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Organizing for Guidance in the Willcox Elementary Schools

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ORGANIZING FOR GUIDANCE IN THE WILLCOX ELEMENTARY SCHOOLS

by

Agnes M. Briggs

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Counseling and Guidance

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

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INTRODUCTION

The director of Guidance in the Arizona State Department of Public Instruction realizing the great need for more experimental programs, proposed that part of the NDEA¹ monies in Arizona be used for the purpose of developing pilot projects in the elementary schools. Schools that had expressed interest in a possible elementary guidance project were contacted and invited to write a proposal with the assistance of the State Department. Forty districts submitted plans for elementary guidance programs. Of these, ten were selected on the basis of the nature of the proposed program, the geographic location of the district, and the interest expressed by the faculty as well as the administrators. Willcox School District was selected for one of the pilot projects.

¹National Defense Education Act of 1958.

ROLE AND FUNCTION OF GUIDANCE

The idea of guidance in the schools is not a new one. As many authors in the field have indicated, it is as old as the first teacher. Originally, guidance was largely a remedial function which concerned those in difficulty. The assumption was that pupils not measuring up to externally imposed standards (of achievement, behavior, and so forth) needed extra help or guidance. Educators soon realized the futility and waste involved in waiting for casualties, and guidance began to assume a preventive function. This means that it can no longer be solely or primarily concerned with the relatively few severely retarded or disturbed. As noted by Patouillet (1957, p.54) guidance "must be concerned with all pupils and must contribute to the maximum development of each." Thus, while guidance will continue to serve remedial and preventive functions, its primary focus will be increasingly developmental. As an example, rather than emphasizing testing to identify or predict strengths and weaknesses, it will emphasize enriching experiences or stimulate development so that tests will have more to measure.

When guidance assumes a developmental approach, it inevitably involves all the individuals and agencies which contribute to an individual's development. It will be concerned with the many facets of development--emotional, social, mental, moral, and physical--with a responsibility to assist each child to develop these areas to his fullest potential. The school, as a guidance institution of society,

plays a critical role, because it deals with all the children of all the people and is ideally suited to play the role of coordinator of guidance efforts.

Specifically, the school does not assume the role of clergyman, den mother, or parent, but it does coordinate their efforts for the good of the child in the school setting. Where no appropriate agencies exists, the school assumes a leadership role in establishing them. Similarly, the school does not provide therapy, but it does provide a therapeutic climate. It also refers parents and children who need therapy to community agencies organized to offer such aid (Patouillet, 1957).

Guidance personnel

The key figures in an elementary guidance program are the teachers, guidance workers (counselor, psychologist, case worker), and school principal, since they would assume the major guidance responsibilities. In the school setting, the teacher continues to be an extremely important guidance worker, because many of the problems that concern teachers are related to guidance.

Effective developmental guidance in the elementary school is provided in proportion to the knowledge, skill, and understanding of the classroom teacher and his ability to use the services of guidance counselors and other pupil personnel specialists. The role of the teacher is a dual one in that he must provide the methods, materials, and instruction which the individual needs in acquiring the basic skills and understandings demanded by society, as well as create an atmosphere in the classroom which reflects his interest in the pupil's problems

and welfare. The teacher who is aware of children's feelings can serve the guidance program in many ways. He is essential to its success because of his close, daily contact with children. Thus, the teacher "sets the stage" for the success of the guidance program, in turn, the guidance worker supplements an attitude and activity already begun and provides a link between the individual efforts of each member of the school faculty.

The elementary guidance counselor is the technician and coordinator of guidance services. He is the planner, organizer, and consultant on special problems. In the role of a planner, the counselor works with teachers, parents, and administrators in creating experiences suitable and satisfying for students of each age level. Because of his professional training and skill in analysis of the individual and in counseling, the counselor handles many special problems which are beyond the skill of the classroom teacher but not serious enough for referral to the psychologist or psychiatrist.

As a technician, he has skills in using the many techniques for learning about the individual. In working with teachers and staff members, he helps interpret and evaluate information--especially of standardized test data (see Appendix).

As a coordinator, the counselor must have a complete knowledge of junior high school--its curricula, activities, purpose, and expectations. A counselor coordinates the efforts of the elementary school towards achieving goals, immediate and long range.

The responsibilities of the elementary school counselor are helpfully defined in an article by Hart (1961). In his study, teachers

ranked the importance of selected duties for the elementary counselor as follows:

1. Counseling pupils with learning, physical, social and emotional problems.
2. Interpreting pupil data to parents.
3. Holding conferences with parents regarding any pupil problem.
4. Interpreting pupil data to faculty members.
5. Assisting the placement of pupils in proper classes or in special classes when needed.
6. Acting as a guidance consultant on pupil problems to all staff members.
7. Coordinating the efforts of all specialists working on a case.
8. Acting as a liaison person between school and community agencies on pupil problems.
9. Interpreting pupil data to authorized community agencies.
10. Reporting to the principal annually on what has been accomplished. (Hart, 1961, p.67)

The school psychologists are concerned primarily with the individual exceptional child. He continues to be concerned with testing but has extended his concern to include the mental hygiene of the school. He works with teachers, parents, community agencies, and groups of children as well as with individual children. His area of operation is no longer restricted to the elementary schools (Cutt, 1955).

The role of the case worker as a member of the school staff is one of providing individual help to those children whose social and emotional difficulties interfere with their making constructive use of the school's educational program. By reviewing school records, conferences with teachers, counselors, and other school staff, the case worker

evaluates the child in view of his capacities, experiences, family and social relationships, and strengths, which can be used in working towards better functioning in school. Interviews with the child and his parents are a part of the evaluation. Through this means the case worker enlists his help in reviewing any aspect of family relationships which might effect his school adjustment, and he explores with them ways in which the family and school can collaborate in planning individual help for their child.

In an effective elementary guidance program it is the principal who takes the lead in setting the guidance tone of the school. He involves his staff in policy making, thereby letting them know that they count as individuals. Because of his skill in human relations, he acquires the role of guiding his professional team through activities aimed at professional development. For example, he aids in planning team conferences and arranging for in-service meetings on guidance topics and helps coordinate the efforts of specialists and staff members. His aid is needed in decisions about special programs for children such as: remedial reading, speech therapy, physical handicaps, and special placements. In a situation where there is limited intercommunications, there is obviously limited opportunity to develop interpersonal relations. A successful elementary school guidance program must be an open society in which lines of communication are open.

Procedures of guidance

Two effective ways in which the counselor can reach all children are group guidance and in-service for teachers. Group counseling is a

technique available to the counselor in reaching the difficult or troubled student. The fact that human beings are social beings is basic to the rationale for group counseling. Children, as social beings, live and grow in groups--the family group is the first group in which the child seeks to find his place. Later he struggles to find his place in peer groups. Each child develops his own unique approach to integration within the group. His method is in keeping with his concept of himself and his interpretation of life.

Since the problems of all children are essentially social, this gives group counseling its special significance both for diagnosis of the child's difficulties and for their solution. In the action or interaction between the members of the group, each expresses his goals, his social attitudes, and his intentions. Understanding of our own problems through listening to someone else discussing his is a big advantage for group counseling. Some youngsters develop negative concepts of themselves. A group session can increase one's receptiveness of new ideas; to new concepts. Group counseling helps the individual parent or child to help himself as well as helping each other.

Counselors, as they see the need, can aid the individual child who needs help with choice problems. They can become as aid to the child and to the teacher by their listening, reflecting, encouraging, and helping with planning and decision making. Counselors can work with the teacher and sometimes actually conduct discussions on such matters as "why do we go to school?" "what do standard tests tell us?" They help the teacher find resource materials for units on the world of work and our ultimate place in it. Experiences regarding education and

employment through field trips, interviews with workers, viewing films, and other audio-visual materials can be planned cooperatively by counselor and teacher (Hill, 1963).

The counselor can be of material aid in parent conferences (group and individual), in presentations at P.T.A.'s, and other groups regarding the child's problems of life planning. He works with parents to coordinate the school's efforts with those of the home. Counseling with parents helps when parents' aspirations and the developmental goals of the child seem out of harmony. Also, parents can be kept informed on the guidance department's plan and schedule through mass media.

The principal or teacher may initiate a request for services from the elementary counselor. A student himself may ask to see the counselor; this would be termed self-referral. The request is made on a "Request for Service Card" which has space for identifying information and reason for referral (see Appendix).

Conferences with teachers requesting services for specific children that request conferences will be scheduled by the elementary counselor at a mutually convenient time. The elementary counselor has been trained to assist teachers in helping children who display any or a number of these characteristic behaviors.

(Descriptive words which might be used on a Request for Service Form to indicate the child's difficulties.)

quarrelsome

tense

bully

easily discouraged

defiant

not noticed

disturbs others	inattentive
calls derogatory names	indifferent
tattles	lazy
steals	needs prodding
lies	frequent absence
attention seeker	sad
shows off	underachiever
kicks others	jealous
makes noises	too competitive
hits others	dislikes school
shy, timid	poor health
fearful	plays alone
anxious	daydreams
easily upset	too quiet
cries a lot	family problems

Academic talent is found in all social and economic levels of our society. Because so many factors must be considered in the discovery and evaluation of the academically talented, the most accurate appraisal can be obtained only by a thorough, systematic, and continuous approach and follow-up. Several persons, including the teacher, counselor, and other members of the pupil-personnel team, working together, will be more effective than one. Then one person, usually the counselor, must be held responsible for an identification program. Identification procedures include the use of tests. In addition, observation by those (teachers, librarians, parents, classmates) in regular contact with able children can assist the counselor. Children's products in school and

in extra-curricular areas may be indicators of special talent. All pertinent information of an individual child should be kept in a useful form--the cumulative record (National Education Association and the American Personnel and Guidance Association, 1961).

WILLCOX ELEMENTARY SCHOOL GUIDANCE AND
COUNSELING PROGRAM

It is the philosophy of the Willcox Elementary Counseling and Guidance Department that every student is of fundamental worth and should have the privilege of developing himself to the maximum of his interests, needs, and abilities. Each individual student should be encouraged and assisted in his efforts to develop fully his mental, moral, emotional, and physical powers.

We believe it is the responsibility of the guidance department to assist in the development of social integration and learning functions of the classroom. In so doing, the uniqueness of each personality is to be evaluated and planned for, and individual drives, interests and needs are accepted as a significant point of origin for this development.

With the aid of professionally trained personnel, information can be gathered and interpreted so that behavior disorders will be identified at an early stage. By counseling and guidance, every individual will be assisted in making and carrying out adequate plans to achieve satisfactory adjustments in all aspects of his daily life.

Objectives

The Willcox Public Schools program is based upon the belief that each student should receive a well-balanced education, and his special needs should be considered in curriculum planning. Administrators and teachers have a common goal; the best possible education for every

child. To accomplish this goal, both teachers and administrators should work together through cooperative planning, mutual understanding, and effective communications.

Guidance is an integral part of the total educational experience of the pupil. Through a system of organized services the Willcox Elementary Guidance Program is to aid the pupil to understand himself and others better. It is organized to give him a better realization of his own strengths and weaknesses, towards self-acceptance, and assist significant adults in his life to better understand him. Royster (1964, p. 6) stated "The major objective of the Elementary Guidance Program is to help the child develop more realistic goals and more wholesome attitudes as a successful and contributing member of society."

The Willcox Elementary Guidance Program promotes and supports the above objectives by:

1. Providing a counseling service for all children from the kindergarten through the eighth grade, recognizing that guidance is not a privilege accorded to the maladjusted, but is a necessity for every normal child.
2. Helping sensitize teachers to the needs of children for affection, security, a feeling of self-worth, and the opportunity to succeed.
3. Helping teachers to know and use techniques in the classroom which will enable them to recognize and meet each child's needs.
4. Developing a program of group guidance which will insure each child's receiving help in areas in which group work may rightfully be expected to provide information, develop attitudes, and give opportunity for self-understanding.

5. Making available clinical services to children whose behavior indicates the need for specialized help.
6. Articulating guidance services with receiving schools.
7. Helping new entries become adjusted to the school situation.
8. Providing interpretation of the records kept about a child or children.
9. Providing a testing program, utilizing individual and group tests, which have well established reliability and validity (see Appendix).
10. Assisting teachers and administrators in working with parents through parent-teacher conferences, P.T.A. meetings, and grade level meetings.
11. Preparing resource materials to be used by all participating in the guidance program--including printed materials and audio-visual aids.
12. Developing community resources so that they might be utilized efficiently and fully in serving children.
13. Securing needed cooperation of school personnel so as to develop a functioning team approach to the guidance services.
14. Conducting an in-service training program which will provide continued training in all phases of an effective developmental guidance program.
15. Providing systematic ways of gathering information about pupils; for example, cumulative records; standardized tests; interviews; case studies; observation and anecdotal records; conferences with parents; sociograms; and autobiographies.

16. Aiding in evaluation of the guidance program at regular intervals.

Counseling services

The counseling services provided by the counselor will be either individual and/or group sessions. In both types of sessions the intent will be to develop a relationship which will provide the individual pupil with the best opportunity for self study, decision making, planning, and the resolution of personal problems. Group guidance or counseling will meet with small groups, especially for the discussion of common personal concern.

The role of the counselor will be to assist the student in becoming independent and self-reliant and to accept responsibility for his own acts and their consequences. Also, to assist the student in developing a realistic self-concept of self-understanding such as being able to verbalize about present habits, attitudes, assets, and liabilities. To assist the student in improving his capabilities for talking on the feeling level about himself and to make decisions as to school and vocation as they relate to his academic aptitudes.

A request for service from the elementary counselor may be initiated by the teacher or principal. A child himself may ask to see the counselor, a self-referral. The counselor's help may be requested for:

1. Individual children experiencing learning or behavioral difficulties.
2. Groups of children for discussions of common problems or concerns.

3. Aid in classroom practices.
4. Help in working with parents in the school setting.
5. Interpretation of tests or other records about a child or group of children.
6. Coordination of guidance services.

The Request for Service Form (Appendix) can be handled in two ways. It can be given directly to the counselor or it can be routed through the counselor's mailbox in the principal's office. If case work or psychological services have been (or are being) provided, a notation of this is made on the request card. If, after conferring with teacher, principal, and/or the child, a referral for psychological or case work services is advisable, it will be made by the counselor on the Pupil Personnel Services form and it will be submitted to the principal before being sent to the central office.

The elementary counselor will schedule conferences at a mutually convenient time with teachers who request services for specific children or who request conferences.

The elementary counselor will schedule counseling sessions with individual children at times convenient to classroom teacher and for himself.

The elementary counselor will arrange conferences with parents in the school setting at mutually convenient times. In some instances, the counselor may visit parents in the home on the same basis as teacher visitations. Case work services will be made by the Cochise County social worker.

The elementary counselor will schedule conferences with school principals at mutually convenient times. Thus, the counselor can keep the principal informed as to the progress of specific children, of group guidance work, of needed referrals, and all phases of his work at that school.

The elementary counselor will be expected to meet guidance functions in the school but is not asked to substitute for teachers, to administer or witness disciplinary actions, to advise on teaching methods and techniques, nor to assume an administrative function. The counselor does not have administrative responsibilities but, rather, serves as a consultant to the school staff.

Guidance services

The problem of defining guidance, as this term is used in the school setting, is not an easy one. According to Hatch (1951, p. 14) some like to think of guidance as a program of services which may be clearly "defined, recognized, administered and evaluated. It then is possible to define a guidance program as a program of services, which specifically implemented to improve the adjustment of the individuals for whom it was organized." Bernard, et al. (1954, p. 5) define guidance similarly as "services to assist the teacher in knowing the pupil and to meet his needs, as well as to aid the pupil in understanding himself . . . " These authors have simply chosen to stress different dimensions of the same thing, because both agree that a guidance program involves services, and that the teacher plays a major role in the guidance program.

The basic issue is one of relationships and organization. With these proponents--services and enlightened teaching--in mind, one can attempt to develop guidelines for a sense of direction and security needed for the organization of an elementary guidance program.

Guidance will occupy about 60 percent of the time in the present school setting, the major concern being that of counseling with teachers. The essential procedure used with the teacher is the same as used with the pupil: exploration of the self-concept. We feel that in order to have a good department in counseling and guidance a lot of time will have to be spent in this area to assist students and teachers to a better understanding of what is happening in this area of the school.

At the beginning of the school year teachers are to be oriented on what their part in the program consists of. The first day of school students are to be introduced to the guidance personnel and given an opportunity for a complete explanation of the role and function of a guidance program. Throughout the year the counselor will attend the many service organization meetings to explain, to their satisfaction, why counseling and guidance are a necessary part of the school program.

1. Education and Occupational Information. A file will be kept in the library and in the counselor's office on all of the educational institutions and occupations available to students.

2. Test Administration.

Grades 2 and 5--Otis-Lennon Mental Ability Test.

Grades 1 through 7--Stanford Achievement Test Form W.

Grades K and 1--Metropolitan Reading Readiness Tests

Grade 8--SRA High School Placement Test; Arithmetic Version--

Modern Math.

Grade 8--Kuder General Interest Survey.

Special cases--Pintner General Ability Tests; Non-Language series; Otis Quick Scoring Mental Ability Test.

3. Pupil Appraisal. Information is collected which enables the teacher to work more effectively with the pupil and assists the pupil to develop an understanding of himself in relationship to his opportunities. Pupil appraisal, or pupil inventory, includes both standardized tests and nontesting methods.

4. Consulting. The counselor familiarizes the teacher with guidance techniques in both the diagnostic and therapeutic areas. The consultant role is directed at providing more guidance services for all pupils.

5. Administration, Research, and Evaluation. So that the services provided meet the needs of pupils, teachers, and parents, some time must be scheduled for administration and coordination of the program. This area also includes provision continuous evaluation and research.

EVALUATION OF THE COUNSELING AND GUIDANCE PROGRAM IN
THE WILLCOX ELEMENTARY SCHOOLS

Evaluation of any program must be continuous, as well as being based upon objective and subjective data, as it relates to the goals of the department. The evaluation of the elementary guidance program is an integral, planned part of the division of special services. In the effort to measure the extent to which the objectives of the guidance program are fulfilled the following criteria were selected as feasible, appropriate, and measurable.

1. There has been a demand for the services as shown by records of individual children for whom services was requested, self-referrals by children, and requests for consultive services by staff and by parents.

2. The use of the service is shown by the reasons for requesting assistance from the counselor, topics of group guidance sessions, and topics of in-service meetings.

3. The psychological services program was evaluated by employing a variety of research techniques. Primarily, a record of referrals were kept by school personnel and the professional staff with information regarding the following:

- a. Type of problem referred.
- b. Number and nature of individual evaluation follow-up treatment and/or plan.
- c. Referrals to appropriate community and state agencies.
- d. Progress notes and reports (Appendix).

4. There has been cooperation among Pupil Personnel specialists and pupils, teachers, and administrators as shown by cooperative conferences, willingness to use the services, favorable remarks about the services made by non-school persons, and increased seeking out of services.

5. The balance attained between guidance and the instructional program was shown in the use of positive mental health approaches in teaching methods and in classroom management practices.

6. Each student has been administered at least one approved standardized test which measures abilities from which aptitudes for educational or career development may be inferred.

7. The extent to which the program has helped individual children was shown by (a) changes in behaviors of specific children, (b) changes in academic achievement, (c) changes in attitude towards school, (d) changes in attendance, (e) and changes in children's relationships towards adults and other children.

A subjective evaluation of the professional growth of the school staff was shown by the adaption of new behaviors towards children, increased interest in child study, increased awareness of problems a child may encounter, increased self-understanding, and willingness to discuss children not doing well. These evaluations are judged from statements made by principals, teachers, and other staff members. Such statements as: "We have fewer discipline cases since we have a counselor." "The children get along better, less arguing and name calling." "The whole attitude in the school seems different, happier somehow."

There has been excellent coordination among the professional persons directly concerned with a child or children. Case conferences were held regularly. The principal, teacher, school nurse, case worker, psychologist, and counselor pooled their information and made plans to help children. These conferences were most helpful to all concerned.

The physical conditions for working in the Middle and Elementary Schools are very satisfactory with a small office with desk and chairs being provided next to the principal's office. The telephone in the principal's office was available which has a line going to all inter-school department offices as well as the outside area.

Assisting parents to understand what the school is trying to do for their children has been instrumented through mass media--articles written and submitted to the newspapers, pupil personnel members taking radio time on the "Know Your Schools" program given every Tuesday by the local radio station KHIL, along with speaking at P.T.A. meetings and explaining the working of a guidance program.

RECOMMENDATIONS FOR THE COUNSELING AND GUIDANCE PROGRAM

IN THE WILLCOX ELEMENTARY SCHOOLS

1. On the basis of the organization and initiation of the Counseling and Guidance Program in the Willcox Elementary Schools for the past year it would be strongly recommended they continue the present elementary guidance program and that eventually there would be a counselor in each of the elementary and middle schools.

2. Close articulation between elementary school, junior high school, and high school counseling staff should be continued.

3. It is recommended that there be an exchange of ideas and improvements as developed at individual schools as a total district effort.

4. That greater efforts to involve parents in working with the school toward better educational and social planning for their children be made.

5. That emphasis be made on providing more encouragement and support to families to help them follow through on referrals to community resources.

6. That next year continued collaboration with community agencies, through joint conferences in the schools, regarding students and families receiving services from both be emphasized.

7. Due to the changing world of work, occupational information courses should be given in the elementary schools with more attention given to general training than training for specific jobs.

While the need for elementary school guidance appears to be widely recognized, much confusion remains with respect to what it should include or how it should be carried out. The field of elementary school guidance is at a crucial stage in its growth and development hence, it is recommended that continued evaluation of the counseling and guidance program now in existence be made.

SUMMARY

Education is a slow and incessant push. It is not a matter of fits and starts of leaps and bounds. Thus, all educational efforts have to be viewed in terms of the full sweep of educational effort.

Attitudes are something that begin their formation early in life: low aspirations, anti-social attitudes, low self-estimations. If the school is to do its best to meet these problems, its chief efforts must begin early and must be persistently developed. There is a need for earlier and more systematic experiences in life planning. Even the best guidance program at the high school level, which does not build upon this preceding developmental period, cannot truly succeed because of the attitudes already established in the child.

A guidance program whose philosophy flows from the belief that learning and guidance are both necessary for education is part of the total educational process. This type of program should permit early identification of assets and liabilities. It should provide an opportunity for encouraging the early development of special talents. It is especially involved in developing a cooperative role with the classroom teacher in order to assist her in problems of identification, appraisal, and other necessary classroom guidance functions.

The elementary school counselor is, and I quote George E. Hill (1963), Professor of Education, Ohio University, Athens, Ohio:

. . . a member of the building staff. He is a team member, a consultant to children and parents, to teachers, and other staff members, and is a resource person for aid and referral. His primary role is that of consultant, but a significant secondary role is that of counselor to individuals. (Hill, 1963, p. 11)

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WILLCOX ELEMENTARY AND MIDDLE SCHOOL TESTING PROGRAM

Type of Test

Grade	Ability	Achievement	Aptitude	Interest	Readiness	Date
Kdg.	(Oct.) Otis	(Apr.) Stanford			(Jan.) Metropolitan	
1		(Apr.) Stanford			(Jan.) Metropolitan	
2	(Oct.) Otis	(Apr.) Stanford				
3		Stanford				April
4		Stanford				April
5	(Oct.) Otis	(Apr.) Stanford				
6		Stanford				April
7		Stanford				April
8			(Feb.) S.R.A.	(Oct.) Kuder		

WILLCOX MIDDLE SCHOOL

Interrelationships of Otis-Lennon Mental Ability Tests and 1967-68 5th Grade

5th Grade Verbal Description	Boys 5th Grade Verbal Description	Girls 5th Grade Verbal Description	Verbal Description	Range of O-L DIQ's	Range of %ile Ranks	Stanines		
4%	2%	6%	Superior 4%	128 and above	96 and above	4%	9	
21%	22%	20%	Above Average 19%	120-127	89-95	7%	8	
				112-119	77-88	12%	7	
66%	65%	69%	Average 54%	104-111	60-76	17%	6	
				96-103	40-59	20%		5
				88-95	23-39	17%	4	
5%	6%	2%	Below Average 19%	80-87	11-22	12%	3	
				72-79	4-10	7%	2	
4%	5%	3%	Low 4%	71 and below	Below 4	4%		

Boys --- 79
Girls -- 65

A. Briggs, Counselor

REQUEST FOR SERVICE FORM

DATE:

Mrs. Briggs,

I would like you to see _____ for
the following reasons:

Signed _____

DATE:

TIME:

_____ has been visiting in my office.

Please admit him/her to class.

Thank you.

_____, Counselor

ELEMENTARY COUNSELOR MONTHLY REPORT
Willcox Public Schools

Name _____ School _____ Month _____

1. Number of Counseling sessions with:

Grade Level	Boys	Girls
Kindergarten		
First		
Second		
Third		
Fourth		

2. Consultations:

Principal _____
 Teachers _____
 Parents _____
 Caseworkers _____
 Psychologists _____
 Nurse _____
 Others _____

3. Group Activities:

Children large groups (classroom or more than 10) _____
 Children small group (2 to 9) _____
 Teachers _____
 Parents _____

4. New requests for service for _____ boys, _____ girls

5. Repeat conferences _____

6. Home visits _____

7. Inservice activities _____

8. Conferences _____

9. Meetings _____

10. Schedule:

Monday _____, Tuesday _____, Wednesday _____, Thursday _____,
 Friday _____

Date opened

Counselor's name

ELEMENTARY COUNSELORS CONFERENCE FORM

Pupil's Name _____ School _____ Grade _____

Address _____ Telephone _____

Birthdate _____ Birthplace _____ Sex _____

Language in Home _____ Church _____ Ancestry _____

Father's Name _____ Living _____ Health _____

Occupation _____ Place Employed _____

Mother's Name _____ Living _____ Health _____

Occupation _____ Place Employed _____

Stepprt's Name _____ Health _____

Occupation _____ Place Employed _____

Child living with _____ Relationship _____

Reason for Referral _____

OTHER CHILDREN IN FAMILY

<u>Surname</u>	<u>First Name</u>	<u>Age</u>	<u>School</u>	<u>Grade</u>
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GENERAL PROCEDURES IN STARTING A COUNSELING CASE

1. Receipt of referral
2. Examination of records
3. Conference with referring person
4. Conference with teacher if not referring person
5. Conference with child
6. The next step may vary:
 - a. Another conference with child
 - b. Another conference with teacher
 - c. Conference with other personnel
 - d. Conference with parents
 - e. Conference with social workers

FIRST INTERVIEW WITH CHILD (General Plan)

1. Awareness of Child's attitude and feelings as he comes for first interview.
2. Explanation of role, function, job.
3. Presentation of the school problem.
4. Exploration of the child's feelings and problem.
(Immediate school problem; other concerns regarding school and home.)
5. Joint planning.

STANINE CONVERSION TABLE

This table may be used for converting percentiles or I.Q.'s to stanines on all tests given in District #1.

Stanine values and percentile ranks based on national norms are related to each other as indicated in the following table. Ability may be compared with achievement and performance on any test or sub-test administered at any time or any grade level by the use of this table.

HOW TO USE THE TABLE

Achievement Tests: To convert to stanine, find the percentile rank in the test manual which applies to the proper grade level at the time of testing. Then find that percentile rank on the table below and assign the stanine.

Ability tests: To convert to stanine, find the IQ or DIQ following the instructions given by the test publishers. Once the IQ or DIQ is known, find the stanine which applies from the table below.

STANINE	PERCENTILE RANK	RATING	I.Q. SCORE or D.I.Q.	STANINE
9	96 & Above	Superior	128 & Above	9
8	89-95	High	120-127	8
7	77-88	Above Average	112-119	7
6	60-76	Slightly Above Average	104-111	6
5	40-59	Average	96-103	5
4	23-39	Slightly Below Average	88-95	4
3	11-22	Below Average	80-87	3
2	4-10	Low	72-79	2
1	Below 4	Very Low	71 & Below	1

The conversion table for Achievement Tests is based on the theoretical normal curve.

The conversion table for IQ or DIQ is based on a mean of 100 and a standard deviation of 16. The standard deviations on the tests used in District #1 varies slightly but do not cause a significant difference in IQ points from test to test.

The Random House Program for Elementary Guidance uses stimulating children's books as case studies to promote self-understanding. There are 33 books to a set which explores the following 15 character traits:

- | | |
|---|-------------------------------------|
| 1. Trust | Edith and Mr. Bear |
| 2. Autonomy | Bridget's Growing Day |
| 3. Initiative | Jim Can Swim |
| 4. Responsibility | Horton Hatches The Egg |
| 5. Emerging Identity | Jack Is Glad |
| 6. Respecting The Rights
of Others | When A Boy Wakes Up In The Morning |
| 7. Positive Relationships
With Parents | Runaway John |
| 8. Curiosity | Petunia Takes A Trip |
| 9. Handling Feelings | Middle Matilda |
| 10. Respect For The Rules
of Behavior | Cowboy Andy |
| 11. Knowing My Needs | Our Veronica Goes To Petunia's Farm |
| 12. Setting Person Goals | How To Catch A Crocodile |
| 13. Awareness and Coping | Peter's Three Friends |
| 14. Courage | Boo |
| 15. Success | Kate Can Skate |