(5) students received "at-the-elbow" help from the
teachers, who were always nearby. Relationships
with adults improved and motivation to learn
increased.

The project coordinator divided the process of
education into two interrelated parts: a process of
socialization, internalizing of values and attitudes;
and the process of subject matter learning: acquiring
and learning to use information and problem-solving skills
to achieve some degree of mastery over the domains of
knowledge.

Other Related Material

Positive Peer Culture

Harry Vorrath has initiated Positive Peer Culture
programs in institutions and some schools in the Michigan
area and throughout the country. Some of the concepts
of his program are extant in peer counseling programs.

> Positive Peer Culture does not seek to impose spe-
> cific rules but to teach basic values. If there
> were one rule, it would be that people must care
> for one another. Caring means wanting what is
> best for a person. Unfortunately, positive caring
> behavior is not always popular among youth. In
> fact, negative, harmful behavior frequently is
> more acceptable. Therefore, Positive Peer Culture
> uses specific procedures to foster caring behavior.
> Once caring becomes fashionable, hurting goes out
> of style.[49]

Adults are in charge of these highly structured

groups. Demands are put on youth to have responsibility

for helping one another. This approach is one of the

most highly structured that this writer experienced.

Sex Differences in Response
to Emotion

The reader may question sex differences in

response to emotion as related to peer counseling. In

two separate studies subjects indicated reactions to

scripts in booklets or on tapes, as if the comments were

presented by a friend. Females tended to be more recep-

tive and nurturing than males. Females were more other-

oriented than males; males did not appear to be more

rejecting overtly though they seemed less actively

helpful. The stimulus person's emotions had a major

impact on the therapeutic responses. Sadness elicited

more nurturing responses and more positive evaluations

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[49]Harry H. Vorrath and Larry K. Brendtro, _Posi-
tive Peer Culture_ (Chicago, Ill.: Aldine Publishing
Company, 1974), p. 3.

than anger. There was weak support for the view that specific emotions would be responded to differentially, depending on the sex target.[50]

Students' Perceived Problems

In the spring of 1973, 1,800 high school students from five schools in northwest Florida volunteered, 31 counselors were randomly selected from eight regional high schools, and 31 counselor educators from universities in the United States responded to a questionnaire. The instrument was developed by having a random sample of 21 high school males and females identify problem areas and concerns of themselves and their peers. Of the 31 concerns suggested, 15 were selected. A seven-point Likert-type scale was used. The instruments were the same for each group except that the counselors and educators were instructed to rate each of the fifteen items as they felt it applied to high school students. The following were some of the conclusions of the study: neither counselors nor counselor educators accurately perceived the relative importance of several concerns of high school students. Problems of young people today

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[50]Dorothy Haccoun, Jon C. Allen, and Stuart Facer, "Sex Differences in Response to Emotion: A Study of Peer Counseling" (available from Dorothy Haccoun, Department of Psychology, Concordia University, Sir George Williams Faculty of Arts, 1455 de Maisonneuve Blvd., West, Montreal, Quebec, Canada, ERIC 101 229, 1974).

are fluctuating from what they were ten years ago.

Counselors and counselor educators agreed on all but

one item. Of the eight differences between students

and counselors, seven were marked. Listed in order of

importance items included in the questionnaire were:

my future, boy-girl relationship, personal appearance,

money-job, health, social adjustment and responsibility,

home life and family relationships, war, world problem-

physical safety, self-concept, religion, social injustices,

school, drugs, and military service. The students rated

these from 1.82, my future, as the greatest concern; to

4.66, for military.[51]

Summary

Scott and Warner in their overview of high and

junior high school programs cite many discrepancies in

the results obtained from peer counseling programs.[52]

The review of programs contained in this chapter of the

study certainly do not show this variation.

On the whole peer counseling programs have been

shown to be very beneficial both to the peer counselors

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[51]David L. Redfering and Jacquelyn Anderson,
"Students' Problems as Perceived by Students, Counselors,
and Counselor Educators," The School Counselor 22 (Jan-
uary 1975).

[52]Stephan A. Scott and Richard W. Warner Jr.,
"Peer Counseling," Personnel and Guidance Journal 53
(November 1974).

and their counselees. Programs are extant in the elementary, junior high, and high schools, though primarily in the latter, where the maturity level of the students is the highest.

Improvement in personal commitment; self-concept; improvement in attitude toward school, family, achievement, and peers; attitude toward younger children; awareness of the needs of others; and improved relationships with adults and authority figures are but a few of the gains shown by those students who have participated in peer counseling programs.

Few programs have objective evaluation data to report. This area of affective growth is difficult to measure. The concept of peer counseling and its implementation are in its primary stages. The future for peer counseling programs shows promise for initiation in all grade levels, kindergarten through grade twelve.

CHAPTER III

DESIGN OF THE STUDY

In this chapter the design of the study and the
amended design procedures are presented. The original
hypotheses and research questions are stated, the sample
and population are reviewed, the general procedures used
in the study are stated, a sequential report of the
instrument development is given, the process of question-
naire delivery and return is presented, and the process
used for the data analysis is stated. Following this
section on the original design process is the section on
amendments to the initial design: the sample amendments,
the statistical analysis procedure amendments, and the
rationale for the new analysis.

The purpose of this study was to determine the
perceived training needs of peer counselors in Student
Service Centers in Michigan schools.

Hypotheses

The null hypotheses explored in this survey were:

72

Hypothesis 1:

There is no significant difference on the degree of
need, as expressed by the total score, among peer
counselors working under one year, one to two years,
and over two years.

Hypothesis 2:

There is no significant difference on the degree of
need, as expressed by the total score, among peer
counselors with high, moderate, and low levels
of activity.

Hypothesis 3:

There is no significant interaction between length
of service and level of activity.

Research Questions

The following research questions were also

explored:

Research Question 1:

Is there agreement in the rank ordering of needs
among peer counselors working under one year, one
to two years, and over two years?

Research Question 2:

Is there agreement in the rank ordering of needs
among peer counselors with a high, moderate, or
low level of activity?

Sample and Population

All peer counselors working in Michigan SSCs in

January, 1976, were sent the questionnaire. This

included twenty-three centers, with an originally

estimated total number of 443 helpers. Twenty-two
centers were located in senior high schools and one
in a junior high school.

This sample was assumed representative of the
population over the next three years in SSCs. The
qualifications for the choosing of peer counselors were
assumed to vary among the centers: some centers allowed
all who volunteered to participate; some centers had
stringent training programs in which volunteers must
participate and complete to a specified level of exper-
tise. Since the qualifications for peer counselors
varied considerably among the centers, the one common
element was that all peer counselors were students in
the school. Changes in qualifications for admittance
to peer counselor staff were not foreseeable over the
next three years.

Procedures

The following general procedures were used in
this study. Details follow in subsequent sections.

1. Center directors were contacted by mail, requested
   to cooperate in the study, and asked the number
   of peer counselors in their center, to be noted
   on a return card. Follow-up calls were made
   after two weeks.

2. The instrument was developed. Two panels of experts validated the questionnaire. A pilot administration was used.

3. Questionnaires were mailed to each center director for distribution to all peer counselor staff. Those not responding or incompletely responding in two-three weeks were telephoned and two weeks later another telephone reminder. Three questions were asked of each director: (1) the perceived activity role of the peer counselors in that SSC, (2) when the SSC opened, and (3) how peer counselors were chosen.

4. The data were tabulated and analyzed.

5. Suggestions and recommendations for training were made.

6. Summary data of particular schools requesting them were sent.

Instrument Development

In November, 1975, four SSC directors and one training director were contacted and interviewed, four personally, one by telephone, to help in the generation of questions to be used in the questionnaire. The interviews were informal, with each person being asked what he/she thought were the areas of training need that his/her staff would list. No attempt was made to carry

over one list to the next director. Rather, each was
generated separately. Three of the directors had been
working in that capacity for three or more years, all
in the Flint area, where the concept of SSC was first
generated and centers initiated. The training director
had formerly been on the SSC student staff of the
school, also with three years of experience in SSC
operation. The fourth director had worked in the SSC
for one year as back-up person and had served as a
director for one year. This center was located in the
northwestern section of the lower peninsula. Because
of the directors' experience and expertise they were
viewed as a panel of experts in the generation of the
items for the questionnaire. It was assumed that the
directors were most familiar with the work and needs of
the peer counselors in SSCs.

Forty-nine items were generated by this panel.
From this list of forty-nine, twenty-six items were
culled for use in the questionnaire. Skill areas were
combined; where repetition occurred items were definitely
included. Those areas which seemed esoteric or indigenous
to the particular center were deleted.

The draft instrument was developed and presented
to a second panel of specialists; three Michigan State
University professors: two expert in guidance and coun-
seling and one in child development: Doctors William

Farquhar, Raymond Hatch, and Louise Sause. They were

asked to review the questionnaire, item by item, with

a view to appropriateness, ease of administration,

vocabulary, and item evaluation; to validate the instru-

ment.

Changes were made in the questionnaire after

review by the panel. The following suggestions were made:

change the two-point to a three- or four-point scale;

combine the two items empathy and advanced empathy

training into one item; questions were raised as to use

of terms: behavior examination, substance abuse, self-

concept development, using professional terms in the new

approaches to counseling question; to stress when to

refer the problem to another person; simplify instruction

sheet clarifying how to mark items; add perceived activity

role to the questions sent to SSC directors; ask students

if they deal with the problem along with if they feel a

need for training; add threatened runaways to that

question; add influence of the elements of the urban

society to the variables for comparison. Suggestions

made by all three experts were incorporated into the

revised questionnaire. If two experts concurred in their

responses, the changes were made. If the suggestion

came from one person, the discretion of the writer was

used.

In January, 1976, a pilot presentation of this
questionnaire was made to eight members of a SSC staff,
in order to ascertain ease and understandability for
administration; clarity of directions and vocabulary,
and length of time needed for administration. The
students were asked to respond with any difficulties
they had in responding to the written questionnaire.
This took place in a personal interview.

After the pilot test of the questionnaire minor
modifications were made on the instruction sheet to
clarify the directions in filling out the questionnaire.
Since the pilot administration proved satisfactory, with
minor changes, it was assumed satisfactory for use with
other SSCs. The pilot school was included in the total
sample.

Instrument Sent to Peer Counselors

Following this pilot test, in January, 1976,
questionnaires were mailed to the directors of each SSC
for distribution to each of the peer counselors in that
center. A letter to the directors with three questions
to be responded to was also included (see Appendix A).
The directors collected the questionnaires in individu-
ally sealed envelopes and returned them directly. Two
to three weeks following the initial distribution of
these questionnaires to the directors, telephone calls
were made requesting them to follow up with the staffs

so that the total number of questionnaires for that school would be turned in. Two weeks following this call another telephone call was made to each school still incomplete in return of questionnaires or director's response sheets.

The completed questionnaires were anonymous, providing privacy for the individual respondents. Only the school was named.

As shown by the pilot test, the questionnaires took from five to fifteen minutes to complete. The total number of questionnaires received were to be used as the basis for the data analysis.

Along with the questionnaires by letter each director was asked to respond to three questions:

1. The perceived activity role of the peer counselor staff in the center:

   (a) almost total communication in the center takes place between the peer counselor and the student, under the direction of the center director (80%-100%);

   (b) some communication in the center takes place between the peer counselor and the student, under the direction of the center director (30%-79%);

(c) very little communication in the center takes

place between the peer counselor and the

student, under the direction of the center

director (0%-29%).

2. When the center was opened

3. How peer counselors are chosen in your SSC

On the questionnaire, length of service was

defined as (a) under one year of service in the SSC,

(b) one-two years of service, (c) over two years, for

the individual peer counselor respondent.

A three-point scale was used on the questionnaire

in asking for perceived need: (1) no need for further

training; (2) yes, a little need for further training;

(3) yes, a lot of need for further training. (See

Appendix A--The Center Director's Letter, Appendix B--

The Peer Listener Questionnaire, Appendix C--Question-

naire Instruction Sheet.)

Data Analysis

Data from the questionnaires returned were key-

punched through the Michigan State University Evaluation

Services Center.

Total need scores were obtained by adding the

score for each item on the questionnaire for each group.

Rank orders were obtained for each group in each need

area.

The following two-way analysis of variance was
originally planned for use for Hypotheses 1, 2, and 3:

Length of Service	Activity Level	Subject	Total Need Score
Under One Year	High Moderate Low	S_1	
One to Two Years	High Moderate Low		
Over Two Years	High Moderate Low	S_n	

This mode of analysis was chosen since the depen-
dent measure is on a continuum. The questions concerned
looking at differences between groups and also the inter-
action of one variable by another variable: length of
service and activity level. In order to analyze this
kind of situation, the appropriate analysis is the ANOVA.

The aforementioned design was contingent upon
adequate representation per cell. As this was not the
case, it was decided that the research design would have
to be modified. The amendments to this original design
are discussed in the next major subdivision of this
chapter.

To respond to Research Questions 1 and 2 a
general descriptive analysis was made. Since the basic
questions did not call for an inferential analysis, it

was decided to look at some form of commonality between
the groups. The intent of the research questions was
to identify the five most often stated perceived needs.
This was based on the assumption that these patterns can
form the foundation for educational training programs.
Tables indicating the results of these analyses are
presented both in raw frequency and in percentages.

The hypotheses were tested using a rejection
level of .05. Where significant differences were found,
appropriate post hoc analyses were performed.

Amendments to the Initial Design

The Sample Amendments

Preliminary responses from the student service
center (SSC) directors indicated there were 443 students
serving as peer counselors in the twenty-three centers.
Please refer to Appendix D for this listing. When
questionnaires were not returned, the telephone follow-
up call responses indicated that the number of peer
counselors often fluctuate within each center. This
fluctuation in number of peer counselors may be due to
attrition, staff changes, students moving, and vacations.
For example, one SSC director who originally, in November,
1975, estimated twenty peer counselors, reported only
fourteen students serving in that capacity at the time
of the distribution and receipt of the questionnaires
in January, 1976. Thus, of the 443 questionnaires sent

out for this study, 283 questionnaires were returned.
One center, with seven peer counselors, did not respond
to this survey request. Therefore, the results of this
study should not be generalized to this particular
center. All remaining twenty-two centers reported a
minimum of two peer counselor questionnaire responses.
The rate of return from the original estimate of 443
students was 64 percent. The actual rate of return
from peer counselors working in centers in January, 1976,
was a much higher rate, but was not calculable.

Sixty-two subjects did not complete the demographic
section of the questionnaire. It was impossible to go
back to the original subjects in order to get the length
of service data that they had not responded to on the
questionnaire. The sixty-two subjects were deleted from
all analyses involving the length of service measure.

In one of the independent factors of the design,
length of service, only eleven subjects reported service
over two years. On the other factor, activity level,
two subjects reported a low activity level. This caused
extreme sample size differences. These data were not
usable under the new design modification. Therefore,
the analysis was performed based on 208 subjects. The
rationale follows in a subsequent section.

Statistical Analysis Procedures
Amendments

Initially in this study a two-way analysis of variance (ANOVA) was proposed, with each of the two independent measures containing three levels. Upon completion of the return of the survey, it was found that only an extremely small or fractional percentage of the group responded to one of the levels in each of the independent variables. Because of extreme differences in cell sizes, these extreme cases (4 1/2%) were discarded. This produced a two-way ANOVA with two levels in each of the independent variables. (Refer to Tables 1 and 2.)

TABLE 1

THE ORIGINAL DESIGN OF THE TWO-WAY ANOVA WITH
NINE CELLS
(Number of subjects per cell)

Length of Service	Activity Level		
	High	Moderate	Low
Under one year	98	55	2
One-two years	28	27	0
Over two years	6	5	0

TABLE 2

AMENDED DESIGN OF TWO-WAY ANOVA WITH FOUR CELLS
(Number of subjects per cell)

Length of Service	Activity Level		
	High	Moderate	Total
Under one year	98	55	153
One-two years	28	26	55
Total	126	82	208

Note: N = 208

Rationale for the New
Analysis

Since the number of subjects in the low activity
cell and the over two years length of service cell was
small, relative to the other cells in the table, they
were deleted from the sample. In an unbalanced design,
that is, not all cell sizes equal, the ANOVA model is
not robust with regard to the assumption of equality of
variance. To the extent that the cell sizes differ,
this assumption becomes more tenuous. Consequently, to
avoid an all but obvious violation of this assumption,
subjects who responded to extreme categories were deleted
from the analyses. (Refer to Tables 1 and 2.)

In addition to the two-way ANOVA, a one-way ANOVA
was performed on the activity level measure. This sample

of 270 subjects included the sixty-two students who had
not reported their length of service. This sample had
increased power in substantiating the results of the two-
way ANOVA. Thus it was possible that the results of the
one-way ANOVA could have been different, though this was
not the case.

The three hypotheses and two research questions
were restated to reflect the changes in the design of
this study. The three hypotheses were all tested using
an alpha level of .05.

Summary

A questionnaire was developed to determine the
perceived needs of peer counselors in student service
centers in Michigan schools. Two panels of experts
validated the questionnaire. A pilot administration was
used prior to the questionnaires being mailed to each
center director, for distribution to all peer counselor
staff. Follow-up calls were made as necessary.

Amendments to the initial design: sample amend-
ments, statistical procedures amendments and a rationale
for the new analysis, were found to be necessary.
Sixty-two subjects were deleted from the analyses
involving length of service. When the data were tabu-
lated, it was found the original design of a two-way
analysis of variance with three levels in each variable
was inappropriate, due to the extreme differences in

cell sizes. Because of this, a two-way ANOVA with two
levels in each of the independent variables was used.
The three hypotheses were tested using an alpha level of
.05. To respond to Research Questions 1 and 2, a general
descriptive analysis was planned.

In the following chapter the results of the
analyses are submitted. The three hypotheses and two
research questions are restated to reflect the changes
in the design of this study. The hypotheses are analyzed.
The research questions are discussed in detail. Addi-
tional need areas generated by the peer counselor
respondents are also presented.

CHAPTER IV

THE ANALYSIS OF DATA

In this chapter the three hypotheses are reported
and analyzed. The two research questions are stated
and discussed. Both nonweighted and weighted scores
are used to compare rank orders in both length of
service and activity level variables.

Analyses of Hypotheses

Hypothesis 1:

There is no significant difference on the degree
of need as expressed by the total score between
peer counselors working under one year and those
working one to two years.

Analysis of Hypothesis 1

A two-way analysis of variance (ANOVA) was per-
formed. Two hundred and eight subjects were processed,
using the total need score per peer counselor, over the
twenty-six needs questions. The results of the two-way
ANOVA indicated a significant difference on the total
need score between those peer counselors working under
one year and those working one to two years. The F ratio

was 2.7222. The level of significance or p value was
.02. The hypothesis was rejected and it was concluded
there was a significant difference between peer coun-
selors working under one year and those working one to
two years. (Refer to Table 3.)

TABLE 3

ANALYSIS OF VARIANCE: NEED BY LENGTH AND ACTIVITY

Source of Variation	Sum of Squares	DF	Mean Square	F	p
Length	481.944	1	481.944	5.433	.020
Activity	12.850	1	12.850	.145	.999
Length--Activity	209.171	1	209.171	2.358	.122
Error	18096.140	204	88.707		
Total	18788.231	207	90.764		

Post Hoc Analysis of
Hypothesis 1

Those peer counselors serving under one year had
a mean score of 28.53. Those peer counselors serving
from one to two years had a mean score of 25.12. The
difference in these mean scores was 3.41. This dif-
ference was significant. Those peer counselors working
under one year had a significantly higher degree of need
than those working from one to two years.

Supplemental Findings Relative to the Data Collected for Hypothesis 1

The need scores could have varied from zero--no need for further training, to 52--the highest degree of need for further training. A score of 26 would indicate a middle level need. The grand mean score for the total sample was 27.63. The mean scores of those students working under one year and those students working one to two years were very close to the middle level of need. This could be attributed to two reasons:

1. There was a middle range of need for all subjects. No group varied to a large degree from this middle range.

2. On a three-point scale, as was used in this study, the subjects were fearful of appearing over-confident by saying they had no need, a score of zero; or appearing to be too needy, a score of three, on each item. Thus, most subjects stayed within the middle range and did not approach the extremes.

Hypothesis 2:

There is no significant difference on the degree of need as expressed by the total score between peer counselors with high and moderate levels of activity.

Analysis of Hypothesis 2

The results of the two-way ANOVA indicated no significant difference between peer counselors with high and moderate levels of activity. The F ratio was .145. The level of significance or p value was .999. (Refer to Table 3.)

Since all subjects had a reported activity level, a one-way ANOVA was also performed to determine if the larger number of peer counselors might influence the outcome. This ANOVA corroborated that there was no significant difference between high and moderate levels of activity. (Refer to Table 4.) The F ratio was .090. The p value was .764.

TABLE 4

ONE-WAY ANALYSIS OF VARIANCE: VARIABLE NEED BY ACTIVITY

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	p
Between groups	1	8.1389	8.1389	.090	.764
Within groups	268	24143.8611	90.0890		
Total	269	24152.0000			

The mean score for degree of need for highly active peer counselors was 27.57. The mean score for those students who were reported as moderately active

was 27.71. The difference of .14 between these two groups was not significant. The mean scores here also cluster around the middle range of possible scores.

Hypothesis 3:

There is no significant interaction between length of service and level of activity.

Analysis of Hypothesis 3

The results of the two-way analysis of variance showed no significant two-way interaction between length of service and level of activity. The F ratio was 2.358 and the p value was .122. (Refer to Table 3.)

Research Questions

The primary emphasis was to look at the overlap in needs in the top priority ranks. For the sake of this analysis, the top priority ranks consisted of the approximately ten need areas obtaining the highest needs score. The score for each item obtained was nonweighted; where the concern was whether or not the peer counselor indicated the existence of a need.

Research Question 1:

Is there agreement in the rank ordering of needs between peer counselors working under one year and those working one to two years?

The following list will be used in the following tables: 5, 6, 7, 8; Appendices E-1, E-2, F-1, F-2; and in the discussions of Research Questions 1 and 2.

The following needs areas were listed on the
questionnaire to which peer counselors responded with
their level of need for further training: no further
training; yes, a little further training; yes, a lot of
further training. Next to each need area is the term
used in this text to refer to the particular need area.

1. Boyfriend-girlfriend concerns--boyfriend-girlfriend
                                        concerns

2. Use of referral services;
    outside resources--------------use of referral ser-
                                    vices

3. Nonverbal communication--body
    language------------------------nonverbal communication

4. Empathy and listening skills---empathy skills

5. Awareness of cultural/racial
    differences and similarities---awareness of racial
                                    differences

6. Problem pregnancies-----------problem pregnancies

7. Family communication, family
    problems------------------------family communication

8. Working with small groups of
    students------------------------working with groups

9. Substance use and abuse
    concerns------------------------substance abuse con-
                                    cerns

10. Building my individual credi-
     bility so students will come
     to me-------------------------building credibility

11. Problem solving, risk-taking,
     decision-making processes-----problem solving

12. Knowing my limitations--when
     to turn problems over to
     others-------------------------knowing limitations

13. Finding alternatives to drug
    use-------------------------------finding alternatives

14. Improving my counseling
    skills-------------------------improving counseling
                                    skills

15. Talking with and working with
    adults (teachers, parents,
    etc.)--------------------------working with adults

16. Behavior examination techniques
    including values clarifi-
    cation-------------------------behavior examination

17. Drug reaction management;
    overdose aid-------------------drug reaction manage-
                                    ment

18. Runaways--real and
    threatened---------------------runaways

19. Getting an interview started--
    who says what------------------getting interview
                                    started

20. Career choice--job placement--
    part-time work-----------------career choice

21. Venereal diseases--V.D.--------venereal disease

22. My own self-awareness and
    understanding of my needs
    and feelings-------------------self-awareness

23. School problems (grades,
    teachers, etc.)----------------school problems

24. Self-concept development-------self-concept

25. Person development (maturity
    levels, moral development,
    etc.)--------------------------person development

26. Getting feedback--how my
    behavior affects others--------getting feedback

Discussion--Research Question 1

In analyzing the data from the questionnaires, it was noted that there was some agreement in the rank ordering of needs between those peer counselors working under one year and those working one to two years. (Refer to Appendix Table E-1.)

The highest rank orders of need for the length of service groups were as follows:

TABLE 5

HIGHEST RANK ORDERS OF NEED FOR THE LENGTH OF
SERVICE GROUPS

Less than One Year of Service		One to Two Years of Service		Total Group	
Rank	Need Number	Rank	Need Number	Rank	Need Number
1	14	1	15	1	18
2	18	2	18	2	14
3	17	3	22	3	17
4	6	4	7	4	7
5.5	7, 9	5.5	2, 11	5	15
7	26	7.5	25, 10	6.5	9, 11
8.5	13, 11	9.5	24, 17	8	26
10	24	12	9, 14, 26	9	24
				10	13

Only needs 18 and 7, runaways and family com-munication, appeared in the top five ranking needs of the two groups: need 18 ranked as the number two need for both groups, need 7 as 5.5 rank for the first-year peer counselors, and need rank 4 for the one to two

years counselors. The other needs that were duplicated
in the top ranks in both length of service groups were:
need 14, improving counseling skills, ranking first with
first-year peer counselors and ranking twelfth with one-
to two-year peer counselors; need 17, drug reaction
management, ranking third with first-year peer coun-
selors and 9.5 with one- to two-year peer counselors;
need 9, substance abuse concerns, ranking 5.5 with
first-year peer counselors and twelfth with one- to two-
year students; need 26, getting feedback, ranking seventh
with first-year peer counselors and twelfth with one- to
two-year students; need 11, problem solving, ranking 8.5
with first-year students and 5.5 with one- to two-year
students; and need 24, self-concept development, ranking
tenth with first-year students and 9.5 with one- to two-
year peer counselors. While some similarity and agreement
was shown within the two groups, agreement was not found
throughout.

By reviewing the rank order of the total group
of those peer counselors serving under one year and those
serving one to two years, the following rank order was
obtained: needs 18, 14, 17, 7, 15, 9/11, 26, 24, 13.
Need 8, runaways, became the number one ranking need,
while it appeared as the second need in both groups.
Need 14, improving counseling skills, was the number one
need in the under one-year group and twelfth need in the

one-to-two-year group. Because the numbers of the two groups varied, so that there were 153 first-year peer counselors and 55 one- to two-year peer counselors, the need 14, improving counseling skills, appeared as the second ranking total need for the entire group.

In reviewing the various levels of need, if an agency would want to service as many students as possible, the recommendation for needs 18 and 14, runaways and improving counseling skills, could be developed into training programs.

Need 17, drug reaction management, the third highest need for the total group, appeared as the third need for the first-year peer counselors and the 9.5 need for the one- to two-year students. Need 7, family communication, appeared as the fourth ranking need for the total group, as it did for the one- to two-year peer counselor group, while it appeared as rank 5.5 for the first-year group. Need 15, working with adults, was the fifth ranking need for the total group, but does not appear in the first-year group. It was the top need for the one- to two-year group.

The fourth ranking need, need 6, problem pregnancies, for the first-year peer counselors does not appear at all on the other two lists. Needs 22, self-awareness; 2, use of referral services; and 25, person

development, appear in the one- to two-year list and
not on either of the two other lists.

Research Question 2:

Is there agreement in the rank ordering of needs
between peer counselors with a high level of
activity and those with a moderate level of
activity?

Discussion--Research Question 2

There was less agreement in the rank ordering
of needs between the high level activity and moderate
level activity groups than was found in the level of
service groups. (Refer to Appendix Table E-2.)

The highest rank orders of need for the activity
level groups were as follows:

TABLE 6

HIGHEST RANK ORDERS OF NEED FOR THE ACTIVITY LEVEL GROUPS

Highly Active		Moderately Active		Total Group	
Rank	Need Number	Rank	Need Number	Rank	Need Number
1	14	1	18	1	18
2	18	2	7	2	14
3	3	3	14	3	17
4	9	4	15	4	7
5.5	2, 11	5	22	5.5	15, 9
7	13	6.5	24, 17	7	11
8	6	9	9, 11, 25	8	6
9.5	15, 7			9.5	2, 13

Need 14, improving counseling skills, appeared as rank one for the highly active group, need rank 3 for the moderately active group, and rank 2 for the total group. Need 18, runaways, appeared as the second ranking need for the highly active group, and the top need for the moderately active and the total groups. These were the only two needs that appeared in common in the first five top needs of both groups: highly and moderately active. The third ranking need of the highly active group, empathy skills, appeared in no other group. Need 9, substance abuse concerns, for the highly active group the fourth ranking need, appeared as rank 9 for the moderately active group and rank 5.5 for the total group. Need 2, use of referral services, appeared only in the highly active group, as rank order 5.5; not at all in the moderately active group, and as need 9.5 for the total group. Need 11, problem solving, appeared as the 5.5 ranking need for the highly active group, rank 9 for the moderately active group, and rank 7 for the total group.

Need 13, finding alternatives, appeared only on the highly active group rank, as rank 7, and on the total group as rank 9.5. Need 6, problem pregnancies, followed a similar pattern by bypassing the moderately active group and appearing again as rank 8 for the highly active and the total groups. Need 15, working

with adults, appeared as the 9.5 rank for the highly

active group, rank 4 for the moderately active group,

and as rank 5.5 for the total group. Highly active

group rank 9.5, need 7, family communication, appeared

as rank 2 for the moderately active group and rank 4

for the total group. Little commonality appeared evi-

dent between the two groups in regard to the rank order-

ing of needs.

The number of peer counselors reporting needs

in the highly active group was 161. There were 109

moderately active peer counselors reporting, for a

total of 270 peer counselors reporting their perceived

need of training.

Rank Orders with Weighted Frequencies

Though not in the original design plan, the rank

orders were developed for both length of service and

activity level, with weighted frequencies. (Refer to

Appendix Tables F-1 and F-2.) The rationale for this

procedure was:

(1) to obtain a wider range of scores to obtain

   differences;

(2) to take cognizance of the three-point scale

   used on the questionnaire asking for "yes, a

   little further training" and "yes, a lot of

further training." The third point, "no

further training" was not used for this

procedure.

Scores were obtained for the weighted frequencies
in Appendix Table F-1, the rank order of needs according
to length of service, with weighted frequencies, by
multiplying the score of "yes, a lot of further training"
by two and adding this to the one value for the response
of "yes, a little further training." Data cannot demon-
strate whether a rating of "yes, a lot of further
training" has twice as much valence to the person as
a rating of "yes, a little further training." It may
be that the valence of "yes, a lot of training" is three
times or only one and one-half times as important to
the respondent as "yes, a little training." However,
the multiplier of two was assumed to be a reasonable
figure. The same procedure was followed for the activity
level weighted frequencies, Appendix Table F-2.

The following weighted highest priority rank
orders were obtained for the length of service variable
(Table 7).

As can be noted in Table 7, there was a simi-
larity in the needs areas for the top rankings of the
two groups: under one year of service and one to two
years of service. All needs areas appeared in both rank
orders except for need 6, problem pregnancies, which

appeared only on the under one year of service list; and
need 22, self-awareness; need 2, use of referral services;
and need 25, person development, which appeared only on
the one to two years of service list.

Needs 14, improving counseling skills; 18, runa-
ways; 7, family communication; 11, problem solving; and
9, substance abuse concerns, appeared in similar positions
of rank on both groups' rank orders. Needs 14, 18, and
7 appeared in the top six needs of both groups.

TABLE 7

WEIGHTED HIGHEST PRIORITY RANK ORDERS FOR THE
LENGTH OF SERVICE

Under One Year of Service		One to Two Years of Service	
Rank	Need Number	Rank	Need Number
1	17	1.5	14, 15
2	14	3	18
3	18	4.5	10, 22
4	7	6	7
5.5	11, 26	7	11
7	6	8	9
8	9	9	17
9	15	11	2, 25, 26
10	10		

From the review of the weighted frequency rank
orders for length of service, there appeared to be a
high agreement in the rank ordering of needs between
those peer counselors working in centers for under one
year and those working one to two years.

The following weighted highest priority rank
orders were obtained for the activity level variable:

TABLE 8

WEIGHTED HIGHEST PRIORITY RANK ORDERS FOR THE
ACTIVITY LEVEL

Highly Active		Moderately Active	
Rank	Need Number	Rank	Need Number
1	17	1	18
2	18	2	7
3	14	3	14
4	11	4	15
5	7	5	10
6	15	6	17
7	9	7	22
8.5	2, 10	8	26
10.5	6, 22	9	6
		10	9

For complete rank orders of needs by activity
level, with weighted frequencies, refer to Appendix
Table F-2.

A review of the highest rank orders for activity
levels showed agreement in the need areas mentioned,
between the two groups, highly active and moderately
active, except for three need areas. Only the highly
active group mentioned need 2, use of referral services,
and need 11, problem solving, as top priority needs.
Only the moderately active group mentioned need 26,
getting feedback, as a top priority need.

Needs 18, runaways; 14, improving counseling skills; 7, family communication; and 15, working with adults, appeared in similar positions of rank on both groups' rank orders of needs. Needs 17, drug reaction management; 18, runaways; 14, improving counseling skills; 7, family communication; and 15, working with adults, appeared in the top six needs of both groups.

From the review of the weighted frequency rank orders for activity level, there appeared to be a high agreement in the rank ordering of needs between those peer counselors working in centers with high and moderate levels of activity. These results were not consistent with prior results, using nonweighted frequencies.

Need Areas Generated by the Peer Counselors

The questionnaire sent to the peer counselors working in student service centers provided an opportunity for the students to add additional needs they would want further training in. On the back of each questionnaire responses could be written. The forty-four responses were recorded, verbatim. They are listed in Appendix G.

There appeared to be a wide range of perceived training needs the students requested. Several groupings of needs were noted: training on suicide--three requests; self-awareness training--three requests; help with building relationships with others--two requests;

dealing with rape--three requests, all from the same
school; dealing with death--two requests; and training
on sexual issues--three requests.

Summary

In this chapter the hypotheses were reported and
analyzed. Hypothesis 1 was rejected: there was a sig-
nificant difference between the groups of .02. Those
peer counselors working under one year had a mean score
of 28.53, demonstrating a greater need for training, than
those peer counselors working one to two years, who had
a mean score of 25.12.

Hypothesis 2, on the degree of need as expressed
by the total score between peer counselors with high and
moderate levels of activity, failed to be rejected.
There was no significant difference. The mean score
for degree of need for highly active peer counselors
was 27.57. The mean score for those peer counselors
who were reported as moderately active was 27.71. The
difference of the means was not significant. The mean
scores for all peer counselors responding to the
questionnaire clustered around the grand mean of 27.63.

Hypothesis 3, there is no significant interaction
between length of service and level of activity, failed
to be rejected. There was no significant interaction
between length of service and level of activity.

Investigation of Research Question 1 indicated that there was some agreement in the rank ordering of needs between peer counselors working under one year and those working one to two years. However, only two need areas, family communication and runaways, appeared in the top five ranking needs of the two groups differentiated by length of service.

Study of Research Question 2 revealed very little agreement in the rank ordering of needs between peer counselors with a high level of activity and those with a moderate level of activity. There was less agreement between these groups in the rank ordering of needs as compared with the length of service variable. Two needs appeared in common among the first five top needs of both high and moderate activity groups: the needs for improving counseling skills and for the handling of runaway problems.

More agreement in the rank ordering of needs were obtained for both length of service and level of activity when weighted frequencies were employed. Needs areas of improving counseling skills, runaways, and family communication appeared in the top six needs of both length of service groups.

For highly active and moderately active levels, the needs of drug reaction management, runaways,

improving counseling skills, family communication, and working with adults appeared in the top six needs of both groups.

When peer counselors were given the opportunity to list their perceived training needs if they had not appeared on the questionnaire, the following groups of needs received multiple responses: suicide--three responses; self-awareness--three responses; building relationships--two responses; rape--three responses, all from the same school; death--two responses; and sexual issues--three responses.

In the following chapter, along with a summary of this study, will be found some conclusions and recommendations for training programs, and implications for future research. The personal reflections of this writer are also included.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

This final chapter contains the summary of this
study and some conclusions and some recommendations for
training programs. Implications for future research
are indicated and the personal observations of the writer
are included.

Summary

Student service centers (SSCs) have been in oper-
ation in several Michigan schools since 1972. In
January, 1976, there were twenty-three centers: twenty-
two in senior high schools and one in a junior high
school. SSCs are designed to provide students a place
where their school peers and adult staff are ready to
listen to, talk with, and inform them about a variety
of problem areas and concerns. The SSC staff includes
peer counselors who serve as helpers or listeners with
their fellow students, and one or more adult directors.

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The peer counselors receive varying degrees of training and supportive services from either their director, school, regional substance abuse prevention education program, Michigan State Department of Education, or other sources. They need a variety of educational training experiences in many areas to perform their tasks more effectively. At this time, no formal on-going statewide training and supportive services are provided.

The purpose of this study was to determine the perceived training needs of peer counselors in SSCs in Michigan schools.

Related literature was reviewed with a focus on peer counselors, who are most often found interacting with adolescents in school settings. Background literature was grouped under the headings of History and Background of SSCs in Michigan Schools, High School Programs, Junior High School Programs, Elementary School Programs, and Other Related Material. Research using peer counselors was sparse, but where found was identified with the program review.

Peer counseling programs were shown to be very beneficial both to peer counselors and their counselees. Programs are extant in the elementary, junior high, and high schools, though primarily in the latter, where the maturity level of the students is the highest.

Improvement in personal commitment; self-concept;
improvement in attitude toward school, family, achievement,
and peers; attitude toward younger children; awareness
of the needs of others; and improved relationships with
adults and authority figures are but a few of the gains
shown by those students who have participated in peer
counseling programs.

Few programs have objective evaluation data to
report. This area of affective growth is difficult to
measure. The concept of peer counseling and its imple-
mentation in programming are in their primary stages.
The future for peer counseling programs shows promise
for initiation at all grade levels, kindergarten through
grade twelve.

For this study a questionnaire was sent to all
peer counselors in Michigan student service centers
working in January, 1976, to ascertain their perceived
training needs. The questionnaire was validated by two
panels of experts. A pilot test was administered. The
data were tabulated and analyzed. The following null
hypotheses were tested:

Hypothesis 1:

There is no significant difference on the degree of
need as expressed by the total score between peer
counselors working under one year and those working
one to two years.

This hypothesis was rejected at the .05 significance level. The measure of p value was .02. Those peer counselors working under one year had a significantly higher need for training than those working one to two years.

Hypothesis 2:

There is no significant difference on the degree of need as expressed by the total score between peer counselors with high and moderate levels of activity.

This hypothesis failed to be rejected.

Hypothesis 3:

There is no significant interaction between length of service and level of activity.

This hypothesis failed to be rejected.

Two research questions were discussed:

Research Question 1:

Is there agreement in the rank ordering of needs between peer counselors working under one year and those working one to two years?

Research Question 2:

Is there agreement in the rank ordering of needs between peer counselors with a high level of activity and those with a moderate level of activity?

There was some agreement in the rank ordering of needs between the two groups differentiated by length: under one year of service and one to two years of service.

Two need areas, family communication and runaways, appeared in the top five ranking needs of both groups.

In comparing the rank ordering of needs between highly active and moderately active peer counselors, two needs appeared in common among the top five needs of both groups: the need for improving counseling skills and the need for the handling of runaway problems.

More agreement in the rank ordering of needs was obtained for both the length of service and activity level variables when weighted frequencies were used. Need areas of improving counseling skills, runaways, and family communication appeared in the top six needs of both length of service groups.

When weighted frequencies were used for the highly active and moderately active levels, the needs of drug reaction management, runaways, improving counseling skills, family communication, and working with adults appeared in the top six needs of both groups.

Conclusions

1. The mean of the total need scores for all the responding peer counselors indicates a moderately high perceived need for further training.

2. There is a significant difference in the degree of need for further training between peer counselors working under one year and those working one to two

years. Those working under one year had a significantly higher degree of need for further training.

3. There is no significant difference in the degree of need between moderately active and highly active peer counselors. Both have a comparable degree of need.

4. There is no significant interaction between length of service and level of activity.

5. There is some agreement in the rank ordering of needs among peer counselors working under one year and those working one to two years. Two need areas, family communication and runaways, appeared in the top five ranking needs of both groups. More agreement in the rank ordering of needs was obtained for the two length of service groups when weighted frequencies were used. Need areas of improving counseling skills, runaways, and family communication appeared in the top six needs of both peer counselors working under one year and those working one to two years.

The first-year peer counselors' highest priorities for training, as derived from their rank ordering of needs are: improving counseling skills, runaways, drug reaction management, problem pregnancies, family communication, substance abuse concerns, getting feedback, finding alternatives to drug use, problem solving, and self-concept development.

The need area highest priorities set by the peer counselors who have been working one to two years include: working with adults, runaways, self-awareness, family communication, use of referral services, problem solving, person development, building individual credibility, self-concept development, and drug reaction management.

6. There is some agreement in the rank ordering of needs among peer counselors who are perceived as moderately active and those who are perceived as highly active. Two needs appeared in common among the five top needs of both groups: the need for improving counseling skills and the need for the handling of runaway problems. When weighted frequencies were used for the highly active and moderately active levels, the needs of drug reaction management, runaways, improving counseling skills, family communication, and working with adults appeared in the top six needs of both groups.

7. When peer counselors were given the opportunity to list their training needs in addition to the listing provided for them, the following need areas received multiple mention: suicide, self-awareness, building relationships, rape, death, and sexual issues. Students, when given the opportunity, may list other needs not conceived of as pertinent by adults.

Recommendations

1. Respond to the strong need for training--the
need for training for peer counselors working in student
service centers has been documented. At the present
time no specific institution, agency, or program has
the responsibility for this training. The Michigan
State Department of Education (MDE) has assumed a partial
leadership stance in the initiation of SSCs and for pro-
viding some statewide training. It is recommended that
the Michigan State Department of Education provide a
strong leadership role in the planning, designing,
and implementation of training for new and present SSC
peer counselors.

The appropriation of funds from the State Legis-
lature for this purpose should be requested by the MDE.

Funds for this training of SSC staffs should be
made available for the planning of training programs,
production of written guidelines, a statewide, ongoing
resource cadre of SSC experienced individuals, and for
the subcontracting of services of trainers.

It is further recommended that the MDE plan a
statewide conference of all SSC directors and at least
two student representatives from each SSC to provide
input for the planning of training guidelines for SSC
staff training. Also invited to this conference, but
primarily as listeners, question-raisers, and clarifiers,

should be those individuals who have been involved in
the planning and implementation of SSC training programs
statewide. This may include substance abuse prevention
education (SAPE) regional program staff and all other
training-involved agencies, programs, or individuals.

From this conference the MDE should provide a
leadership role in the convening of a smaller group
of individuals for the purpose of the production of
written training guidelines. These guidelines may be
used by all existing centers. This material would also
be available for those schools interested in initiating
new centers.

Should the MDE provide this strong leadership
position, there are many groups and individuals, both
within state programs and in the voluntary sector, to
lend support, encouragement, expertise, time, and possibly
contribute funds for support of the concept of peer
counseling and SSC training programs. Also, should
state funds be made available, local support may be
easier to obtain.

MDE should be responsible for providing a train-
ing of trainers workshop. Trainers, provided a common
base by statewide training, could then return to their
local districts to train others in becoming trainers.
The resource cadre would be available to all local groups

to provide on-going support services and additional training as requested.

In the SAPE funded regions, the training of SSC staff could be handled best by the local regional staff. In nonfunded regions, training could then be coordinated by the MDE, following statewide guidelines and using individuals from the resource cadre and other trainers.

On-going support on the state level could also prove helpful for all SSCs. The subcontracting to a resource cadre along with statewide and/or regional get-togethers could provide support and training for SSC peer counselors.

2. Meet the needs of both new and more experienced peer counselors--the difference between total need scores of those peer counselors working under one year and those working one to two years points to the recommendation for more intensive training and supportive services for those peer counselors who are performing their roles for the first time. Holding separate and more frequent sessions for these peer counselors could be helpful in providing the kinds of training they perceive they need.

Should a limit of need areas to be included in first-year peer counselor training programs appear mandatory, the following need areas are recommended: drug reaction management, improving counseling skills,

runaways, family communication, problem solving, and
problem pregnancies.

Time permitting, all need areas in the highest
priorities of both groups should be included for training
programs.

The recommendation for additional support and
training for first-year counselors does not preclude
the importance of simultaneous all-staff training, both
for the skill building and for staff unification and
group support. Including first-year peer counselors
and their more experienced peers in common training
sessions for family communication and runaways could
help them share their common needs. Four additional
areas of perceived needs could be included in the common
sessions also: improving counseling skills, drug
reaction management, problem solving, and substance
abuse concerns.

Some reasons that might have accounted for the
difference in need level between those students serving
under one year and those serving one to two years were,
first-year peer counselors:

(1) have less skill in coping with problems
    presented to them;

(2) anticipate a great variety of problems;

(3) are anxious because of their new position;

(4) feel inexperienced in the peer counseling role;

(5) want over-training in anticipation of feeling
    unprepared.

Separate training sessions and sessions combining
both groups may prove the most helpful method in meeting
the perceived needs for training of the peer counselors.
More intensive and frequent work with new peer counselors
appears mandatory.

3.   There is no need to separate peer counselors for
their training programs with regard to their activity
level--the need for further training as shown by dif-
ferences in the total need score does not substantiate
any need for separation. The two areas in common among
the top needs of both groups are: improving counseling
skills and runaway problems. When weighted frequencies
are used, the additional areas of need include: drug
reaction management, family communication, and working
with adults. These are similar to the top needs for the
length of service groups, with the addition of the working
with adults need. Both length of service groups and
activity level groups can be combined for training.

4.   Solicit the training needs of peer counselors
prior to planning training sessions--though adult staff
and experienced trainers may feel they know what is best
for the peer counselors in regard to the kinds of skills

peer counselors need to have to function most effectively in their roles, it is important to solicit information from the training session participants. Students may perceive needs different from those of adults. Their experiences may prompt them to wish new skills or enriched skills not conceived of by the adults. They may also have a better pulse on the concerns of their fellow students than do the adults. There may be a difference, also, in what is perceived as pertinent between youth and adults. By giving youth the opportunity to voice their perceptions and by using their input, greater participation and enrichment may be a significant gain.

5. Clarify the Peer Counselor Role--empathy and listening skill training are generally included in most training programs to prepare students to become peer counselors. Apparently, the students do not perceive this as a counseling skill, for the need area of empathy and listening skills ranked very low on their priorities for further training. Perhaps the clarification of the definition of the peer counseling role is important to be made. Their role is to listen and provide guidance, rather than to provide professional counseling or give advice.

The referral of students to appropriate school services, or individuals; and the use of outside agencies

as referral resources is a very important aspect of the

peer counselor role. This should be a repetitive point

of emphasis in peer counselor training.

6. Use available resources—though the SSC concept

is new, many programs throughout the country have imple-

mented similar concepts in the schools. The learning

theories, training theories, functions of the program,

and kinds of personnel involved vary greatly. By reading

and visiting with others who share the view of students

helping students as a viable means of helping young

people, much can be gleaned. Some programs may be

adopted, some adapted, and some have small new ideas

which may prove useful in the planning of programs in

schools. Some people have been kind enough to share

their mistakes and failures in trying to implement

programs. Much can be learned from this.

Training manuals and books are available for use

in the planning and implementation of training programs.

It is not necessary to prepare materials thinking that

all must be new, inventive, and creative. Here again,

adoption or adaption may prove the best mode of operation.

7. Use an Experiential Process in the Training

Program and On-going Support Services—a combination of

didactic and experiential work seems the best mode to

follow. Where appropriate, content may be provided in

a lecture format. Whenever possible, students should

have the opportunity to learn by experiencing, to practice any new skills learned, and to reinforce and enrich their older skills. Bringing their own experiences to the training sessions to be used as the vehicle for any process training could prove helpful.

On-going support services are crucial to the operation of all centers. Some options available include weekly staff meetings, where students may share their successes and their not-too-successful experiences with the staff group. Counselee privacy should be stressed at this sharing time. At this meeting, general SSC concerns have an opportunity for discussion; personal concerns can be aired; and future plans can be discussed. Another option is individual interview between the director and the peer counselor. This provides an opportunity for direct supervision of the work of the counselor by the director; help is available early in a situation.

Implications for Future Research

To date no study has ascertained what the perceived training needs of student service center peer counselors might be. In order to plan for these needs, this study was the first step to be taken. The recommendations drawn from the data generated may prove helpful to those groups responsible for the initiation and implementation of SSCs in Michigan.

Both short-range planning and long-range planning may be of benefit to the continued success of the SSC programs.

In reviewing the kinds of baseline information necessary to satisfactorily perform in the planning and implementation roles necessary to maintain and increase the effectiveness and viability of SSCs and peer counselors, the following areas are viewed as in need of further exploration:

(1) A description of the peer counseling role performance extant in SSCs throughout Michigan;

(2) A description of the types of students volunteering to perform the peer counseling role;

(3) The attitudes and perceptions of the students--both center users and nonusers, administrators, teachers, parents, SSC peer counselors, and the community regarding SSCs and peer counselors;

(4) The quantity and description of the kinds of concerns and requests for information brought to the SSCs;

(5) Baseline data and monitored change data on the beliefs, attitudes, values, perceptions, behavior, and skills of peer counselors;

(6) Baseline data and monitored change data on the beliefs, attitudes, values, perceptions, behavior, and skills of the counselees;

(7) Changes in school climate as a result of SSCs;

(8) The kinds of students who use the SSC;

(9) Changes in the relationship of peer counselors to other students in the school as a result of the peer counselor role;

(10) Why students use the SSC rather than another individual or agency;

(11) How the information regarding the SSC is disseminated;

(12) The quantity, quality, content, and process of pre-service training for peer counselors;

(13) The quantity, quality, content, and process of in-service training for peer counselors;

(14) The role of the director in the SSC;

(15) A review and description of individuals and agencies involved in promulgating and serving as a resource to SSCs;

(16) A review of commonalities and differences among SSCs with an eye to possible standardization of programming;

(17) The outreach programs the SSCs plan and implement: other schools or groups;

(18) Other in-school activities planned as part of the SSC program;

(19) How has local support been generated;

(20) The kinds of local support available and used by the SSC, including funding.

Personal Reflections

The whole concept of peer counseling is one of the most exciting and viable in the schools today, in the view of this writer. Use of the peer counselor in a structured SSC setting has important ramifications for the total school population. But more than just the implementation of the SSC concept, this writer would like to see the use of peer counselors in a wide variety of school-based settings, in elementary and secondary schools. If committed individuals, already on the staffs of the schools, are prepared to give the time and effort necessary to design and implement a peer counseling program, the rewards should prove great. There are a few models extant in schools in Michigan today. Many more pilot models can be initiated, evaluated, and disseminated statewide. It appears that a competent consultant, for planning, design, and on-going support,

is the important variable here, along with the dedicated
local staff person.

It would be this writer's hope that peer coun-
seling programs would be carefully planned; school,
central office, and community support would be sought;
and small tasks be accomplished slowly, so that a
quality program may be designed. By documenting
activities, keeping accurate records, and building in
an evaluation component, the successes of a peer coun-
seling program can be seen by the general population
and decision-makers in particular. The objective data
so necessary if often lacking for programs. Feeling
good about what has happened does not provide the
objective evaluation necessary to receive legislative
and administrative support, as a general rule.

Unless greater short- and long-range planning
and more quality control on the specific aspects of
SSCs are forthcoming, as funding becomes in shorter
supply and requests become more competitive, this writer
fears for the future of SSCs. Michigan is now the
nation's leader in student service center implementation.
Much planning, time, enthusiasm, and support have gone
into this effort. The same ingredients are necessary
to maintain the program.

APPENDICES

APPENDIX A

LETTER TO CENTER DIRECTORS

APPENDIX A

LETTER TO CENTER DIRECTORS

January 29, 1976

Dear Student Service Center Director in

Thanks so much for agreeing to cooperate in this survey.
I have enclosed a questionnaire, cover letter and envelope
for each of the peer helpers working in your center in
January 1976. Please give each of the helpers one packet
and ask him or her to fill it out, individually, within a
few days and return it to you in its sealed envelope.
After the questionnaires have been returned to you, please
forward them--with this sheet--to me in the enclosed
addressed large brown envelope. One week should be ample
time to return the questionnaires. They will probably
only take about 10 minutes to fill out.

I would like your answer to three questions, please:

1. What is the month and year your SSC opened?

    _____

2. As you see it what is the activity role of the peer
    listeners in your center? Please circle the most
    fitting response for your center: A), B) or C)

    A) Almost total communication in the center takes
        place between the peer listener and the student,
        under the direction of the center director.
        (80%-100%)

    B) Some communication in the center takes place
        between the peer listener and the student, under
        the direction of the center director. (30%-79%)

    C) Very little communication in the center takes
        place between the peer helper and the student,
        under direction of the center director. (0%-29%)

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3. How are the peer listeners chosen for your staff?
    Do you have certain criteria? Can anyone volunteer
    and then automatically become part of the staff?
    Please respond with your Student Service Centers'
    plan for choosing, on the back of this sheet.

I really appreciate your help in this survey. Student
Service Centers are an important aspect of Michigan
schools. Supportive pre-service and in-service training
programs for the centers' staffs should prove most helpful.
Let's see what we can do to ascertain what the perceived
needs of the staffs are and then try to meet them. With
your assistance now, we're on our way.

Thanks again,

Renee Lipson

APPENDIX B

PEER LISTENER QUESTIONNAIRE

APPENDIX B

PEER LISTENER QUESTIONNAIRE

How long have you been working in your center?   (X) your
answer.
Under one year ( )? one to two years ( )? Over two years
( )?

1 = no further training
2 = yes, a little further training
3 = yes, a lot! further training

I would like further training in:

1.   Boyfriend-girlfriend concerns 1 2 3

2.   Use of referral services; outside resources. . 1 2 3

3.   Nonverbal communication--body language . . . 1 2 3

4.   Empathy and listening skills 1 2 3

5.   Awareness of cultural/racial differences
     and similarities 1 2 3

6.   Problem pregnancies 1 2 3

7.   Family communication, family problems. . . . 1 2 3

8.   Working with small groups of students. . . . 1 2 3

9.   Substance use and abuse concerns 1 2 3

10. Building my individual credibility so
     students will come to me 1 2 3

11. Problem solving, risk-taking, decision-
     making processes 1 2 3

12. Knowing my limitations--when to turn
     problems over to others 1 2 3

13. Finding alternatives to drug use 1 2 3

14. Improving my counseling skills 1 2 3

15. Talking with and working with adults
    (teachers, parents, etc.). 1 2 3

16. Behavior examination techniques
    including values clarification 1 2 3

17. Drug reaction management; overdose aid . . . 1 2 3

18. Runaways--real and threatened 1 2 3

19. Getting an interview started--who
    says what 1 2 3

20. Career choice--job placement--
    part-time work 1 2 3

21. Venereal diseases--V.D. 1 2 3

22. My own self-awareness and understanding
    of my needs and feelings 1 2 3

23. School problems (grades, teachers,
    etc.) 1 2 3

24. Self-concept development 1 2 3

25. Person development (maturity levels,
    moral development, etc.) 1 2 3

26. Getting feedback--how my behavior
    affects others 1 2 3

27. Write in any other needs you have that are
    not listed here on the back of this sheet.

APPENDIX C

INSTRUCTION SHEET

APPENDIX C

INSTRUCTION SHEET

January 29, 1976

Hi,

I know you have spent a lot of time and energy working as a peer listener/helper in your student service center. Your work is really appreciated. One way to show this appreciation is to give you the kinds of training you want to help you do your job even better. That's why I am writing to you now.

I'd like you to fill out the enclosed questionnaire. The information I get from this will be used to recommend training programs for peer helpers in student service centers all over Michigan. In order to do this, YOUR needs must be known. Please help in this by filling out the questionnaire, putting it in the enclosed envelope and returning it to your center director, who will forward it directly to me.

Thanks for helping.

INSTRUCTIONS FOR USE OF THE QUESTIONNAIRE

You may feel you have most of the skills and information necessary to fill your role as a peer listener. You may feel you would like additional training and information in some of the areas or most of the areas mentioned. There are no correct answers.

Please use a soft lead pencil. If you erase, please do so completely. The questions ask if you would like further training in the area mentioned.

   If you say no, you do not want further training,
      fill in the 1 block.
   If you say yes, a little further training, fill in
      the 2 block.
   If you say yes, a lot of further training, fill in
      the 3 block.

For example:

Working with large groups . . . (yes, a lot, you'd
    like training) . . . . 1 2 ▓

Nutrition . . . (yes, a little, you'd like
    training). . . . . 1 ▓ 3

Values clarification . . . (no, you do not
    want training) . . . . ▓ 2 3

Please answer all the questions in the manner shown above.

Please do NOT put your name on the questionnaire. NO
INDIVIDUAL will be identified in the summary of the
results statewide. Your school may request a school
summary of the responses of your total staff.

Thanks for your help in filling out this questionnaire.

Renée Lipson

APPENDIX D

LISTING OF STUDENT SERVICE CENTERS

OPERATIVE IN JANUARY, 1976

APPENDIX D

LISTING OF STUDENT SERVICE CENTERS

OPERATIVE IN JANUARY, 1976

TABLE D-1

LISTING OF STUDENT SERVICE CENTERS OPERATIVE IN
JANUARY, 1976

School Number	Senior or Junior High School	When SSC Opened	Activity Level of Peer Counselors	Original Estimate of Number of Peer Counselors	Number of Questionnaires Returned
01	Sr.	12/73	Moderate	25	16
02	Sr.	10/73	Moderate	5	4
03	Sr.	12/75	High	24	12
04	Sr.	11/72	High	17	11
05	Sr.	3/74	High	30	27
06	Sr.	9/74	High	20	3
07	Sr.	3/75	High	15	10
08	Sr.	11/75	Moderate	28	15
09	Sr.	3/74	Moderate	16	9
10	Sr.	1/76	High	20	13
11	Sr.	9/73	Low	10	2
12	Sr.	11/73	High	15	9
13	Sr.	11/73	High	22	17
14	Sr.	1973	Unknown	7	0
15	Sr.	2/75	Moderate	22	20
16	Sr.	9/75	High	25	13
17	Sr.	2/72	Moderate	12	12
18	Sr.	12/73	Moderate	27	16
19	Jr.	1975	Moderate	5	5
20	Sr.	4/75	High	23	17
21	Sr.	1/76	High	19	18
22	Sr.	2/71	Moderate	20	15
23	Sr.	2/75	High	36	17
				443	283

APPENDIX E

CROSS TABULATION ANALYSIS

APPENDIX E

CROSS TABULATION ANALYSIS

TABLE E-1

CROSS TABULATION ANALYSIS OF TRAINING NEEDS BY LENGTH OF SERVICE

Need	Total Group			Under One Year			One to Two Years		
	Number	Percentage	Rank	Number	Percentage	Rank	Number	Percentage	Rank
1	149	71.7	17	112	73.2	19.5	37	67.3	16
2	164	78.8	12	122	79.7	12.5	42	76.3	5.5
3	142	68.2	22	107	69.9	22.5	35	63.6	18.5
4	145	70.1	20	112	73.6	19.5	33	60.0	21.5
5	138	66.7	23	107	69.9	22.5	31	57.4	24.5
6	164	78.8	12	131	85.6	4	33	60.0	21.5
7	173	83.2	4	130	84.9	5.5	43	78.2	4
8	148	71.5	18	111	72.5	21	37	68.5	16
9	169	81.2	6.5	130	85.0	5.5	39	70.9	12
10	156	75.0	16	115	75.1	16.5	41	74.6	7.5
11	169	82.1	6.5	127	83.5	8.5	42	77.7	5.5
12	127	61.0	25	92	60.2	25	35	64.7	18.5
13	165	79.3	10	127	83.0	8.5	38	69.1	14
14	183	88.0	2	144	94.2	1	39	70.9	12
15	170	81.7	5	122	79.8	12.5	48	87.2	1
16	147	60.7	19	115	75.2	16.5	32	58.2	23
17	176	84.6	3	136	88.9	3	40	72.7	9.5
18	185	89.0	1	138	90.2	2	47	85.4	2
19	144	69.2	21	113	73.8	18	31	56.3	24.5
20	135	64.9	24	105	68.6	24	30	54.6	26

Need	Total Group			Under One Year			One to Two Years		
	Number	Percentage	Rank	Number	Percentage	Rank	Number	Percentage	Rank
21	158	76.3	15	121	79.6	14	37	67.3	16
22	162	48.7	14	118	78.2	15	44	80.0	3
23	122	58.7	26	88	57.5	26	34	61.8	20
24	166	79.8	9	126	82.3	10	40	72.7	9.5
25	164	78.8	12	123	80.4	11	41	74.6	7.5
26	168	81.5	8	129	85.4	7	39	70.9	12

N = 208

TABLE E-2

CROSS TABULATION ANALYSIS OF TRAINING NEEDS BY ACTIVITY LEVEL

Need	Total Group			Highly Active			Moderately Active		
	Number	Percentage	Rank	Number	Percentage	Rank	Number	Percentage	Rank
1	195	72.2	17	113	70.2	19	82	75.2	17.5
2	216	80.0	9.5	134	83.3	5.5	82	75.3	17.5
3	188	69.9	22	115	71.9	18	73	67.0	22
4	192	71.4	19.5	112	69.9	20	80	73.4	19
5	178	66.1	23	107	66.9	23	71	65.1	23
6	217	80.4	8	132	82.0	8	85	88.0	13
7	227	84.0	4	131	81.4	9.5	96	88.1	2
8	192	71.4	19.5	107	66.9	24	85	77.9	13
9	222	82.2	5.5	135	83.9	4	87	79.9	9
10	208	77.0	14.5	124	77.1	14	84	77.0	15
11	221	82.5	7	134	83.7	5.5	87	80.5	9
12	166	61.5	25	97	60.2	26	69	63.3	24.5
13	216	81.3	9.5	133	82.6	7	83	76.8	16
14	237	87.8	2	144	89.4	1	93	85.3	3
15	222	82.3	5.5	131	81.4	9.5	91	83.5	4
16	190	70.4	21	116	69.5	17	78	71.5	20.5
17	230	85.2	3	142	88.2	3	88	80.7	6.5
18	243	90.0	1	143	88.8	2	100	91.7	1
19	193	71.5	18	108	67.1	21.5	85	77.9	13
20	177	65.6	24	108	67.0	21.5	69	63.3	24.5
21	203	75.5	16	125	78.1	12.5	78	71.6	20.5
22	208	77.6	14.5	118	74.2	16	90	82.6	5
23	165	61.1	26	101	62.7	25	64	58.7	26
24	209	77.4	13	121	95.1	15	88	80.8	6.5
25	216	78.8	12	125	78.1	12.5	87	79.9	9
26	214	80.4	11	128	80.5	11	86	80.4	11

N = 270

APPENDIX F

RANK ORDERS OF NEEDS

APPENDIX F

RANK ORDERS OF NEEDS

TABLE F-1

RANK ORDERS OF NEEDS BY LENGTH OF SERVICE, WITH WEIGHTED
FREQUENCIES

Need	Length--Under One Year	Rank	Length--One to Two Years	Rank
1	140	24.4	48	17
2	171	12.5	55	11
3	147	21	51	14
4	161	16.5	46	20
5	146	22	41	25
6	183	7	47	19
7	194	4	63	6
8	154	19	48	17
9	182	8	58	8
10	177	10	66	4.5
11	186	5.5	60	7
12	123	25	44	23.5
13	171	12.5	49	15
14	216	2	72	1.5
15	179	9	72	1.5
16	159	18	44	23.5
17	223	1	57	9
18	204	3	70	3
19	153	20	38	26
20	141	23	45	21.5
21	163	15	48	17
22	174	11	66	4.5
23	108	26	45	21.5
24	166	14	52	13
25	161	16.5	55	11
26	186	5.5	55	11

TABLE F-2

RANK ORDERS OF NEEDS BY ACTIVITY LEVEL, WITH WEIGHTED
FREQUENCIES

Need	High Activity	Rank	Moderate Activity	Rank
1	143	22	112	17
2	184	8.5	108	18.5
3	167	14	102	22
4	166	15.5	105	21
5	144	21	96	24
6	181	10.5	125	9
7	201	5	143	2
8	136	24	116	14.5
9	187	7	124	10
10	184	8.5	138	5
11	203	4	123	11
12	132	25	87	25
13	177	12	115	16
14	212	3	141	3
15	195	6	140	4
16	147	20	108	18.5
17	227	1	136	6
18	215	2	150	1
19	139	23	116	14.5
20	148	19	98	23
21	166	15.5	106	20
22	181	10.5	135	7
23	130	26	84	26
24	160	18	121	12
25	165	17	119	13
26	175	13	128	8

APPENDIX G

LIST OF NEEDS GENERATED BY PEER COUNSELORS

APPENDIX G

LIST OF NEEDS GENERATED BY PEER COUNSELORS
(Verbatim)

suicide threats, how to cope with them
abortion, what is it, how it is done
how to deal with the death of a loved one
the working out of problem of society
understanding the problems of your children
I'd like just to help people learn how to find inner peace
   within themselves. I am an helpful person here at
   _____. I have dealed with a lot of problems
   and want to do more, and keep on with the keep on.
suicide
death and dying
realizing more about myself and other
psychology
learning to be a trainer such as Charles Nelson (Gateway)
personal awareness
initial contacts--how to tell the difference between the
   people who have a problem and the people who just want
   to sit.
trust building
contraceptive ed training for whole staff
training well a couple nights together so then I can get
   to know the rest of the staff.
understanding human behavior
thinking before speaking and how we will effect others
creative criticisms
How to handle people who are self-destructive, i.e.,
   depression, suicide, making trouble for attention.
I always want to learn more things. I think I will always
   want to learn more on how people feel and why they feel
   the way they do. I also feel that I can never stop
   wanting to learn about the way I feel. I'm very curious
   and love to take the training. I don't think I will
   ever stop learning.
trust building
self-defeating behavior
working with threatened suicides
Trying to get people to own their feelings
how to get along with parents, helping others to do this!
values clarification
crisis intervention

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sexual concerns (not necessarily boyfriend-girlfriend)
getting people comfortable with me and being open
dealing with highly emotional people (raging mad, raging
   happy, etc. . . .)
dealing with depressed, suicide, crisis intervention
dealing with closed-minded peoples.
rape (how to handle the persons concerned)
consulting rape victims
need training on how to handle rape cases
laws about moving out when you're 17
laws about at what age you can get married
nutrition
Many people are looking for truth and meaning in their
   life. Only Jesus can fill the gap in everyone's life.
   Most people overlook the serious churches when they
   say, "Religion is full of hypocrites, and doesn't make
   sense." Students should be aware of what Jesus can do
   for their lives.
self-awareness--getting in touch with my own feelings
we could always use more training on anything and every-
   thing. There is never too much training in helping
   others!
Building a good relationship with the counselee. Make
   them relaxed and able to talk, make myself relaxed,
   not as uptight.
Mostly after the problem has been presented how to handle
   things. I've had a lot of training on effective
   listening now what to do after that.

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