An Experimental Project to Determine the Effect of Multiple Counseling on Academic Performance, Behavior, and Attendance of Eighth Grade Students Who are Underachievers, Chronic Absentees, and Behavior Problems

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AN EXPERIMENTAL PROJECT TO DETERMINE
THE EFFECT OF MULTIPLE COUNSELING ON
ACADEMIC PERFORMANCE, BEHAVIOR, AND ATTENDANCE
OF EIGHTH GRADE STUDENTS WHO ARE
UNDERACHIEVERS, CHRONIC ABSENTEES, AND BEHAVIOR PROBLEMS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Leona Saunders Hawken
August 1965
APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Much has been written concerning youth who function below their levels of capabilities, but most of it has been focused on the gifted underachiever and related to a concern for meeting the manpower needs of the nation. It is contended in this study that it is important to help youth at all ability levels and with various emotional and social problems to function at the level of their capabilities. But this takes a great deal of time and school counselors are faced with ever-increasing demands upon their time.

It has therefore become essential that counselors try out and evaluate a new technique called "multiple counseling" to replace or to use in conjunction with the technique of a one-to-one relationship in dealing with youth.

The term "multiple counseling" was first used by Clifford Froelich (11:681) in California and by Helen Driver (9:173) in Kansas. It was used to describe counseling techniques with small groups of students. Froelich describes it simply as counseling with more than one individual at a time, but with each on a co-ordinate basis. The objectives of counseling, whether individual or group, Froelich sees as assisting the individual in the following: (1) evaluation of himself, or gaining knowledge necessary for wise choices--
i.e., learning; (2) decision making and self-direction—growth in the ability to make decisions and be responsible; and (3) carrying through of learning to action—i.e., changing behavior.

Caplan describes multiple counseling in a similar manner:

Multiple counseling emphasizes a permissive relationship in which an individual can evaluate himself and his opportunities, can choose courses of action, and can accept responsibility for those choices. It overlaps with group guidance (emphasis on imparting facts) and with group psychotherapy (emphasis on treatment) (6:124).

Warters states it this way:

It is a planned, not an incidental, process that includes, among other things, identification with, analysis by, and support from the group. It involves permissiveness, protection, privileged communication, and changes in personality and behavior that takes place more rapidly in group counseling than in life in general (29:170).

It is contended herein that some aspects of guidance can be accomplished through multiple counseling in an informal discussion group.

I. THE PROBLEM

Statement of the problem. Three of the most common problems in McKnight Junior High School, Renton, Washington, and perhaps other junior high schools, are underachievement, chronic absenteeism, and minor behavior problems. Not only are these among the most common problems, but students who
fall into these groups are potential dropouts. The purpose of this study was to determine if multiple counseling can be effective in improving academic performance, attendance, and classroom behavior of eighth grade students who are identified as underachievers, minor behavior problems, and chronic absentees.

The following null hypotheses were proposed:

1. Multiple counseling has no significant effect on academic performance in the classroom as measured by grade point average.

2. Multiple counseling has no significant effect on behavior in the classroom as measured by citizenship grades.

3. Multiple counseling has no significant effect on school attendance as measured by attendance records.

Importance of the study. In the report of the Conference on Testing and Counseling sponsored by the American Association for the Advancement of Science (1948), reported by Bosdell (4:2), it was estimated by the U. S. Office of Education and the American Personnel and Guidance Association that twice as many counselors are needed as were then available at the secondary school level. This has been increased proportionately with increased enrollment.

In a recent study of ninth grade pupils' opinions concerning their junior high school experiences in the Renton School District, Johnson found that 56 per cent of
the girls and 53 per cent of the boys had only one or two conferences with their counselors; 17 per cent of the girls and 15 per cent of the boys had three to five conferences; 7 per cent of the girls and 5 per cent of the boys had six or more conferences; while 21 per cent of the girls and 26 per cent of the boys had none at all (17:35-36). He also found that conferences were almost equally divided among high, average, and low ability groups. The most frequently mentioned reason pupils listed for not being able to see the counselor when needed was that counselors were "too busy" (17:46).

It is essential, therefore, that consideration be given to how the counselor's time can best be spent in the school. The practical problem of how counselors can best help underachieving students, those with minor behavior problems, the chronic absentees, the low achievers, those with problems regarding social adjustment, etc., becomes a critical one, when the amount of time available is considered. There is need of further study to determine if multiple counseling can help alleviate this problem of counselor's time and can effect changes in school achievement, behavior, and absenteeism.

Limitations of the study. The study was limited to eighth grade students at McKnight Junior High School in
Renton, Washington. One hundred students were used in the study: a total of fifty in the five experimental groups of ten each and a total of fifty in the five control groups of ten each. Of the fifty in the experimental groups and of the fifty in the control groups, twenty were underachieving boys and girls, twenty were boys and girls identified as chronic absentees, and ten were boys identified as behavior problems. The members of each of the above identified groups were randomly selected.

A major limitation comes from having selected all subjects from the same school since (1) students could talk with one another concerning the ideas discussed in the multiple counseling sessions, (2) experimental group subjects would, on occasion, bring in friends from the control group (in small groups) to talk with the counselor, and (3) informal, spontaneous groups would form at lunch and talk along the lines sometimes discussed in the experimental group.

II. DEFINITIONS OF TERMS USED

**Individual counseling.** This term is used in the study to indicate a one-to-one relationship in which the counselor, working with a student, attempts to help him to understand himself and his problems and more productive ways of solving his problems.
Multiple counseling. This term is used in the study to indicate a group session wherein the counselor works with a small group of students and by helping them to talk over their concerns and problems, to understand themselves and others, and learn better ways of handling their problems. The group activities are aimed primarily at the modification of attitudes, standards, and values.

Control group. Those students who completed the same evaluative instruments but did not take part in the group counseling, remaining in their regular scheduled classes, having the counseling program available to them on an individual basis only.

Underachiever. Any child who shows a marked negative discrepancy between his intellectual or academic potential on the one hand and his achievement as measured by grade point average (GPA) plus Iowa Test of Basic Skills (ITBS) on the other.

Chronic absentee. Any student who falls below the student attendance average (one and one-half days absence per quarter) for the Renton School District and appears to have no valid excuse.

Behavior problem. Any student who has been referred to the principal or counselor for unacceptable classroom
behavior more than two times in one quarter and receives grades in conduct indicating improvement is needed.

Citizenship. This term includes a cooperative attitude, courtesy for others, respect for school property, using class time to best advantage, and conduct.

III. ORGANIZATION OF REMAINDER OF THESIS

The remainder of the thesis includes Chapter II, a study of research in the field of multiple counseling and group guidance; Chapter III, which presents the procedure used in the study; Chapter IV, the results of the study; Chapter V, a discussion of the results; and Chapter VI, a summary.
CHAPTER II

REVIEW OF THE LITERATURE

The limited research to date supports a belief in the potential of multiple counseling. Most comparative studies of group and individual counseling have concluded that multiple counseling is as, or more, efficient than individual counseling when a common problem among groups of students is identifiable.

Warters states that "The Second World War did for group counseling very much what the First World War did for group testing in the way of breaking down resistance to its use and stimulating interest" (29:170). The Second World War produced far more clients than the social case workers, counselors, psychologists, and psychiatrists could possibly serve through traditional counseling methods. Warters continues:

Workers who used the group method primarily for reasons of economy and expediency, continued to use it because they perceived and appreciated the values inherent in it. They found that the group method yielded values not always attainable through the traditional methods and that the new method was much more than an economical substitute for an old one (29:170).

Since the close of the war the growth of group counseling has been very great. According to Slavson, it "has few parallels in the development of the healing arts" (27:xi). Froelich (11:681-689) was one of the first to
challenge the concept that counseling must be a one-to-one relationship. He asserts that as long as the process has the same objectives of individual counseling and attempts to achieve them, it can be called counseling. According to Froelich, these objectives are to assist the individual in the following: (1) evaluation of himself, or gaining knowledge necessary for wise choices—i.e., learning; (2) decision making and self-direction—i.e., growth in the ability to make decisions and to be responsible; and (3) carrying through of learning to action—i.e., changed behavior.

With these in mind, Froelich originated the term "multiple counseling" to describe a situation in which the counselor counsels with more than one individual at a time, helping each counselee make individual decisions within a group situation.

Helen Driver defines the multiple counseling method as one that "... uses a small-group discussion activity as the learning medium for personal growth of participants" (9:172).

Personal problems of ninth-grade students were the concern of an investigation by Garrison and Cunningham (12:30-39). It was found that the boys and girls repeatedly ranked "School" as foremost among their problems. In answer to questions such as "Would you like to spend more time in school trying to do something about some of your problems?"
and "Would you like to talk to someone about some of your problems?", it was found that boys and girls at the ninth-grade level want help in solving their problems if the help is understanding and sympathetic (12:33).

I. RESEARCH WITH DISCIPLINE PROBLEMS

Caplan (6:124-128) worked with 34 junior high boys considered to be school discipline problems. The boys were divided into four groups (two experimental, two control) with the experimental groups meeting once a week for group counseling. Citizenship ratings and congruence between self- and ideal self-concepts showed significant improvement for the experimental groups. The experimental groups also improved in academic achievement.

Gersten (14:311-318) reached similar conclusions when he worked with a group of juvenile delinquents and found that the group receiving group counseling improved significantly on such variables as achievement test scores and emotional and social maturity when compared with the control group.

II. RESEARCH WITH UNDERACHIEVERS

A recent (1963) cooperative research project by Bosdell (4), supported through the Cooperative Research Program of the Office of Education, U. S. Department of
Health, Education, and Welfare, was designed to ascertain the relative effectiveness of different treatment procedures in improving academic and personal adjustment of underachieving high school students. The different treatments were: (1) individual counseling, (2) group counseling, (3) study skills instruction, and (4) group and individual counseling as compared with each other and with a control group. Each of the methods demonstrated varying degrees of success with high school students. On the criterion of personality change there were no significant differences between the treatment groups. There were consistent trends for combination, group, and individually counseled students to improve. Students in study skills groups remained approximately the same. Students in the control group showed the only trend toward negative movement.

In another study, Combs (7:47-51) explored differences in the ways that underachievers and achievers perceive themselves and their relationships to the world around them. Combs found that underachievers showed significant and consistent differences from achievers in that they saw themselves as less adequate. The implication made in Combs' study was that the underachiever cannot be treated in terms of any one facet of his problem. Combs thought that underachievement was a "completely personal and consistent adaptation of the underachiever to his needs and capacities as he uniquely
experiences them" (7:49). Combs further states:

It is because of this unique pattern of the perception that a basic reorganization of the self-concept must be effected if the underachiever is to be brought to the point where his perceptions can encompass success (7:50).

The basic thought of Combs' study is that the way one sees himself is the way in which he will behave. The underachiever's self-concept must therefore be changed before we can expect him to achieve. It is very important that students receive this help because if he continues to underachieve, he will no doubt receive more pressure and stress techniques from teachers and parents in an effort to bring about the behavior or learning they desire. Adequate students can benefit from these stress techniques, but Combs states that these techniques have the effect of "reducing feeling of personal adequacy, of inhibiting emotional responses, and of restricting the number of approaches to particular problems" (7:50). They also tend to put more distance between him and other pupils or between him and the teacher and makes a discussion of problems more difficult. In summary, Combs states: "The underachiever fails to achieve because he lacks a feeling of personal adequacy" (7:51).

McDaniel and Johnson (21:136-139) selected fifty eighth grade students with group intelligence scores over 120. Grade point averages and teacher judgments were used
to identify the achievers and underachievers. Those selected for group counseling met once a week for twelve sessions. In comparing first quarter and fourth quarter grades, it was noted that there was some improvement in academic achievement and citizenship marks.

Sister McCarthy (20) worked with bright under-achieving ninth grade boys. She had two experimental groups that received group counseling and two control groups. She found no significant differences between the groups on the post measures following counseling.

Broedel (5) and Ohlsen and Proff (23) did a combined study with gifted ninth grade underachievers. Broedel reported the results of the first part of the study, and Ohlsen and Proff, the remainder of the study. The experimental groups received group counseling. They reported no significant differences between the groups on the majority of the evaluation criteria, but did report a significant difference in acceptance of self by the experimental groups. These groups also showed significant differences on scores between post- and follow-up achievement tests. Grade point averages for experimental groups tended to decrease during counseling with no significant differences between pre-, post-, and follow-up periods.

Even though some of these writers did not find significant improvement on all the variables they used for
measuring change with experimental groups in counseling, they somehow concluded that group counseling is a valuable method of working with adolescents toward improved academic and personal-social adjustment. The positive results give some substantiation of the hypothesis that group counseling has merit as a method of helping underachieving youth at the junior high level. But the other results leave some question and partially motivated the present study.

III. RESEARCH ON PERSONALITY CHARACTERISTICS OF UNDER-ACHIEVERS

Garrison (13) found with his sample of ninth graders that positive self-concepts were correlated with high achievement and negative self-concepts were correlated with low achievement.

Shaw and Grubb (26:266) reported that gifted underachievers were hostile.

McDaniel and Johnson (21:139) reported that gifted underachievers as compared to achievers expressed dissatisfaction with the type of discipline used by their parents and tended to blame the teacher or situation for their poor achievement.

Most of the studies reported that many underachievers expressed concern with their parents and the home situation.
IV. BASIS OF PRESENT RESEARCH

The present research was designed to extend the research in multiple counseling with an experimental project in multiple counseling with small, informal discussion groups of underachievers, chronic absentees, and minor behavior problems. The study is based on the following studies:

1. Combs' study with underachievers (7:51). Combs concluded that the way one sees himself is the way he will behave.

2. Combs' study with underachievers (7:51). Combs concluded that the underachiever's self-concept must be changed before we can expect him to achieve. This can be accomplished through multiple counseling as related by Caplan.

3. Caplan's study with groups of boys considered to be school discipline problems (6:128). Caplan found significant improvement in citizenship ratings and congruence between self- and ideal self-concepts.

4. Gersten's study with juvenile delinquents (14:318). Gersten found that the group receiving group counseling improved significantly on such variables as achievement test scores and emotional and social maturity.

5. Bosdell's study designed to ascertain the relative effectiveness of different treatment procedures in
improving academic and personal adjustment of underachieving high school students (4). Bosdell found that on the criterion of personality change, there was no significant difference between the treatment groups—each of the groups benefited.

If change can be effected in each of the areas of concern in the foregoing studies (underachievement, discipline problems, delinquency, academic and personal adjustment), further verification is needed to determine the merit of multiple counseling for underachievers, chronic absentees, and pupils with minor behavior problems.
CHAPTER III

METHODS AND PROCEDURES

I. SELECTION OF GROUPS

Selection of underachieving groups. Sixty-four eighth-grade students were identified as underachievers. For the purpose of this study, underachievers are defined as those students who showed a marked discrepancy between their group mental ability test scores (Otis Beta) and their academic achievement as measured by GPA and ITBS composite score. Forty were selected for later random assignment to experimental control groups. Intellectually the underachievers ranged from an IQ of 95 to and IQ of 130, as indicated by tests taken in October of their seventh-grade year.

Individual briefing conferences were held with these prospective participants, at which time the counselor gave information somewhat like the following:

I'm planning a discussion group for eighth graders who are interested in learning more about themselves, especially how their attitudes influence their lives at home, at school, and in public. A group will be limited to ten members and there will be two groups. They will meet one day a week, perhaps Tuesdays. The periods will be rotated so that you will not miss any class more than once during a six-week period. We'll talk about subjects that concern you. There won't be any assignments nor grades. Would you like to join such a group?
All but one student of the forty selected for the study expressed a willingness to participate. Another student was selected, briefed, and accepted in his place.

Students were then randomly selected for multiple counseling by calling in those who had been selected for the study and had expressed a willingness to participate in the project in the individual briefing conference. It was then explained that since only one-half could participate in the two small discussion groups, selection would be made by chance. Each would draw a number from a box containing numbers from 1-40. There were forty under-achievers: those drawing the first ten numbers (1, 2, ..., 10) formed Group I; the second ten (11, 12, ..., 10) formed Group II; the third ten, Group III; and the fourth ten, Group IV. Groups I and II are referred to as the Experimental Group; Groups III and IV as the Control Group. Those who were not selected for multiple counseling in groups were informed that they would be eligible for groups possibly to be formed later, and in the meantime could receive individual counseling on the same basis as all other eighth-grade pupils.

Selection of chronic-absentee groups. Fifty-two students were identified as chronic absentees. The average number of absences per student in the Renton School District is one and one-half days per quarter. The attendance department prepared a list of all eighth-grade students who were
absent more than five days during the first quarter. From this list, forty students were selected for the study. Individual briefing conferences were held with these prospective participants and all expressed a willingness to participate.

The students were selected randomly for multiple counseling in the same way as they were selected for the underachievers.

Selection of minor behavior problem groups. Twenty-six pupils were identified as persons with minor behavior problems on the basis of the number of times they were sent to the counselor for consultation or to the vice principal for disciplinary purposes. In addition, eighth grade teachers were asked for recommendations. Twenty students were selected for the study. Individual briefing conferences were held with these prospective participants and all expressed a willingness to participate.

The students were selected randomly for multiple counseling in the same way as those selected for the underachieving and chronic-absentee groups.

II. COUNSELING PROCEDURES

Method of scheduling. A program was arranged for multiple counseling sessions, utilizing one period each week. The groups met on the same day each week, but during a
different period—the period rotating from Period I through Period VII for a period of twelve weeks. Period IV was omitted because it is the one and one-half hours during which students have lunch in three shifts. Notices were placed in the Teachers' Bulletin on the day each group met as a reminder to teachers that the groups listed would be meeting that day and certain period. No group sessions were held during quarter and semester examination weeks.

Counseling approach. The counseling sessions were semi-structured, sometimes referred to as "a combination approach." The counselees were given freedom to discuss any topic they wished to discuss; when pertinent discussions occurred, they were allowed to proceed. The counselor answered questions as honestly and as free of bias as possible.

The counselor at times served as a resource person, providing needed information; at other times, introduced questionnaires and check lists for group discussion; but it was always very clear that it was the group's decision whether or not to use them. Sometimes the counselor directed discussion, even acted as a "stimulator of discussion" at the early meetings; and still other times, was merely a listener.

The counselor allowed students to release hostile feelings about school, home, and community, and helped them
to deal with these feelings. Group approval and disap-
proval was a major source of help in doing this. The role
of the counselor changed from "leader" in the first few
sessions to "member" in the remaining sessions; it was
never that of another student.

At all times, the counselor attempted to keep respon-
sibility for the discussion centered within the group mem-
bbers. The counselor made every effort to be alert to the
dynamics of the group so as to counteract or redirect unde-
sirable elements. It was necessary to do this in a subtle
way so as not to destroy the permissive atmosphere that
encouraged free expression. The establishment of this cli-
mate was aided by Mahler and Caldwell's recommendation for
freedom of discussion.*

Topics discussed. The topics discussed included
family relationships and discipline in the home; student-
teacher relationships and discipline in the classroom; peer
friendships; gripes about people, values, ideas, things,
and activities; personal characteristics admired in boys,

*Group counseling must be free to allow youth to
discuss what bothers them and to air their feelings.
Because a group counselor listens to a particular student
complain about the injustice of a certain teacher, does not
mean that he agrees. Each student has a right to his private
feelings about himself, his teachers, his school, and his
counselor. How we handle such feelings and our responsi-
bilities to others concerned is what is most significant
(19:33).
girls, parents, teachers, and adults in general; outside-of-school and leisure-time activities; allowances and how to earn them; difficulties involved in finding outside jobs; curriculum; why kids "goof off"; feeling sorry for yourself; what makes a good citizen--in school and out-of-school; what is friendship; personal responsibility for acceptable conduct; and study habits.
CHAPTER IV

RESULTS OF THE STUDY

Presentation of the results of this study is approached in terms of separate null hypotheses. Specifically, these were:

1. Multiple counseling has no significant effect on academic performance in the classroom as measured by GPA.

2. Multiple counseling has no significant effect on behavior in the classroom as measured by citizenship grades.

3. Multiple counseling has no significant effect on school attendance as measured by attendance records.

I. METHOD OF EVALUATION

Several measures were used to assess differences between the experimental and control groups prior to, during, and subsequent to multiple counseling.

Grade point averages. Pre- and post-evaluation of the pupil's academic standing was determined by GPA obtained from school records. GPA for pre-evaluation was based on first quarter grades; post-evaluation was based on third and fourth quarter grades of the experimental year. The underachievers used in both groups were selected on the basis of their seventh-grade record of Otis Beta Intelligence Test
scores compared with their ITBS scores as well as seventh grade GPA.

**Attendance records.** Pre- and post-evaluation of each pupil's attendance record was determined from school records. Pre-evaluation was based on first quarter's record; post-evaluation was based on third and fourth quarter records of the experimental year.

**Citizenship ratings.** Pre- and post-evaluation of each pupil's citizenship ratings was determined from school records. Pre-evaluation was based on each pupil's first quarter's record; post-evaluation, on third and fourth quarter records of the experimental year.

II. RESULTS

**Academic performance of underachievers.** The null hypothesis that multiple counseling has no significant effect on academic performance in the classroom as measured by GPA was not supported. The multiple counseled group attained significantly higher grades.

Analysis of academic records was based on GPA's. These were computed by numerically weighing grades given on a five-point scale: A=4, B=3, C=2, D=1, X=0. Mean GPA's for the groups were then computed.

Although some attempt was made to match the groups
by age, sex, I.Q., GPA, ITBS scores, citizenship GPA's, and number of absences, t-ratios for independent samples were used to determine if there was any significant difference in the two groups' GPA's before the experiment began. When the experimental group was compared with the control group at the end of the first quarter (pre-test), there was found to be no significant difference in GPA's. As shown in Table I, the t of 1.239 was not significant at the 5 per cent level of confidence.

At the end of the third quarter, the academic grades for the experimental and control groups were compared. As shown in Table I, the experimental group improved significantly over the control group. The t of 3.78 with 38 degrees of freedom is greater than the 0.01 level of confidence.

When the post-test differences were compared at the end of the fourth quarter, or one quarter after the completion of the experiment, the experimental group again improved significantly over the control group. Table I shows a t of 4.803 also surpasses the one per cent level of confidence.

Citizenship record of behavior problems. The null hypothesis that multiple counseling has no significant effect on behavior in the classroom as measured by citizenship grades is not supported by the data. The experimental group showed significant improvement in citizenship grades.
TABLE I

MEAN DIFFERENCES IN QUARTERLY GPA'S OF UNDERACHIEVERS BETWEEN MULTIPLE COUNSELED AND CONTROL GROUP

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Mean Diff.</th>
<th>Standard Error Md</th>
<th>t-ratio</th>
<th>Level of Significance</th>
</tr>
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<tbody>
<tr>
<td><strong>Pre-Test:</strong></td>
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<tr>
<td>First Quarter GPA</td>
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<tr>
<td>Experimental</td>
<td>2.18</td>
<td>20</td>
<td>.15</td>
<td>.121</td>
<td>1.239</td>
<td>.05</td>
</tr>
<tr>
<td>Control</td>
<td>2.03</td>
<td>20</td>
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<tr>
<td><strong>Post-Tests:</strong></td>
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<tr>
<td>Third Quarter GPA</td>
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<tr>
<td>Experimental</td>
<td>2.46</td>
<td>20</td>
<td>.48</td>
<td>.127</td>
<td>3.780</td>
<td>.01</td>
</tr>
<tr>
<td>Control</td>
<td>1.98</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Quarter GPA</td>
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<tr>
<td>Experimental</td>
<td>2.56</td>
<td>20</td>
<td>.59</td>
<td>.127</td>
<td>4.803</td>
<td>.01</td>
</tr>
<tr>
<td>Control</td>
<td>1.97</td>
<td>20</td>
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</tbody>
</table>
Analysis of citizenship records was based on Citizenship GPA's. These averages were computed numerically, weighing grades on a three-point scale: Excellent = 1, Average = 2, Needs Improvement = 3. Mean Citizenship GPA's for the groups were then computed.

Although some attempt was made to match the groups of boys as was done for the underachieving groups, t-ratios for independent samples were used to determine if there was any significant difference in the experimental and control groups' Citizenship GPA's before the experiment began. When the experimental group was compared with the control group at the end of the first quarter (pre-test), there was found to be no significant difference in Citizenship GPA's. As shown in Table II, the t of .166 was not significant at the five per cent level of confidence.

At the end of the third quarter, the Citizenship grades for the experimental and control groups were again compared. As shown in Table II, the experimental group improved significantly over the control group. The t of 2.278 with 18 degrees of freedom is greater than the 0.05 level of confidence.

When post-test differences were compared at the end of the fourth quarter, or one quarter after the completion of the experiment, the experimental group again improved significantly over the control group. Table II shows a t
<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
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<th>Standard Error Md</th>
<th>t-ratio</th>
<th>Level of Significance</th>
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</thead>
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<td><strong>Pre-Test:</strong></td>
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<td></td>
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<tr>
<td>Citizenship</td>
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<td>First Quarter GPA</td>
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<tr>
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<td>2.40</td>
<td>10</td>
<td>.01</td>
<td>.060</td>
<td>1.666</td>
<td>.05</td>
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<td>10</td>
<td>.01</td>
<td>.060</td>
<td>1.666</td>
<td>.05</td>
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<td><strong>Post-Tests:</strong></td>
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<td>Citizenship</td>
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<tr>
<td>Third Quarter GPA</td>
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</tr>
<tr>
<td>Experimental</td>
<td>2.00</td>
<td>10</td>
<td>.18</td>
<td>.079</td>
<td>2.278</td>
<td>.05</td>
</tr>
<tr>
<td>Control</td>
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<td>10</td>
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<td>.079</td>
<td>2.278</td>
<td>.05</td>
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<tr>
<td>Citizenship</td>
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<tr>
<td>Fourth Quarter GPA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>2.10</td>
<td>10</td>
<td>.17</td>
<td>.072</td>
<td>2.361</td>
<td>.05</td>
</tr>
<tr>
<td>Control</td>
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<td>10</td>
<td>.17</td>
<td>.072</td>
<td>2.361</td>
<td>.05</td>
</tr>
</tbody>
</table>
of 2.361 also surpasses the one per cent level of confidence.

**Attendance record of chronic absentees.** The data do not support the null hypothesis that multiple counseling has no significant effect on school attendance as measured by attendance records. The multiple-counseled group showed a significant decrease in absences.

Analysis of attendance records was based on number of absences. Mean number of absences for the groups were then computed.

Although some attempt was made to match the groups as was done for the groups of underachievers and behavior problems, t-ratios for independent samples were used to determine if there was any significant difference in the two groups' number of absences before the experiment began. When the experimental group was compared with the control group at the end of the first quarter (pre-test), there was found to be no significant difference. As shown in Table III, the t of .482 was not significant at the five per cent level of confidence.

At the end of the third quarter, the number of absences for the experimental and control groups were compared. As also shown in Table III, the experimental group improved significantly over the control group. The t of
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<thead>
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<th></th>
<th>Mean</th>
<th>N</th>
<th>Mean Diff.</th>
<th>Standard Error</th>
<th>t-ratio</th>
<th>Level of Significance</th>
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<td><strong>Pre-Test:</strong></td>
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<td></td>
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<td>Number of Absences</td>
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<tr>
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<td>.39</td>
<td>.808</td>
<td>.4826</td>
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<td>8.00</td>
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<td>Number of Absences</td>
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<td>Third Quarter</td>
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<tr>
<td>Experimental</td>
<td>4.50</td>
<td>20</td>
<td>2.38</td>
<td>1.088</td>
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<td>Fourth Quarter</td>
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<tr>
<td>Experimental</td>
<td>4.38</td>
<td>20</td>
<td>2.34</td>
<td>1.028</td>
<td>2.287</td>
<td>.05</td>
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<tr>
<td>Control</td>
<td>6.72</td>
<td>20</td>
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</tbody>
</table>
2.187 with 38 degrees of freedom is greater than the 0.05 level of confidence.

When post-test differences were compared at the end of the fourth quarter, or one quarter after the completion of the experiment, the experimental group again improved significantly over the control group. Table III shows a $t$ of 2.287 also surpasses the five per cent level of confidence.
CHAPTER V

DISCUSSION

All null hypotheses presented in the preceding results were not supported. All assessed changes, GPA, Number of Absences, and Citizenship GPA, in the multiple-counseled groups were significantly different from the control groups. Discussion will focus primarily on ways of accounting for these changes.

Academic performance of underachievers. Considerable care was taken in selection of the forty students in an effort to have but one response variable, academic performance or underachievement, operating during the experiment. Those who were underachievers but also chronic absentees, behavior problems, or had more obvious emotional or social problems were not used.

In spite of the effort, however, events occurred which may have led to an imbalance. Of the twenty randomly selected students for the experimental group, there were eleven girls and nine boys; in the control group, eleven boys and nine girls. Sex differences may have partially attributed to the magnitude of change, but inspection of results suggests otherwise.

Another unforeseen event was that one boy in the control group developed apparent emotional problems.
Although he had a high intelligence test score and ITBS composite score, as well as above-average GPA, he had a belligerent attitude and seemed to feel sorry for himself. Because his problem involved attitude rather than actual misconduct, he had seven individual conferences with the counselor. However, his grades fell from 2.4 the first quarter to 1.4 the third quarter and 1.6 the fourth quarter. In addition, at the end of the second quarter he was removed from honors mathematics and placed in a standard mathematics class. This also contributed to his already bitter feelings of rejection and "What's the use, nobody cares anyway" attitude. This may have influenced the small decrease in the control group's mean GPA from first quarter to fourth quarter, thus affecting the significant difference between the experimental group and the control group. However, as can be seen in Table IV, there was significant improvement, beyond the one per cent level of confidence, in the experimental group using first quarter grades as the pre-test control, yet the control group pre- and post-test showed no significant change.

One other factor which may have influenced the significant improvement of the multiple-counseled group over the control group was the use of some study-skills material by the experimental group. At one of the sessions, about midway in the experiment, one member remarked that she thought one
### TABLE IV

**Mean Differences in Pre- and Post-Test of Experimental and Control Groups on Total GPA, Citizenship GPA, and Number of Absences**

<table>
<thead>
<tr>
<th></th>
<th>Mean First Quarter (Pre-Test)</th>
<th>Mean Fourth Quarter (Post-Test)</th>
<th>Mean Diff.</th>
<th>N</th>
<th>SE of Diff. Between Paired Observations</th>
<th>t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
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<tr>
<td><strong>GPA Underachievers</strong></td>
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<tr>
<td>Experimental</td>
<td>2.18</td>
<td>2.56</td>
<td>.38</td>
<td>20</td>
<td>.1212</td>
<td>3.1339</td>
<td>.005</td>
</tr>
<tr>
<td>Control</td>
<td>2.03</td>
<td>1.97</td>
<td>-.06</td>
<td>20</td>
<td>.0553</td>
<td>1.0843</td>
<td>.05</td>
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<tr>
<td><strong>Citizenship GPA</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Behavior Problems</strong></td>
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</tr>
<tr>
<td>Experimental</td>
<td>2.44</td>
<td>2.10</td>
<td>.34</td>
<td>10</td>
<td>.3885</td>
<td>8.7505</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Chronic Absentees</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>8.39</td>
<td>4.38</td>
<td>4.01</td>
<td>20</td>
<td>.2286</td>
<td>17.5365</td>
<td>.001</td>
</tr>
<tr>
<td>Control</td>
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<td>6.72</td>
<td>1.28</td>
<td>20</td>
<td>.3052</td>
<td>4.1944</td>
<td>.001</td>
</tr>
</tbody>
</table>

*SE of Diff. Between Paired Observations*
of her problems was that she just didn't know how to study and that after she felt so frustrated, it made her mad and sooner or later she turned "her mad" toward family, teacher, and friends and then hated herself for it. It seemed that everyone in the group supported her and said they often felt the same way. They asked the counselor if she had any good study skills material. At the next meeting the counselor brought a booklet and some newspaper articles by Nason, both entitled "You Can Get Better Grades" (22). The newspaper articles were a series that appeared daily in The Seattle Times for fifteen days. The articles were read by every member of the group and when they were finished, their friends borrowed them to the extent that the folder was out most of the year.

Other influencing factors are included in the paragraph headed, "Influencing Factors for All Groups."

Citizenship record of behavior problems. The data in the results chapter show that the experimental group improved significantly over the control group in Citizenship GPA.

Table IV shows that both the experimental and control groups improved significantly from the first to the fourth quarter; the experimental group improved from a mean of 2.4 first quarter to a mean of 2.10 fourth quarter, a difference of 0.3 which was significant beyond the one per
cent level of confidence; the control group improved from 2.41 the first quarter to 2.27 the fourth quarter, a difference of 0.14, which was significant beyond the five per cent level of confidence.

It should be noted here that, in the opinion of the writer, the major reason there was not a greater significant difference between change of behavior in the experimental group and the control group and for the significant improvement in the control group itself, is that six of the boys in the control group came in for individual counseling sessions or with friends from the experimental group. These boys formed sub-groups which met with the counselor for about ten to fifteen minutes during the lunch period, and on several occasions extended into the next period. Sometimes they came in for short periods after school. Since most of these were voluntary (student initiated) and usually prompted by strong reasons, the students got to the heart of the problem quickly. These were groups with strong feelings of "What's right and what's wrong," whether one of them or another student was involved.

In addition, the other four control students were sent to the counselor's office at various times by teachers who thought a talk with the counselor might help the student toward improved behavior and/or attitudes.

This actually resulted in a combination of multiple
and individual counseling; thus, the control group received almost as much time in counseling (individual plus group) as the counseled group. This was recognized as a limitation of the study.

One major implication can therefore be made from the study: Counseling, whether multiple or individual, contributes to improved behavior, at least as graded by teachers on citizenship.

Other influencing factors are included in the paragraph headed "Influencing Factors for All Groups."

**Attendance record of chronic absentees.** Table IV (page 34) shows that both groups made significant changes between first quarter (pre-test) and fourth quarter (post-test). The experimental group improved from a mean of 8.39 number of absences the first quarter to a mean of 4.38 number of absences the fourth quarter, which was significant beyond the .001 level of confidence.

As with the control group of Behavior Problems, the control group of Chronic Absentees received almost as much time in counseling in the form of individual counseling as those in the multiple-counseled groups. Teachers were concerned about those students who showed very little or no improvement in attendance and asked the counselor to talk with them. Some teachers suggested to the chronic absentee that he drop in to see the counselor. In addition, the
home visitor called on them and some were called in by the vice principal who is in charge of attendance. The parents of all chronic absentees were notified by progress reports from teachers stating that progress in the subject was being hampered by poor attendance; in extreme cases, the vice principal wrote letters to parents regarding his concern for their attendance.

Thus it appears that counseling, whether it be multiple or individual, contributes to an improved attendance record of chronic absentees.

Other influencing factors are included in the next paragraph, "Influencing Factors for All Groups."

**Influencing factors for all groups.** A factor which may have contributed to the improvement both within the experimental groups and to the improvement of the experimental groups over the control groups was that there may have been a tendency of teachers to grade these students a little easier either because they tended to see them through "rose-colored glasses" or to please the counselor. This would be especially true of teachers who were aware of the project and looked at it with favor. However, there may have been some teachers who looked with disfavor on the project and resented having students out of their classes to attend sessions and who were therefore inclined to see these students in a different light and tended to grade in
the opposite direction. Also, post-testing was done not only third quarter, immediately after completion of the project, but also fourth quarter, one full quarter after completion, and any tendency to grade a student easier or harder would likely have disappeared upon cessation of the experiment.

One other factor which may have contributed to the gain the multiple-counseled groups made over the control groups, as probably has been the case in many applied research studies, was the influence of the Hawthorne Effect. Although teachers were accustomed to having pupils out of their classes for counseling, in fact, frequently asked the counselor to talk with a particular student or group of students regarding their negative attitudes toward school, the multiple-counseled sessions were thought of as something special. In addition, group members themselves volunteered information to teachers and friends about this "special group."

All members of the control groups had expressed a willingness to join the small-group discussions, appeared disappointed when they were not randomly selected, and many of them came in to ask when new groups would be formed in which they could take part. Even though they were encouraged to come in for individual counseling, disappointment in not being included in the group sessions may have contributed
to their feeling of being rejected. On the other hand, the experimental group may have felt that someone really cared enough about them to do something about it. The random selection made them feel like "the lucky ones." The control group, "the unlucky ones," had to stay in their classes.

An important factor which may have contributed to the significant improvement in all groups was the fact that these students were eighth-grade students who had attended seventh grade in the same school and had the same counselor. They all knew the counselor well, and most of them had had individual counseling. The writer felt that this familiarity was a distinct advantage in multiple-counseling sessions, making eighth grade an ideal year for this type of counseling. Bosdell, too, felt junior high was an advantageous time for this type of counseling. She states:

Our experience with this type of group counseling for junior high pupils is extremely limited, but nevertheless, we feel it is a method well suited to this age group; it fills a serious need. (4:300)

It is possible that the improvement within all the experimental groups and the improvement of the experimental groups over the control groups represent only temporary progress; however, there was significant improvement fourth quarter, one quarter after completion of the project, as well as third quarter, immediately after completion of the sessions. The lack of more follow-up is one of the limitations of the study.
At the last session, the students were asked to evaluate the counseling sessions in terms of what it was personally worth to them. Their unsigned notes revealed that they felt the greatest value was the discovery that they weren't "different" or "bad"--that many other boys and girls their age had similar problems at home with parents and/or siblings; at school and/or with teachers and friends; with things like school work, value systems, inferiority feelings, and worries about the future. They also said they understood themselves and others better and thought they understood a little better about life in general. All felt they were getting along a little better at home, and much better at school, mostly because they didn't do so much fault-finding. They also felt it was much easier to take part in class discussion and that they felt their grades were improving as a result.

Toward the end of the sessions, three eighth grade teachers commented on how the multiple-counseled students in their classes had improved in class participation. They also stated that they seemed more tolerant of others, less critical of studies and assignments, and showed a willingness to work and a desire to improve. The Hawthorne Effect again is highly possible here.

From the evaluations, it would appear that the group members themselves thought the sessions had been valuable
to them; they were pleased with their improvement, and it is hoped they might continue toward their potential.

Because of the small sample of students involved in this project and the large number of variables that affect a student's academic performance, his attendance, and his whole behavior, it would be folly to infer that the multiple-counseling process is the answer to all problems of under-achievers, chronic absentees, and behavior problems. However, the positive results obtained in this study are most encouraging and point to the possibility of multiple counseling as an alternative method of dealing with problems of teenagers which could otherwise possibly result in the student dropping out of school, being suspended for lack of attendance and/or interest, and being suspended for behavior reasons.
CHAPTER VI

SUMMARY

The purpose of this study was to determine the effect of multiple counseling on academic performance, behavior, and attendance of eighth grade students who are underachievers, chronic absentees, and behavior problems. Specifically, the program was designed to aid in the process of self-understanding through group effort. An attempt was made to use a permissive approach in the counseling sessions so students would be able to examine themselves, their group relationships, their family structures, their future plans, and other important areas of education and learning.

It was shown that the experimental groups—those that received multiple counseling—improved significantly over the control groups—those not in multiple counseling. Since all students were carrying similar loads of five required subjects and two electives, it appears that multiple counseling sessions contributed to improvement in academic achievement, behavior, and attendance.
BIBLIOGRAPHY


APPENDIX A

ILLUSTRATION OF A FIRST MULTIPLE COUNSELING SESSION WITH UNDERACHIEVING EXPERIMENTAL GROUPS

The counselor felt it important for all members to attend all sessions, especially the first one. As a way of informing teachers and reminding students, a notice was placed in the Daily Bulletin giving the time and place of the meeting and listing the students who were to attend.

Materials were set out for making name plates and the counselor had hers prepared in advance to be used as an example. Signs reading "Conference in Session--Please Do Not Disturb" were placed on the outside of doors of the conference room to assure privacy. Two 6' x 3' tables were placed together, making a 6' square table, and eleven chairs were placed around it.

The participants arrived shortly after the period began. Name plates were made and placed on the table in front of each participant.

C: You all know me so it won't be necessary for me to introduce myself, but perhaps some of you don't know each other, so let's spend a few minutes introducing ourselves. Besides your name, perhaps you could tell the area in which you live, grade school you attended, what your interests are, your hobbies, and the kind of work you hope to do when you leave school.

The introductions were brief, but students seemed more relaxed.
C: You're probably wondering why you particular students were selected for these small discussion groups. You were selected because you have a common problem: namely, underachievement. That means that you all have more mental or academic ability than you're using. In other words, your intelligence and your grades don't match. This usually doesn't happen unless social or emotional problems are interfering with learning, with your relationships with others, or with your personal growth and development. These small-group discussions often help in the process of self-understanding through group effort. You will be able to examine yourselves, your group relationships, your family structures, your future plans, and other important areas of education and learning.

S-1: After that report card I got yesterday, I'm willing to try anything.

S-2: Me, too. Wow, my father really hit the roof when I showed him mine. No more anything for me 'till my grades improve.

S-3: My mother said the same thing, but that won't last long.

S-2: What do you mean by that?

S-3: Oh, I'll beg and beg until she says "yes."

S-4: My mother's like that, too. She says I can't do a lot of stuff, but in a few days she'll forget all about it.

S-2: Well, my parents aren't like that. When they say something, they mean it.

This went on until the end of the period and the bell rang. No one made a move to leave.

C: You seem to be on a topic that interests you. You may continue it next week if you like.

Remember that we will always meet on Tuesdays, but the period will rotate from I-VII, skipping IV. Here are your consultation slips; you will be responsible for taking them to your teachers and making any necessary arrangements with them for classes you will miss.

See you next Tuesday, second period.
APPENDIX B
ILLUSTRATION OF A FIRST MULTIPLE COUNSELING SESSION WITH CHRONIC-ABSENTEE EXPERIMENTAL GROUPS

The same preparations were made for this group as for the underachievers. The same opening statement was made by the counselor and self-introductions were made by the participants. The session continued something like this:

C: You're probably wondering why you particular students were selected for small-discussion groups. You were selected because you have a common problem. Can you guess what it is?

S-1: We get low grades.

C: Low grades may be one of the results of the problem, but not the problem itself.

S-2: I'm absent a lot and Judy* and Marian* are, too.

C: All of you are absent many more days than the average student. Of course, no one wants you to come to school when you are really sick, but if you aren't ill, you should be in school.

S-3: I hate school and as soon as I'm 16, I'm going to quit.

C: You want to quit as soon as you're 16. That's not too far away is it?

S-3: There's so much homework. It isn't any fun.

S-4: I don't like the teachers either. If I could, I'd stay home all the time.

S-5: I really don't feel good when I get up in the morning.

S-6: You mean you're too tired to get up in the morning.
ILLUSTRATION OF A FIRST MULTIPLE COUNSELING SESSION
WITH CHRONIC-ABSENTEE EXPERIMENTAL GROUPS

The same preparations were made for this group as for the underachievers. The same opening statement was made by the counselor and self-introductions were made by the participants. The session continued something like this:

C: You're probably wondering why you particular students were selected for small-discussion groups. You were selected because you have a common problem. Can you guess what it is?

S-1: We get low grades.

C: Low grades may be one of the results of the problem, but not the problem itself.

S-2: I'm absent a lot, and Judy* and Marian* are, too.

C: All of you are absent many more days than the average student. Of course, no one wants you to come to school when you are really sick, but if you aren't ill, you should be in school.

S-3: I hate school and as soon as I'm 16, I'm going to quit.

C: You want to quit as soon as you're 16. That's not too far away is it?

S-3: There's so much homework. It isn't any fun.

S-4: I don't like the teachers, either. If I could, I'd stay home all the time.

*All names are fictitious to protect identity of participants.
S-5: I really don't feel good when I get up in the morning.

S-6: You mean you're too tired to get up in the morning.

S-5: What do you know about it?

S-6: You told me about how you stay up all the time to see the late show.

S-5: Aw . . . not all the time.

S-6: Just most of the time.

C: It is possible that you don't feel well when you get up in the morning if you stayed up too late the night before. Does it bother you when you do get up later on, and know you missed school?

S-5: Yeah . . .

Discussion centered around this until the bell rang. Closing statements were made similar to those in the under-achieving groups.
APPENDIX C
ILLUSTRATION OF A FIRST MULTIPLE COUNSELING SESSION WITH BEHAVIOR EXPERIMENTAL GROUPS

The same preparations were made for this group as for the underachievers. The same opening statement was made by the counselor and self-introductions were made by the participants. The session continued something like this:

C: You're probably wondering why you particular students were selected for small group discussions. You were selected because you have a common problem. Can you guess what it is?

S-1: We all get into trouble a lot. At least I do, and I know Tony and Jim and Chuck do. And we've been sent to your office and to the principal's office and, well, some of us have been paddled.

C: That is the reason. You see, some important studies have been made which show that teenagers have social or emotional problems if their behavior interferes with their learning, with their relationship with others, or with their own personal growth and development. Well, it does seem that your behavior is interfering with school and your relationships with others, so what are the problems?

Perhaps I should remind you that these discussions are strictly confidential. Any problems you want to talk about are all right.

S-1: School's okay, but all the rules . . . !

C: You think there are too many rules.

This went on into a real gripe session. Toward the end of the session, the counselor tried to make a point.

C: Do you see any similarity between these rules you've been discussing and laws that govern the highways?
S-1: That's different. Someone might get killed; at least, get their car wrecked.

C: How is that different?

S-1: I don't know—just different.

C: Can you elaborate on that?

S-1: Well, I guess laws are made to protect people. If you go too fast you might have an accident. Same thing if you go against a light.

And it wouldn't be fair to let the cars going one way go all the time while the cars going the other way have to wait.

C: Can you compare this to school rules, such as keeping your locker locked, or not running in the halls?

S-1: Yeah, I see what you mean.

S-2: Gee, wouldn't it be something if kids could leave the school grounds any time they wanted.

S-3: There would be a lot of trouble if they could leave even during the lunch hour.

S-1: Yeah, a lot of them would be down at the stores taking stuff. I know some kids who go down after school and you should see the stuff they take: candy, (especially the caramels and taffy the stores keep around in big boxes and barrels) and jewelry, and knives. And the girls take lipstick and stuff. Wow, I wouldn't do that. I think that's terrible.

C: You think it's terrible to steal.

S-1: I sure do.

C: But you did say a little while ago that you didn't like all the rules around school. Do you think there should be rules, or in this case a law, against stealing?

S-1: That's different.

C: How?
S-1: Well, I guess it really isn't. I guess the storekeeper has to be protected, too.

Discussion centered on stealing: why kids steal and how they feel when they're caught. It seemed most everyone knew someone who had stolen at some time and several admitted they had tried it.

C: This would seem to be something you're all interested in. Would you like to think about it between now and next week and continue our discussion the same day, next period, next week?

There was a chorus of okays and the group left.
APPENDIX D
During the week, the Student Council had its regular meeting and one of the topics discussed was cleats on shoes. Each homeroom president reported the discussion at a meeting of the homerooms the following day and asked the students not to put cleats on their shoes and if they already had cleats to please remove them. They informed the homerooms that several students had almost been hurt because the cleats are slippery and besides, continuous wearing of them would tear up the floors.

When the behavior group met the day after that, the boy who had complained about the rules at the last meeting sat down, looked at the counselor, and said:

S-1: Remember, we were talking about rules last week? Well, they've done it again! Another rule! Now we can't wear cleats on our shoes. I have cleats on my shoes. I should be a good boy and take them off. Well, I won't! We should have something to say about the rules that are made. We didn't have anything to say. Our room president just came back and told us what they decided.

S-2: Oh, Tom. They gave us the reasons why the rule was made and they were good reasons--mostly because the cleats are dangerous and because they dig up the floors.

S-1: Well, I don't call that having a vote.

S-3: Your room voted for your president and that gives him the right to vote for you.
S-1: Well, yes, I guess that's right.

C: Tom, I have the feeling that you're pretty angry about having to remove the cleats from your shoes, but the fact that you had no direct part in the vote had nothing really to do with it. Why are you so angry about it?

S-1: Because I don't like being pushed around.

C: You feel that being told to remove the cleats was pushing you around.

S-1: Yes, I do! What right does the school have to tell me what to do. (long silence) Only my parents can do that.

C: What does your mother think of the cleats?

S-1: Well, (head down--looking at fingers in lap) she won't let me wear them in the house--they catch the threads in the carpet.

C: This bothers you?

S-1: No, I don't mind. I know they catch the threads--I can feel it. So I take off my shoes as soon as I get into the house.

C: But you think it's all right to wear them in school.

S-1: Well . . . (looking down--silence)

C: Are you saying, then, that it is right to take care of your home, but it's not necessary to help keep the school nice.

S-2: The school belongs to him, too.

C: The school belongs to him.

S-2: Sure. It belongs to all of us. It's our school. We like it to look nice, too. I don't see anything wrong with telling kids not to wear cleats.

C: How did you feel when your homeroom president came back with the report on cleats?
S-2: At first, I didn't like it. But I know for a fact they're dangerous. I've seen kids slide around on them accidentally. And then I've seen how some kids goof off at noon sliding around. But I took off my cleats last night. It was a tough job, too. They're really hard to get off.

S-3: Some of us got together and decided to keep our cleats on just because they told us to take them off.

C: You decided to do just the opposite.

S-3: Sure. What could they do about it?

S-4: They could kick you out of school.

S-5: That's just what they ought to do. I've seen you goofing around at noon.

C: Is that right, Tom? Cleats can be dangerous and someone could get hurt?

S-1: Yeah.

C: And you said they do damage floors. Then what is it that's bothering you?

S-4: Oh, he's always like that. That's what gets him into trouble.

C: Are you saying he knows what is right and wrong, but his attitude gets him into a lot of difficulty?

S-4: I guess that's it. Yes, that's it. I feel like that sometimes, too. I know I should do something but I feel mad and I don't.

Discussion centered on how to handle feelings such as that.

S-4: There's the bell. Can we talk some more about this next time?

C: If you wish. See you all next week.
It should be noted here that during the following week, Tom was sent to the counselor's office on two separate occasions by two different teachers. Both situations involved breaking of rules and lack of respect for authority. He was with friends on both occasions.

The first time involved his eating lunch in the locker bay. It was an excellent opportunity to refer back to our group discussion. He felt very ashamed and said, "It was a pretty sneaky thing to do."

On the second occasion he was sent in with four other boys for loud and constant talking, and lack of respect for the teacher. He, as well as the other boys, were very defensive. It took the full period just to air their gripes. Finally,

C: What do you think this all amounts to?
S-1: We don't like him and he doesn't like us.
S-2: Can't we change classes?
C: Wouldn't that be running away from your problem?
S-2: Yeah, I guess it would.
C: What are the alternatives?
S-3: We can try to be more quiet, but he picks on us all the time.
C: How do you explain this to yourself?
S-1: I guess I've been getting in his hair a long time. I suppose if I keep still he wouldn't have too much to holler at me about.
C: How do the rest of you boys think you could improve the situation?

After some discussion, they agreed they could be more quiet and their work might even improve as a result.
One meeting was especially lively as they discussed discipline in their families, ranging from "a look" to paddling. One girl who had been described by her teachers as withdrawn spoke out bluntly about her parents:

S-1: My parents don't approve of anything I do. They don't like the records I choose, the books I read, the marks I get in school, nothing. In order to see the Beetles, I had to lie—said that I was going to stay overnight with a friend. I can't even choose my own dresses and shoes. Even if my mother buys me a dress, she takes it home and "alters" it before I can wear it.

Another girl who lived with her mother, but spent vacations with her father in another state, added:

S-2: I think parents are very thoughtless. They do things the way they want to do them without even thinking how it affects their children.

C: Are you saying that parents have shortcomings?

S-2: That's an understatement!

C: Do you wonder about that? It puzzles you?

S-2: Yeah, I guess life isn't a "bowl of cherries" for them, either.

C: Life isn't easy for them sometimes, either.

S-3: Yeah, sometimes my dad worries about his job, too.

Discussion centered on problems of parents for forty minutes.
C: Knowing your parents have problems, too, does it help you to understand them a little better?

S-3: I suppose they don't want us to end up the same way. They want us to be perfect, though.

C: Would someone like to sum this up for us? What have we been saying here today?

S-4: I think it's that parents punish us and fret over us and get mad at us because they don't want us to make the same mistakes that they've made. I guess it's because we're their kids and they want us to turn out good.

There was general consent by nodding of heads and some "Yea, that's it." The bell had already run and the group left in a thoughtful mood.
APPENDIX F
APPENDIX F

ILLUSTRATION OF A DISCUSSION OF TEACHERS SESSION

Something very interesting occurred during one of the sessions with the behavior problems. All members of the group were eager to contribute their ideas. They frankly discussed teachers they liked and disliked—mostly disliked. But the interesting feature was the way in which some members defended a teacher when they thought the criticism unfair.

S-1: He (the teacher) wouldn't even explain it to me after school.

S-2: Why should he? All the while he explained it in class, you were goofing off. If I were Mr. ______ I'd have thrown you out of class.

S-3: He almost did.

S-1: Another time he bauled me out just because I was chewing gum.

S-4: You can't even read without gum in your mouth.

Another time:

S-1: I don't like the way he explains things. He makes a story so gruesome.

S-5: Gee, I think that's great. After he tells a story like that, I could never forget it.

Discussion continued centered around likes and dislikes of teachers.

C: Are you kids saying that it's very difficult to please everybody all of the time—what's one man's cup of tea is another man's poison—that some people like
one thing; some, another. That the world is full of many, many people—all different. Wouldn't it be a pretty dull world if we were all the same?

Suppose every house in town was exactly the same, and every car was a blue two-door Ford, and every woman was exactly the same, and every man the same, and every child—and all the flowers were roses . . .

S-5: Boy, we'd soon be tired of Fords and roses.

S-6: And if every teacher was the same I guess we'd get pretty tired of that, too.

C: Would it be too difficult, then, to accept each person as he is, be grateful he's different, and learn to get along with him?

S-1: Does that mean we ought to like everything he does?

C: I wouldn't say that.

S-5: No, what we mean is if you want to get along at school or any place else, you have to learn to get along with a lot of different people.

Some may seem like odd balls to you, but they're not odd balls to someone else.

Another surprising incident occurred during the discussion of teachers. One boy had been a frequent visitor to the counselor's office, not only the last quarter, but all the previous year. Conferences were never thought to be successful because of his unwillingness to talk. In the group discussion one boy was complaining about a craft teacher and this particular boy, in defending the teacher, expressed his feelings thus:

When I first saw Mr. ______ I thought, "Here's a teacher who will really understand us kids. He's really nice and he's young and will understand how we feel."
Well, he was really patient and tried to help all the kids and he was never sarcastic or anything. Then the kids started taking advantage of him and then he had to punish them. One day when Mr. _______ was helping someone with their project, a boy threw a banana at the wall. So now he isn't nice any more. It isn't any fun to be in his class 'cause he finds fault all the time; not only with the kids who cause trouble, but with all of us.

Others related their experiences and they all agreed that the kids who were punished got just what they deserved, but in the process, the whole class suffered.

C: How would you summarize what we've been saying? Would someone like to write it on the board?

The following summary was made:

1. All people are different and that includes teachers.

2. We can't change them.

3. Students have only six teachers, but teachers have about two hundred students, so it's lots easier for students to adjust to the teacher, than teacher to student.

4. We all must learn to take the bad with the good.
APPENDIX G

ILLUSTRATION OF A TYPICAL GRIPSE SESSION

Multiple counseling in small discussion groups began the day after first-quarter report cards were issued. Teachers, parents, grades, and discipline were uppermost in the minds of the participants and they discussed these topics for about five sessions. When the topic seemed exhausted in each group, the counselor attempted to sum it up, thus:

C: Most of you have talked about your feelings of resentment against teachers, parents, and fellow students. It seems a good idea to sum up these resentments in what we might call a real gripe session. This will be a chance for you to express your ideas and let off steam. We can start by listing all the things we resent or dislike. Would you like to list them? Perhaps you could list them in two groups: (writing on the board) People and Things. I'll begin by listing two of my gripes. (The counselor listed the first one in each group, and the students responded immediately with the rest.)

**GRIPES LIST**

**People**

- cowards
- fault-finders
- self-pitying people
- insulting people
- bores
- snobs
- braggers
- complainers
- thankless
- fair-weather friends
- self-centered

- inhumane (kick dogs and cats)
- irresponsible
- inconsiderate
- busy-bodies
- conceited
- show-offs
- wishy-washy
- two-faced
- rub-it-inners
- tattletales
vandalism    meanness
snobbishness pretense
keeping-up-with-Joneses prejudice
exaggeration narrow-mindedness
suspicion gossipping
laziness goofing-off
cheating showing-off
selfishness

Each one was described and griped about by the one who contributed and it seemed there was a great deal of support from the group for each one. Feelings of hostility and resentment were expressed by all group members. It seemed as if each knew people who fitted the description.
APPENDIX H
C: I think it's time we look at our group and ask ourselves, 'How are we doing?' What do you say?

S-1: Even my mother says I'm easier to get along with. She says I don't get mad so quick. I guess that's because I realize now it's only normal to have faults or to be different from someone else.

Everybody laughed.

S-2: I like what we're doing and I think it's helping me to get along better. But I think we should talk about us now, you know, about kids in school.

S-3: Maybe we could make a list of the things we like about kids--like the list we made of our gripes.

C: Maybe you could make two lists: one for boys and one for girls.

S: Great.

C: Will someone volunteer to write at the board?

<table>
<thead>
<tr>
<th>Personal Traits We Like in Girls</th>
<th>Personal Traits We Like in Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness</td>
<td>Good grooming</td>
</tr>
<tr>
<td>Honesty</td>
<td>Friendliness</td>
</tr>
<tr>
<td>Good manners</td>
<td>Good manners</td>
</tr>
<tr>
<td>Appropriate clothes</td>
<td>Honesty</td>
</tr>
<tr>
<td>Good language</td>
<td>Good language</td>
</tr>
<tr>
<td>Good figure</td>
<td>Sense of humor</td>
</tr>
<tr>
<td>Good grooming</td>
<td>Being a good sport</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>Having other boys like him</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Intelligence</td>
</tr>
<tr>
<td>Being a good sport</td>
<td>Being a good dancer</td>
</tr>
<tr>
<td>Being a good dancer</td>
<td></td>
</tr>
</tbody>
</table>
Comments were made and discussed. Students were named who fit the description. Everyone was enthusiastic and participated. The time passed quickly and before we knew it, the period was over. It was decided that we would wind up the discussion next time.

At the next meeting the counselor brought mimeographed sheets of the lists the group had made the previous week. She suggested rating themselves and checking those where improvement was needed. She also suggested keeping the sheets as reminders of what boys and girls like best about each other.
APPENDIX I
APPENDIX I

ILLUSTRATION OF A TYPICAL SESSION IN WHICH THE COUNSELOR INTRODUCED MATERIAL

C: Last time you said you would like to talk more about yourselves, so I brought a brief outline for an autobiography. I thought you might like to fill them out and then perhaps discuss them.

This was an unusual session because it centered around one girl. The group members were very thoughtful while filling in the outlines, and when discussion started, everyone not only participated, but asked what the counselor judged to be exceptionally good questions, both of the counselor and of each other.

The session turned into a tearful one when we came to the statement, "Able to bring personal problems out in the open and discuss them frankly with someone." One girl said:

S-1: Do you remember when I told you I thought parents were very thoughtless and cared only for themselves? That's my problem. I live here with my mother and step-father, but during vacations I live with my dad and step-mother. Here I have step-brothers, and there I have both step-brothers and step-sisters. My father buys me a lot of clothes when I'm there, but I don't feel I belong anywhere.

S-2: Have you ever thought of living all the time with just one of them?

S-1: Yes, my mother would like that, I think, but I'm not sure my step-father would; besides, I like being with my dad sometimes, too.
S-3: I used to feel the same way before I was adopted by my step-dad. But now we both feel that we sort of belong to each other. When I go to see my real dad it's strictly a visit and I find myself talking about going "home."

S-2: Is there any way things can change, Nell?

S-1: Not that I know of.

S-2: Well, I suppose that sometimes it seems tough and sometimes it makes you sad, and even mad, but look at all the kids who live in the Youth Home. They don't have either of their parents and there's not much hope that they ever will. And look at all the kids, even little kids, in orphanages who don't have any parents. So you see, Nell, you could be a lot worse off. Even if you don't live with them at the same time, at least they love you enough to want you with them.

C: You've brought up some real good points. Now I'm wondering if you might think of some ways that would help Nell make life more pleasant for everybody in both her homes.

S-2: Well, she could try to be especially helpful to her mother and her step-mother so they would really appreciate her and miss her when she's gone.

S-3: And she could be so pleasant to have around that each set of parents would think she liked that place the best.

The bell rang and one girl said, "Let's finish this next time. This is the best thing we've done yet." There was general agreement and the group left.
McKnight Junior High School

OUTLINE FOR CRITICAL AUTOBIOGRAPHY

DIRECTIONS: Write about yourself as frankly as you can, trying to give a true picture. Use the following framework, but make your write-up as long or as short as you wish.

THE PRESENT -- What kind of a person are you?

A. Are you emotionally mature?
   Able to make and keep friends.
   Able to make decisions.
   Able to accept responsibility.
   Able to bring personal problems out in the open and discuss them frankly with someone.
   Able to "win" modestly and "lose" gracefully, without alibis.
   Able to carry on everyday duties even while under strain or when you dislike what you have to do.
   (Please add any other ways you think emotional maturity is measured, and discuss your strengths and weaknesses)

B. Is your life well balanced?
   (Foundations include):
   1. An educational or vocational goal that holds your interest and keeps you working hard at it.
   2. Worthwhile leisure time activities which are a change from your work.
   3. Comrades in your work and play.
4. A religious faith or philosophy of life—something to live up to, and to lean on in time of crisis.

(Shock absorbers include):

1. An ability to relax whenever you want and need to.
2. A sense of humor to keep you from taking life and yourself too seriously.

(Attitudes include):

1. Facing reality--facing facts; doing the job that's got to be done, not procrastinating or escaping from situations.
2. Being sympathetic to those less fortunate than yourself--not indulging in self-pity.
3. Trying to expand your areas of interest--not staying in a rut.
4. Trying to cultivate a love of beauty--enjoying nature, art, music, etc.
APPENDIX J
APPENDIX J

ILLUSTRATION OF A FOLLOW-UP SESSION

C: Last week I had the feeling some of you were feeling a little sorry for yourselves. Then a night or two later I was reading one of my favorite columns in The Times, Ele and Walt, and the whole column was about kids feeling sorry for themselves. I thought you might like it so I had some copies made for you.

Counselor passed them out and they read them. There was some laughing to themselves. The girl who had really felt sorry for herself, smiled and said, "Guess that was written 'specially for me. I'm going to try and think how lucky I am to have two homes--some kids don't have any."

The students asked to take the copies home and we went on to discuss the remainder of the autobiography.
McKnight Junior High School

date-line

SELF-PITY WON'T HELP YOU A BIT

By Ele and Walt Dulaney

We have a problem today. We want to use a word that's not found in your dictionary. We call it "nnnnnnnNGGGGGG!" Perhaps you'll catch the meaning if you follow these directions.

First, clench your fists as hard as you can.

Now, jab your elbows into your ribs hard, hard, hard!

The next step is facial. Clench your teeth, purse your lips and bring your eye-brows together so that your forehead wrinkles.

Finally, knot all the muscles in your body. Your shoulders hunch, your neck shortens, your legs strain and your stomach tightens.

NOW—with your teeth hard together, and every muscle in your body tense—make the sound of "nnnnnnnNGGGGGG!"

Remember when you've felt this sensation before? Right! It's that old "I-can't-stand-it-anymore; it's-too-unfair, so-I'll-retreat-into-my-shell-of-absolute-fury-and-misery" feeling.

That's what "nnnnnnnNGGGGGG!" represents.

Many of the letters you send us are filled with this "nnnnnnnNGGGGGG!" attitude. "My parents are so unfair. They say I can't date until I'm 18. All the other guys do, but I'm just out of things. I can't stand it!"

"I work my tail off and yet my boss never gives me a word of praise. It's criticize, criticize, criticize from morning to night. He's the most unfair guy in the world."

"I'm so ugly." . . . "Nobody understands me." . . . "If only I had a car." . . . "They pick on me." . . . "nnnnnnnnnnNGGGGGG!" ad infinitum!
Let's get something straight here and now. Things happen in this life that are not fair, but they happen just the same.

When life slaps you down, you've got a choice to make. You can either lie there muttering "nnnnnnnNGGGGGG!" and pitying yourself, or you can get up, accept what's happened as an unpleasant fact, and start over again.

An "nnnnnnnNGGGGGG!" attitude accomplishes nothing. You only burrow deeper and deeper into a cesspool of misery. But accept things as they are, go on with the business of living—and you've won a chance to make it back to happiness!

So your folks won't let you date. Okay, that's the score, accept it. Stop moping around; get a job and save for the car or clothes you'll need once you reach date age.

You're homely? Then sign up for a charm and personality development course so you can make a more confident, pleasing appearance. The boss is a bear? Fine, let his grouchy-ness stimulate you into making applications for five better jobs!

Get the bit? Just set your sights on a goal and you can climb right out of that self-made prison of hate we call "nnnnnnnNGGGGGGG!"
On this particular day, several participants seemed very eager to start. I noticed they were a group who had classes together.

C: You seem eager to get started. Is there something special you want to talk about?

S-1: Let's talk about punishments that teachers give.

The subject was given enthusiastic approval and all participants entered into the discussion. Opinions for and against corporal punishment were given. A typical discussion follows:

S-1: I don't like punishment in front of the class.

S-2: It makes me so mad, I don't want to work at all.

S-3: Oh, I don't think so. It's embarrassing for the one getting it, but fun for the class. It breaks the monotony.

S-1: You shouldn't talk. If a teacher had caught you in the hall yesterday you'd have gotten it.

S-3: Why?

S-1: For goofing off and acting so stupid.

Small groups of two or three criticized others who had been punished and agreed they deserved it.

C: Does punishment help?
At first the discussion was rapid with short answers. Then it quieted down and they thought about it. The discussion then continued on a slower, more thoughtful pace. All participants thought it was necessary but that it should be used with discretion.

C: What are some of the alternatives?

This was discussed, with some students giving examples of what some teachers do. Some thought that essays, extra duties, and other forms of punishment were good, but the boys agreed that they would rather take a swat than write an essay.

The discussion ended with this remark from one of the girls who had spoken the least during the discussion: "Well, you shouldn't be goofing off in the first place and you wouldn't need to be worrying about swats and essays."
S-1: Yesterday in one class Mr. _____ said that he hoped all the kids would be leaving junior high and going on into high school with sound bodies as well as sound minds. The classes have been talking about how to be physically fit. What do you suppose would be included in mentally fit?

C: Good mental health includes many things, but certainly it would include being realistic about yourself; that is, being able to accept failures as well as your strong points, and being satisfied with yourself and willing to do your best. It would certainly include getting along with other people. Somewhere in my office I have a book that lists the characteristics of persons with good mental health. I seem to recall that it was published by the National Association for Mental Health. Would you like me to make some copies for you?

There was enthusiastic agreement.

Next time copies were brought. The students read them very thoughtfully and discussed each point. It seemed they could see their strengths and weaknesses and wanted to tell the group. The group responded with many "That's just the way I feel sometimes."
McKnight Junior High School

Characteristics of Persons With Good Mental Health

(Prepared by the National Association for Mental Health)

1. They feel comfortable about themselves
   a. They are not bowled over by their own emotions—by their fears, anger, love, jealousy, guilt, or worries.
   b. They can take life's disappointments in their stride.
   c. They have a tolerant, easy-going attitude toward themselves as well as others, they can laugh at themselves.
   d. They neither under-estimate nor over-estimate their abilities.
   e. They can accept their own shortcomings.
   f. They have self-respect.
   g. They feel able to deal with most situations that come their way.
   h. They get satisfaction from the simple, every-day pleasures.

2. They feel right about other people
   a. They are able to give love and to consider the interests of others.
   b. They have personal relationships that are satisfying and lasting.
   c. They expect to like and trust others, and take it for granted that others will like and trust them.
   d. They respect the many differences they find in people.
   e. They do not push people around, nor do they allow themselves to be pushed around.
f. They can feel they are part of a group.

g. They feel a sense of responsibility to their neighbor and fellowmen.

3. They are able to meet the demands of life

   a. They do something about their problems as they arise.

   b. They accept their responsibilities.

   c. They shape their environment whenever possible; they adjust to it whenever necessary.

   d. They plan ahead but do not fear the future.

   e. They welcome new experiences and new ideas.

   f. They make use of their natural capacities.

   g. They set realistic goals for themselves.

   h. They are able to think for themselves and make their own decisions.

   i. They put their best effort into what they do, and get satisfaction out of doing it.
APPENDIX M
ILLUSTRATION OF A TYPICAL SESSION THAT REFERRED BACK TO PREVIOUS SESSIONS

C: When we made out the autobiography forms and again when we discussed the characteristics of persons with good mental health, did you think it was something like looking in a mirror and seeing yourself?

(Nodding of heads.)

C: Well, what did you see? Don't answer. Just think about it. Did it bother you?

S-1: Yes, in a way it did.

S-2: Some of the things I do make my parents sad and that bothers me.

S-3: Even though I say I don't care about my grades or what the other kids think of me, I really do. I'd like to be like some of those other kids who don't have any problems.

C: Is this a case of looking over at your neighbor and thinking he doesn't have any problems?--The grass seems greener on the other side of the fence?

S-3: He probably works a lot harder so he gets better grades. And......he's probably not absent much. And......he dresses nice, too. And......he gets along with the other kids. Yes, and he's better looking than I am, too.

C: How does this other fellow get all these things?

S-3: He makes himself do a lot of things.

C: Would you like to be like him?

S-3: Sure.

C: Well, can you?

S-3: I don't know. I guess so.
C: How?

S-3: Well, I can see that I'm here every day.

C: How?

S-3: Well, if I go to bed earlier. (Looking down and grinning) If I don't stay up watching TV too late. And.....if I do my assignments as soon as they're assigned. And.....change my clothes after school so they stay clean, I'd look nicer. But how can I be better looking?

(Laughter from the group)

C: I'd say you were pretty good looking just the way you are. What do the rest of you say?

Group: Yeah, he's okay.

(All the group laughed a little.)

C: What does this all mount up to?

S-4: He'll have to change a lot of his habits.

S-3: I guess so.

C: Something keeps coming to mind for me. It's something I heard in church one Sunday. It was a sermon by Dr. Turner at the University Congregational Church in Seattle. He said he used to print cards with the word "NO" printed in big bold letters. He passed them out to his congregation to remind them that it was the biggest little word in the English language. He said that if we learned to use it when we were tempted, we could accomplish most anything we wanted.

Now, can you say "No" to TV on school nights? Can you say "No" to the little culprit that encourages you to stay in bed in the morning? Can you say "No" to yourself?

S-4: That sure cuts out a lot of fun.

C: It all depends upon what you want out of life, doesn't it? Each one must make his own decisions, based upon what he values most.
Sometimes when parents and teachers are discouraged or disappointed in kids, you hear them say, "You can lead a horse to water, but you can't make him drink." What do you suppose they mean?

Discussion centered around the fact that we could be surrounded by good books, good schools, and good teachers, but whether or not we learned, depended on us.

The following week the counselor referred back to the previous session this way:

C: I had the feeling last week that some of you were concerned about making a fresh start and whether or not you could do it. I ran into an interesting article about an Olympic track star who placed second in the 400-meter hurdles in the 1960 Olympics and then failed to qualify in the 1964 Tokyo Games when he stumbled on a hurdle in the trials. He wrote an open letter to youth and I think you'll find it interesting. Maybe it will have a message for you; maybe it won't. You can keep it.
OLYMPIAN DARES YOUTH

(Editor's note: Air Force Lt. Clifton (Cliff) Cushman is a former Kansas University and Olympic track star who calls Grand Forks, N. D., his home. He won second in the 400-meter hurdles in the 1960 Olympic Games at Rome but recently failed to qualify for the 1964 Tokyo Games when he stumbled on a hurdle in the trials in Los Angeles. Cushman, though disappointed, refused to feel sorry for himself and recently wrote the following open letter to a Grand Forks newspaper, challenging the youngsters of that community to strive to do their best and become better citizens. The letter, carrying a message to all youths, follows.)

AN OPEN LETTER TO YOUTH:

Don't feel sorry for me. I feel sorry for some of you! You may have seen the U. S. Olympic Trials on television Sept. 13. If so, you watched me hit the fifth hurdle, fall and lie on the track in an inglorious heap of skinned elbows, bruised hips, torn knees, and injured pride, unsuccessful in my attempt to make the Olympic team for the second time. In a split second all the many years of training, pain, sweat, blisters and agony of running were simply and irrevocably wiped out. But I tried! I would much rather fail knowing I had put forth an honest effort than never to have tried at all.

This is not to say that everyone is capable of making the Olympic Team. However, each of you is capable of trying to make your own personal "Olympic Team," whether it be the high school football team, the glee club, the honor roll, or whatever your goal may be. UNLESS YOUR REACH EXCEEDS YOUR GRASP, HOW CAN YOU BE SURE WHAT YOU CAN ATTAIN? AND DON'T YOU THINK THERE ARE THINGS BETTER THAN CIGARETTES, HOT-ROD CARS, SCHOOL DROPOUTS, EXCESSIVE MAKE-UP, AND DUCK-TAIL GREASE-CUTS?

Over 15 years ago I saw a star--first place in the Olympic Games. I literally started to run after it. In 1960 I came within three yards of grabbing it; this year I stumbled, fell, and watched it recede four more years away. Certainly, I was very disappointed in falling flat on my face. HOWEVER, THERE IS NOTHING I CAN DO ABOUT IT NOW BUT GET UP, PICK THE
CINDERS FROM MY WOUNDS, AND TAKE ONE MORE STEP FOLLOWED BY ONE MORE AND ONE MORE, UNTIL THE STEPS TURN INTO MILES AND THE MILES INTO SUCCESS.

I know I may never make it. The odds are against me, but I have something in my favor—desire and faith. Romans 5:3-5 has always had an inspirational meaning to me in this regard. "... we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not disappoint us..." At least I am going to try.

How about you? Would a little extra effort on your part bring up your grade average? Would you have a better chance to make the football team if you stayed an extra 15 minutes after practice and worked on your blocking?

Let me tell you something about yourselves. You are taller and heavier than any past generation in this country. You are spending more money, enjoying more freedom, and driving more cars than ever before, yet many of you are very unhappy. SOME OF YOU HAVE NEVER KNOWN THE SATISFACTION OF DOING YOUR BEST IN SPORTS, THE JOY OF EXCELLENG IN CLASS, THE WONDERFUL FEELING OF COMPLETING A JOB, ANY JOB, AND LOOKING BACK ON IT KNOWING THAT YOU HAVE DONE YOUR BEST.

I dare you to have your hair cut and not wilt under the comments of your so-called friends. I dare you to clean up your language. I dare you to honor your mother and father. I dare you to go to church without having to be compelled to go by your parents. I dare you to unselfishly help someone less fortunate than yourself and enjoy the wonderful feeling that goes with it. I dare you to become physically fit. I dare you to read a book that is not required in school. I dare you to look up at the stars, not down at the mud, and set your sights on one of them that, up to now, you thought was unattainable. THERE IS PLENTY OF ROOM AT THE TOP, BUT NO ROOM FOR ANYONE TO SIT DOWN.

Who knows? You may be surprised at what you can achieve with sincere effort. So get up, pick the cinders out of your wounds, and take one more step.

I DARE YOU!

Sincerely,

Clifton E. Cushman

Taken from—The Cramer Chemical Co. (Athletic First Aids Since 1918) of Gardner, Kansas