

FLINT SCHOOLS EXPERIMENTAL PROGRAM FOR THE EMOTIONALLY HANDICAPPED

PILOT PHASE DESCRIPTION AND EVALUATION

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Inter-Center Study on Children,
Youth and Family Life
Institute for Social Research
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INTRODUCTORY STATEMENT

The Flint Schools Experimental Program for the Emotionally Handicapped was sanctioned by the Flint Board of Education to operate as a pilot phase during the school year 1961-62. This program was supported by the Institute for Social Research of the University of Michigan through a grant from the National Institute of Mental Health. NIMH provisions for the use of this grant specified that Flint Youth Study personnel would provide consultation on the development and evaluation of this program.

The Flint Board of Education stated the following purposes in initiating this program:

1. "To enable the Flint Public Schools to find ways of working with elementary children who are emotionally disturbed and who exhibit unacceptable behavior patterns."
2. "To find ways of making it possible for children with emotional problems to be rehabilitated so they may participate successfully in the regular school program."
3. "To provide the Flint Public Schools with a basis upon which a decision can be made whether to participate in the Department of Public Instruction's program for emotionally disturbed children."

The first semester of the 1961-62 school year was devoted to preliminary investigation and specification of the pilot phase program design. Four program areas were decided upon.

They included:

1. A Social Adjustment Room for emotionally handicapped children.
2. A Visiting Teacher program of work with disturbed children and their parents.
3. Human Relations Training in regular classrooms.
4. An After School Activities Club.

Pre-screening and final diagnostic work was completed on children in the two schools designated for this program. Operation of the program areas was carried out during the spring semester.

Evaluation of the pilot phase of these program areas indicates that their operation was extremely successful. A high level of pupil involvement and acceptance was demonstrated. Trends towards desired change were evident in all areas. A majority of involved school staff personnel were favorably impressed.

Plans for the school year 1962-63 include continuation and further integration of the program areas explored during the pilot phase. A staff workshop is being organized for early in the fall. Evaluation during the coming year is to include a basic research design to explore the contribution of specific techniques to improved adjustment of emotionally handicapped children. Should such relationships prove demonstrable, plans for the future include exploration of means of communicating successful techniques to Flint School personnel.

The following report presents the background of this program, steps taken in its development, detailed description and evaluation of the pilot phase, and a general statement of plans for the coming year.

I. BACKGROUND, SUPPORT, AND SANCTION OF THE PROGRAM

In the spring of 1961, Lester Ehrbright, Director of Pupil Personnel for the Flint Public School System, proposed that the Flint Youth Study (FYS) direct their action research efforts toward collaboration on the development of an experimental program for emotionally handicapped children (EPEH) in the Flint Public Schools. This proposal was reviewed by the Flint Youth Study Policy Committee which is composed of professional youth socialization leaders from the Flint community and members of the FYS staff.

Such a program was accepted as a top priority commitment by the Policy Committee on the basis of research carried out in Flint by FYS and national concern with the problems involved. Such a program was also of top priority concern to the Flint school system as it was conceived to deal with the elementary aged population who were termed "in-betweeners," in that they were not able to be contained in the school system, yet were too young to make an adjustment outside of it.

The Flint Youth Study was organized under the direction of Ronald Lippitt and Stephen Withey as a part of the Institute for Social Research program, the Inter-Center Study on Children, Youth, and Family Life. During the first three years of operation, FYS had concentrated on basic research on youth socialization and family life in the Flint community. During the fourth year, a program of reporting research findings to Flint agencies was initiated. A third stage of operations was also begun at this time. FYS offered consultative services to Flint agencies wishing to initiate new action programs or further develop their evaluative efforts concerning present programs.

This action research phase of FYS operations was conceived from the beginning as having a potential for making a vital contribution to the problems facing social scientists of translating basic research into practical implications and assisting community practitioners in testing their application. This function of FYS is comparatively unique to research institutions and is being explored on a wider base than is evidenced by the program described in this report.

The FYS action-research consultant to this particular program, Charles Jung, assumed a role of resource person, communicant to various agencies involved, aid in program specification, demonstrator, research investigator, and personal consultant. This consultant role and the nature of its relationships to community agencies will be described in more detail in a forthcoming report. This action-research phase was under the supervision of Dr. Lippitt. Mr. Jung met for several hours each week with the FYS Action-Research Team in exploring considerations of his role and preparing materials for the client agencies.

It was in relation to the action-research phase of FYS that Mr. Ehrbright made his proposal to the FYS Policy Committee. Funds for such a program were made available to the Flint Board of Education through FYS from the National Institute of Mental Health (NIMH). NIMH conditions for the use of these funds involved collaboration between the Flint Board of Education and FYS on the development and evaluation of the program.

The Flint Board of Education approved the establishment of an experimental program for emotionally handicapped children in August of 1961. A grant of \$10,000 for the school year 1961-62 was accepted from FYS for its establishment. The Board specified that an evaluation of the first year of this program was to be submitted so that the advisability of its continuation could be determined. Funds of \$10,000 for each of the next two years of operation and research evaluation of the program are available through FYS for this purpose.

II. DEVELOPMENT OF THE PROGRAM

This program went through three general stages in its development, preliminary to conducting the pilot phase. The first stage was an initial statement of the program which provided a framework sanctioned by the Flint Board of Education. The second involved a period of preliminary investigation, during which many areas of consideration important to specification of a program of this sort, were explored. The third involved the specification of the program based on this extensive investigation.

A. Initial Statement of Design Sanctioned by the Flint School Board

The program as initially approved by the Board of Education was to serve groups of emotionally handicapped children at Dort and Doyle Community Schools. Children to be included were, "Those whose behavior is so deviant that exclusion from school is likely to take place at any time." They were to be of "normal mental ability since an integral part of the program involves their rehabilitation into the regular educational program of the school. None who are judged to be psychotic would be eligible."

The Board stated the following purposes in initiating this program:

1. "To enable the Flint Public Schools to find ways of working with elementary children who are emotionally disturbed and who exhibit unacceptable behavior patterns."

2. "To find ways of making it possible for children with emotional problems to be rehabilitated so they may participate successfully in the regular school program."
3. "To provide the Flint Public Schools with a basis upon which a decision can be made whether to participate in the Department of Public Instruction's program for emotionally disturbed children." (See Appendix A)

B. Preliminary Investigation

An advisory committee was established to further design, implement, and evaluate the program within the general framework sanctioned by the Board. This committee is under the direction of Lester Ehrbright and included:

Flint School System

Lester Ehrbright - Director of Pupil Personnel Services

Maurice Frost - Assistant Superintendent, K - 12

Ola Hiller - Director of Instructional Services Department

Harriet Latimer - Director of Research Services Department

Vivien Ingram - Coordinator of Educational and Vocational
Counseling Services

Sybil Michener - Consultant in Exceptional Children's Services

Stanley Carlson - School Diagnostician

Richard Dix - Principal, Dort Community School

Virginia Dell - Principal, Doyle Community School

Flint Child Guidance Clinic

Paul Jordan - Clinical Director - Psychiatrist

Raymond Bodwin - Administrative Director - Psychologist

Flint Youth Study

Jack Logan - Field Director

Charles Jung - Field Consultant

Seven sub-committees were established in relation to:

1. Screening Procedures
2. School Program Plans
3. Parent Program Plans
4. Evaluation and Research Plans
5. Staffing
6. Finance and Housing
7. Placement

(See Appendix B)

Cooperation of inter- and intra-agency departments is reflected in the membership of this advisory committee. Such cooperation is essential to the success of a program of this type which requires a multiple entry design. It is necessary to the establishment of common goal and procedural expectations among staff and administrative personnel. The success of the pilot phase of this program may be considered a reflection of the extent to which this cooperation was realized. Mr. Carlson took primary responsibility as coordinator of sub-committee activities and chairman of the screening procedures.

Several areas of preliminary investigation were explored by these sub-committees. Information was gathered from Flint teachers concerning disturbed children in their classrooms. This included the teachers' views of the kinds of difficulty these children have in school, the kinds of help they need,

and the things that the teachers are currently doing to help these children. (See Appendix C)

Consideration was given to available research on socio-emotionally handicapped children. Part of the research looked at was that which FYS had recently conducted on Flint youth. (See Appendix D)

Consideration was given to a wide variety of possible ways of working with these children. Information of programs which are being carried out in Michigan and throughout the country was reviewed. (See Appendix E)

Resources available in the school system and the Flint community were reviewed. Considerations relevant to the selection of a teacher-therapist for the program were given special attention. (See Appendix F)

Consideration was also directed to the question of possible variables to consider in evaluation of the program. (See Appendix G)

C. Specification of the Pilot Phase of the Program

On the basis of the preliminary investigations and considerations of the advisory committee and sub-committees, an action program was specified and initiated during the spring semester. This was considered to be a pilot phase of EPEH during which several areas of program which seemed indicated were to be demonstrated and evaluative procedures explored.

The strongest implication for programming which arose from the preliminary investigation was that a program for work with emotionally handicapped children should involve a multiple approach. It appears characteristic of these children's

experience that they subject themselves to a vicious circle of rejection that contributes to and maintains their pathology. Progress made in one area, such as a special classroom, may typically be undermined by a rigid pattern of negative relationships at home and in the regular classroom. For this reason, it appeared extremely important that this program take advantage of opportunities to work with parents of these children and with areas of the regular school program. As the ultimate goal is to help these children to adjust as rapidly as possible to the regular school program, work with the teacher and pupils of the regular classroom and the Community School Director on techniques for accepting and supporting the disturbed child, seem especially crucial and promising.

The program which was developed included four general areas.

1. A Social Adjustment Room (SAR) for eight emotionally handicapped pupils from the 3rd, 4th, and 5th grades at Dort School.
2. Group work with parents of children in the SAR and individual work with the children carried out by the Dort School Visiting teacher.
3. Human relations training in the regular classroom aimed at developing an improved mental health climate in the class, helping the class to support disturbed children within it, and providing the regular classroom teacher with additional skills to use in dealing with disturbed children.

4. An after school activities club in which two disturbed boys are included with fifteen others chosen on the basis of high stability ratings by their teachers. This group was called the Dort School 4th Grade Gra-Y. (See Appendices H, I, J, K respectively)

The program designs of the two schools were not the same during this pilot phase. The difference in designs was dictated by the availability of space, but was felt to be highly advantageous in that more can be learned by the comparison of two separate designs than would be the case if both schools operated in a similar fashion.

The pilot phase program designs in the two schools were as follows. In Dort School, eight children were placed in the Social Adjustment Room. All of these children and their parents were also worked with by the Visiting Teacher. Two of these children participated in the Gra-Y Club. Human relations training was introduced in four 6th grade classrooms. One of these groups was worked with intensively for an eight week period. In Doyle School, an introduction to classroom human relations training was conducted over a five week period.

Pilot Phase Program Designs by School

Children diagnosed as emotionally handicapped:

<u>Dort</u>		<u>Doyle</u>
Included	Not Included	Included
Social Adjustment Room		
Visiting Teacher Program		
	Human Relations Training	Human Relations Training
After School Activities Club		

Screening for placement of pupils in these programs was carried out in two phases. The first was a pre-screening procedure which was subsequently found to have been highly effective in selecting children whose school difficulties involve emotional disturbance. (See Appendix L) In the second phase, pupils in this pre-screened group were given academic and psychological diagnostic tests. Additional information on the child's home background and school behavior was gathered. A case conference was conducted for each child. Matched pairs were designated where possible for evaluative purposes and random placement in the programs was completed. (See Appendix M)

III. PILOT PHASE OF THE PROGRAM--DESCRIPTION AND EVALUATION

During the pilot phase, the program areas conducted in the two schools tended to be operated independently. The major exception to this was in the conferring relationship between the visiting teacher and the teacher of the Social Adjustment Room at Dort School. Some additional coordination arose from the FYS consultant's conferring relationship with these two persons throughout the program. For the sake of clarity in presenting descriptions and evaluative findings of the program areas as they operated during the pilot phase, each is presented separately in this section of the report.

The purposes, population of the group, design, definition of adult roles, and evaluative techniques of a program area are presented first. This is followed by an assessment of the potential of the evaluative techniques. Finally, evidence of pupil change associated with the program area is presented.

A. Social Adjustment Room--Description and Evaluation

1. Purposes

Five general purposes were stated in initiating this program area. They are:

- a. To provide a carefully screened group of emotionally handicapped children with a small group learning environment oriented to provide remedial academic instruction and interpersonal classroom experiences which promote an improved behavioral adjustment to the school setting.
- b. To develop and explore new techniques of working with this type of child in the school setting.
- c. To provide training experiences for the teacher of the special room in developing her skills of working with these children and her ability to evaluate her efforts and their progress.
- d. To develop objective methods of evaluating a program of this type.
- e. To provide the Flint Board of Education with information relevant to consideration of involvement in the State Department of Public Instruction's public school program for emotionally handicapped children.

2. Population of the Group

The group was composed of eight children from the third, fourth, and fifth grades who were screened and diagnosed as

having emotional handicaps which interfered with their academic and behavioral adjustment to the public school setting. Where possible, the children placed in the special room had been matched with controls who were part of the pre-screened group. Of the initial eight children chosen, six had matched controls. The types of emotional problems evidenced by these children ranged from aggressive acting out behavior, involving evidence of possible organicity in some cases, to withdrawn and bizarre behavior.

3. Design

The children spent the morning in the special class and the afternoon with their regular classroom group. In the special class, the focus of activity was instructional involving both individualized remedial work and some group instruction as various members of the group showed readiness for it. Behavioral adjustment problems in relating to the teacher or other members of the class were focused on, sometimes individually and sometimes with the group as a whole. The approach of the teacher in dealing with such problems incorporated the techniques of Life Space Interviewing as developed and described by Dr. Fritz Redl.¹

¹Redl, F., Strategies and techniques of the life space interview, Amer. J. Orthopsychiat., 1959, 29.

4. Definition of Adult Roles

The teacher of the special room, Mrs. Parnes, communicated her role to the children as that of a special "helping teacher." This is a role concept already familiar at Dort School. A "helping teacher" comes to Dort several times a week to do remedial work with small groups. The children in these remedial groups are chosen as being academic under-achievers without reference to involvement of inhibiting emotional factors.

Mrs. Parnes' focus was initially an academic one. As the children presented evidence of difficulties in classroom interpersonal relations she included a focus of working with them in this area as well. Through the individualized attention and special handling techniques that the small group situation made possible, she sought to provide each child with a positive experience in relating to a teacher. Through the use of special classroom structuring techniques and Life Space Interview interactions, she sought to help each child reach a better understanding of his behavior in the classroom and ways of relating more comfortably with his peers.

This program was under the immediate administrative supervision of Richard Dix, Principal of Dort School. In instances where children of the special class got into serious difficulty while not in that class, the principal's office took disciplinary measures as in any other case. If, following being seen by the principal, the child was not

felt to be ready to return then to the regular class, he may have been placed with Mrs. Parnes for the remainder of the day. If the difficulty was not of too serious nature, the regular classroom teacher sometimes sent the child directly to Mrs. Parnes communicating the idea that he was not seen as needing discipline, but rather that Mrs. Parnes' room was a place where he could go to pull himself together or work more comfortably than was possible for him in the large group.

Mrs. Parnes worked with Charles Jung, Flint Youth Study consultant, in devising instruments for evaluating the children's progress and the effects of various techniques she employed. She took responsibility for using these instruments to keep records. Mr. Jung consulted with her once a week concerning these records and also in regard to questions that arose concerning individual and group classroom problems and techniques for dealing with them. Others were also brought into consultation on matters of teaching method, classroom management, and evaluative design. These included department heads of the Flint School system, representatives of the Flint Child Guidance Clinic, the Visiting Teacher for Dort who worked with these children and their parents, the regular classroom teachers who have these children, the principal of Dort, the Community School Director of Dort who worked with some of these children in after school activities, and

representatives of the Flint Youth Study.

5. Evaluative Techniques (See Appendix N)

Several approaches were taken in the pilot phase evaluation of this program area. Records kept by Mrs. Parnes for this purpose included:

- a. Write-ups of critical incidents describing what happened, how it was handled, how the child reacted to the handling.
- b. Daily individual and group anecdotal records.
- c. A daily behavioral check list indicating the nature of each child's interpersonal interactions and response to academic tasks.
- d. A posted progress sheet kept by the special teacher and each child indicating daily goals and the extent to which they were accomplished.

6. Assessment of Evaluative Techniques

a. Academic Check List

An academic check list was kept posted in the room indicating each child's assignments and work completed each day. This proved to be an effective means of following the child's academic progress in relation to subject matter. It also served as an indication of progress in increased attention span and ability to complete longer as well as more difficult assignments. Another function that this check list served was that

of providing structure for the day and immediate reward for the child upon completion of a task. There appeared to be few evidences of frustration related to having academic progress posted in this way. Grades were not posted, only a check for completion of each specific assignment. When a child indicated frustration over the posted evidence of work not completed, Mrs. Parnes accepted such difficulty as an opportunity to support and work directly with the child on a problem. Mrs. Parnes feels that keeping this record may continue to be useful, but that it need not be posted on the classroom wall.

b. Pupil Behavior Check List

The Pupil Behavior Check List was filled out for each pupil at the end of each day by Mrs. Parnes. It represents her perception of the child's integrative and disintegrative behavior as directed towards himself, peers, or teacher. It also indicates the activity period of the day during which particular behaviorisms occurred. The data which this instrument supplied appears sensitive and meaningful and lends itself well to statistical handling.

A good deal of objectivity is evidenced in Mrs. Parnes use of this instrument. As it only yields a record of the number of types of acts during a given period, it appears advisable to add a category for rating the intensity and duration of types of acts.

The plotting of this data on graphs presents a sequential time patterning that appears to have very positive potential for both practice and research. For practice, it supplies a consultant working with the teacher with a broad, objective picture of the child's behavioral pattern which the teacher is attempting to deal with. It also may be indicative of behaviorisms which the teacher tends to overlook. As such, it can be of help to both teacher and consultant in greater sensitizing their understanding of the child. For research, this instrument appears particularly valuable as it specifies the behavioral image of the child and individualizes each child's pattern. This is very important as the pathologies and related behavioral patterns of emotionally handicapped children are apt to vary greatly. Behavior which might be considered negative when evidenced by one child could be a real sign of improvement when carried out by another. Behavioral graphs made from the check lists may be kept with a projected pattern that would represent symptomatic improvement for each individual. While some might point out that improvement on this level may be only superficial it should be kept in mind that it is at the behavioral level that school staffs must deal and this is where their greatest aware concern exists.

c. Anecdotal Material

Mrs. Parnes kept daily Anecdotal Notes on each child in the Social Adjustment Room. This was supplemented with Critical Incident Reports which described in greater detail interactions which seemed of particular relevance. This material provides a record of the therapeutically oriented interventions which Mrs. Parnes conducted in the life space of these children. During this pilot phase, Mrs. Parnes studied the Life Space Interview Techniques developed by Fritz Redl and began to develop skill in their application. Mr. Jung consulted with her on this technique for which she received two hours graduate credit from the University of Michigan.

These records go nicely with the Behavioral Check List material in evidencing behavioral situations characteristic of the individual children and the effects of different types of intervention with them. There appears to be a potential for statistical handling of this data on a sequential time basis in relation to the check list data and individualized goals that can be specified for the children. One statistical design for handling such material has already been developed at the Child Research Branch of the National Institute of Mental Health.²

²Newman, R.G., Faegre, C., and Glaser, F., The assessment of progress in the treatment of learning disturbances of hyperaggressive children in a school setting. Amer J. Orthopsychiat., 1959, 29, 633-643

d. Teacher Ratings

A simple rating scale was responded to at the end of the pilot phase by the regular classroom teachers and by Mrs. Parnes concerning their post program impressions of the children in the Social Adjustment Room. This instrument could be improved by including more areas of observation and administered on a before and after basis. Such an instrument might prove of value both as an indication of change in the children and as an index of the teachers' satisfaction with the program. If the regular classroom teachers would fill it out on all children in their class at the beginning and end of a semester, such data could be handled statistically with relevance to those children who were also in the Social Adjustment Room.

7. Evidence of Change

The Academic Check Lists and Mrs. Parnes' final evaluations of the children indicate that they made varying degrees of progress. Each of these children took achievement tests prior to placement in the Social Adjustment Room. An objective measure of academic progress will not be available until such tests are re-administered during the coming school year. Mrs. Parnes reports improvement in work habits of seven of the eight children in her post program ratings. Mrs. Parnes feels that all of these children are still in need of special academic help. By the end of the year, Mrs. Parnes

was able to write out individualized perscriptions for providing this help in the coming school year.

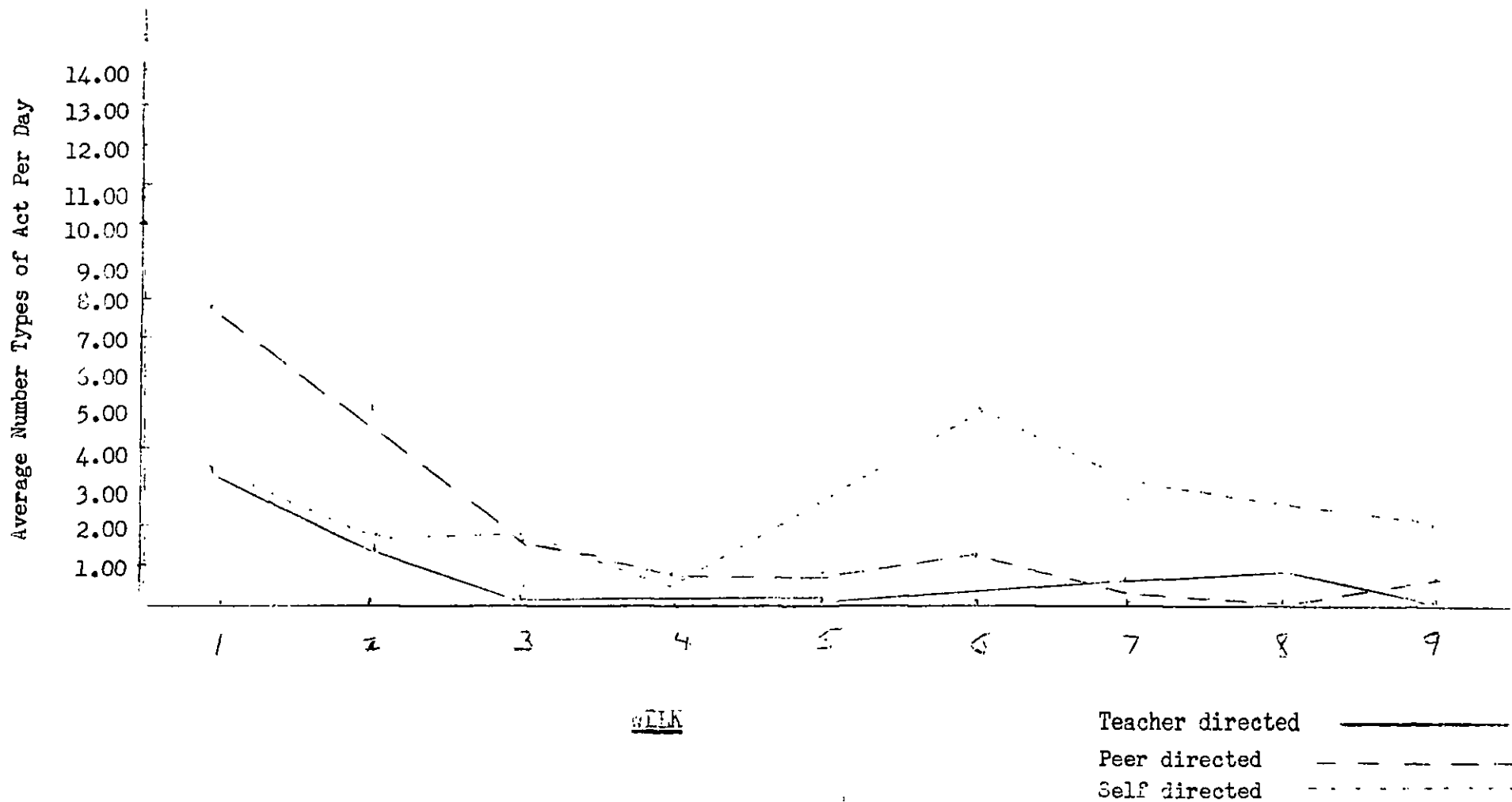
The Behavioral Check Lists provided an objective indication of the childrens¹ social and interpersonal adjustment during the final nine weeks of this program. For six of the eight children, integrative behavior tended to increase while disintegrative behavior decreased. For the seventh child, the tendencies appeared to move toward less integrative and slightly more disintegrative behavior. The pattern of the eighth child was extremely erratic.

Reporting these tendencies is virtually meaningless without consideration of the pathologies of the children involved. For example, the "seventh child" just mentioned above is very withdrawn. For him, an increase in disintegrative behavior represents a potential for progress in that it makes certain of his problem areas accessible to the teacher. In general, all of these patterns except the eighth appeared to be moving in a desired direction.

These patterns which were plotted from the Behavioral Check List data contain further information which suggests progress and offers guides to working with these children. For example, it is promising to note that for one acting out boy, disintegrative behavior directed towards teacher and peers gradually diminished and was replaced by self-directed negative behavior. This suggests the development of guilt feelings which must be generated in this type of child before he can be helped on a life space level. The graph of this boy's pattern of disintegrative behavior is presented on the next page. It is followed by a graph of his integrative behavior during the same period.

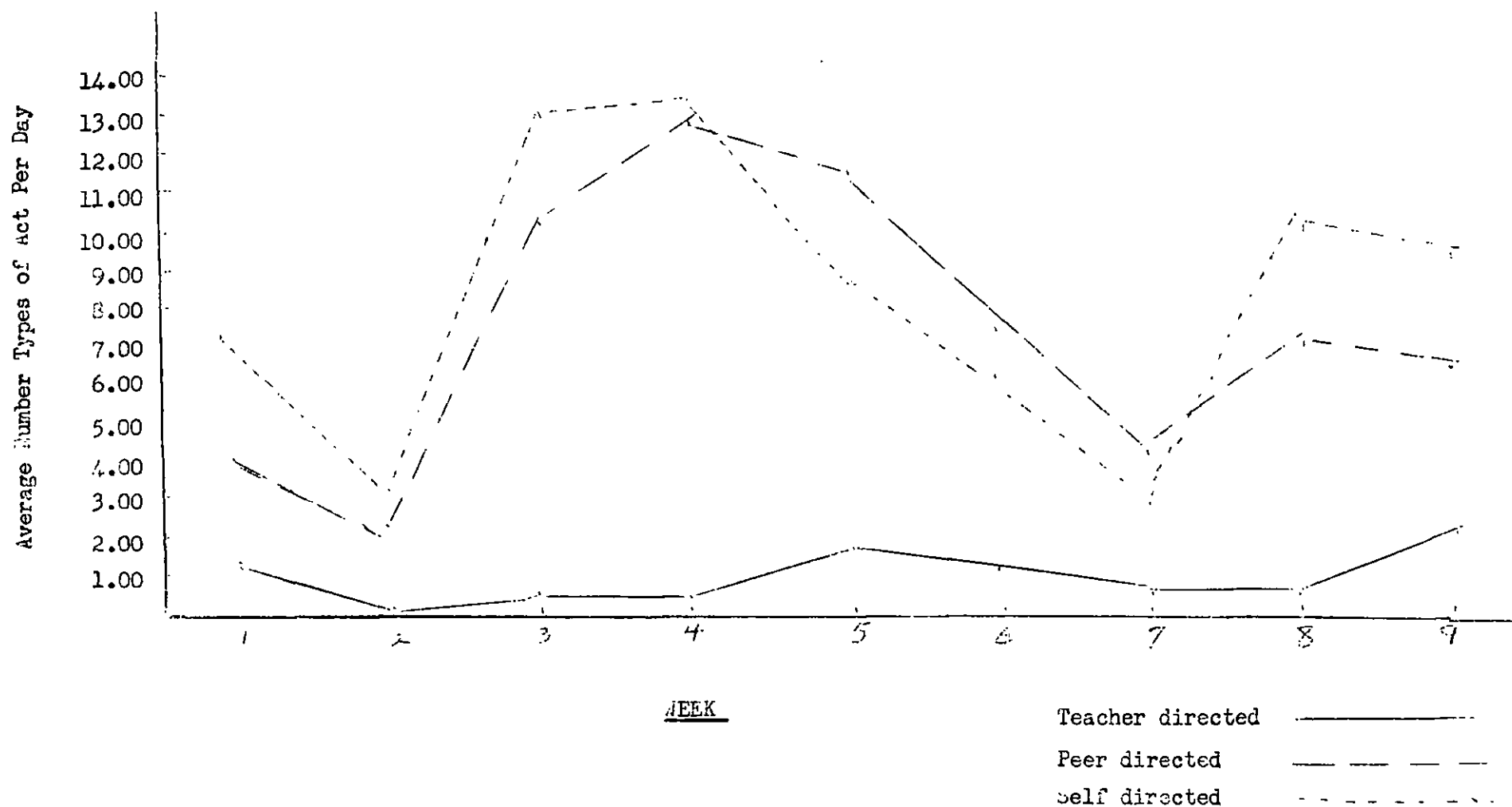
Disintegrative Behavior of Acting Out Boy in Social Adjustment Room

- as directed towards teacher, peers, and self



Integrative Behavior of Acting Out Boy in Social adjustment Room

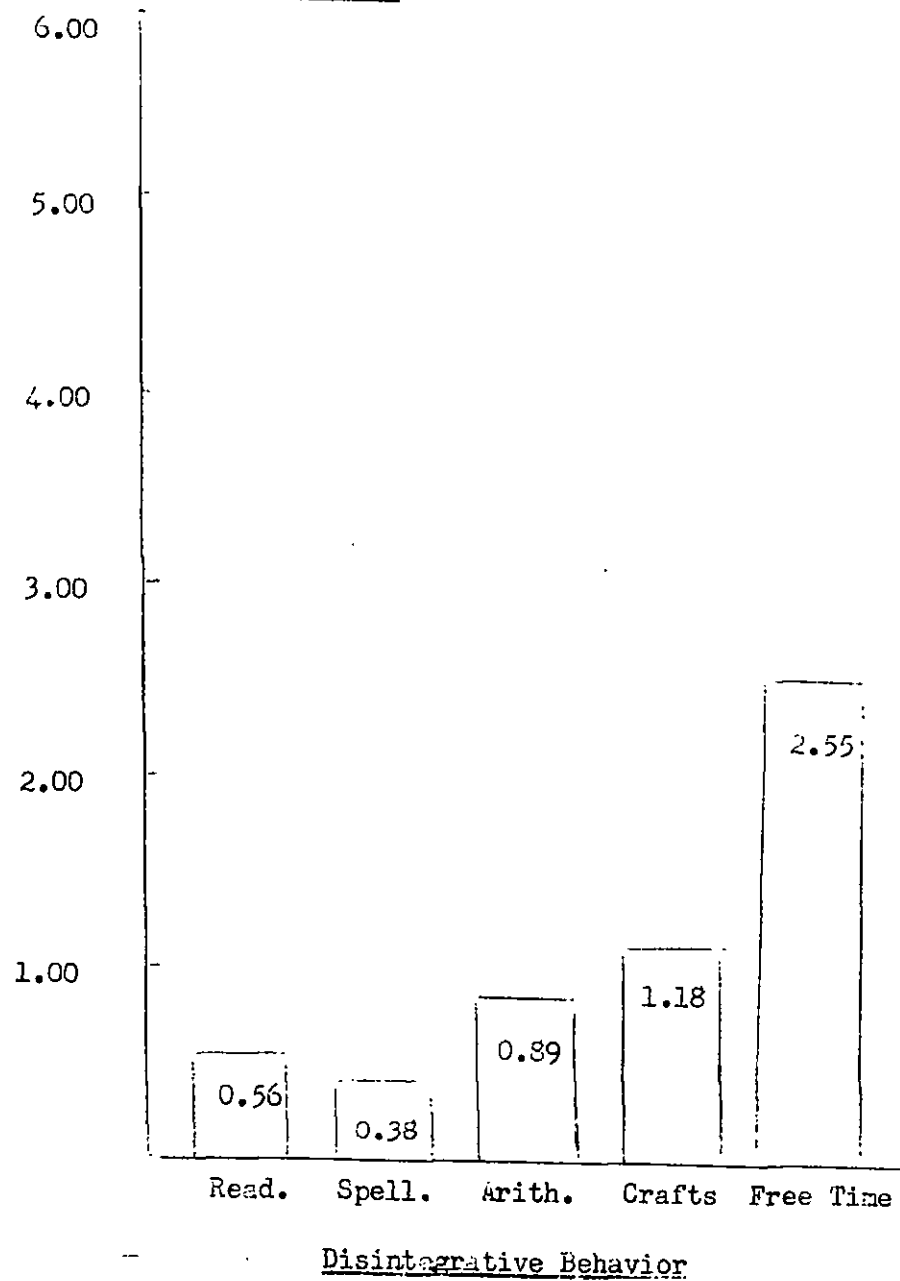
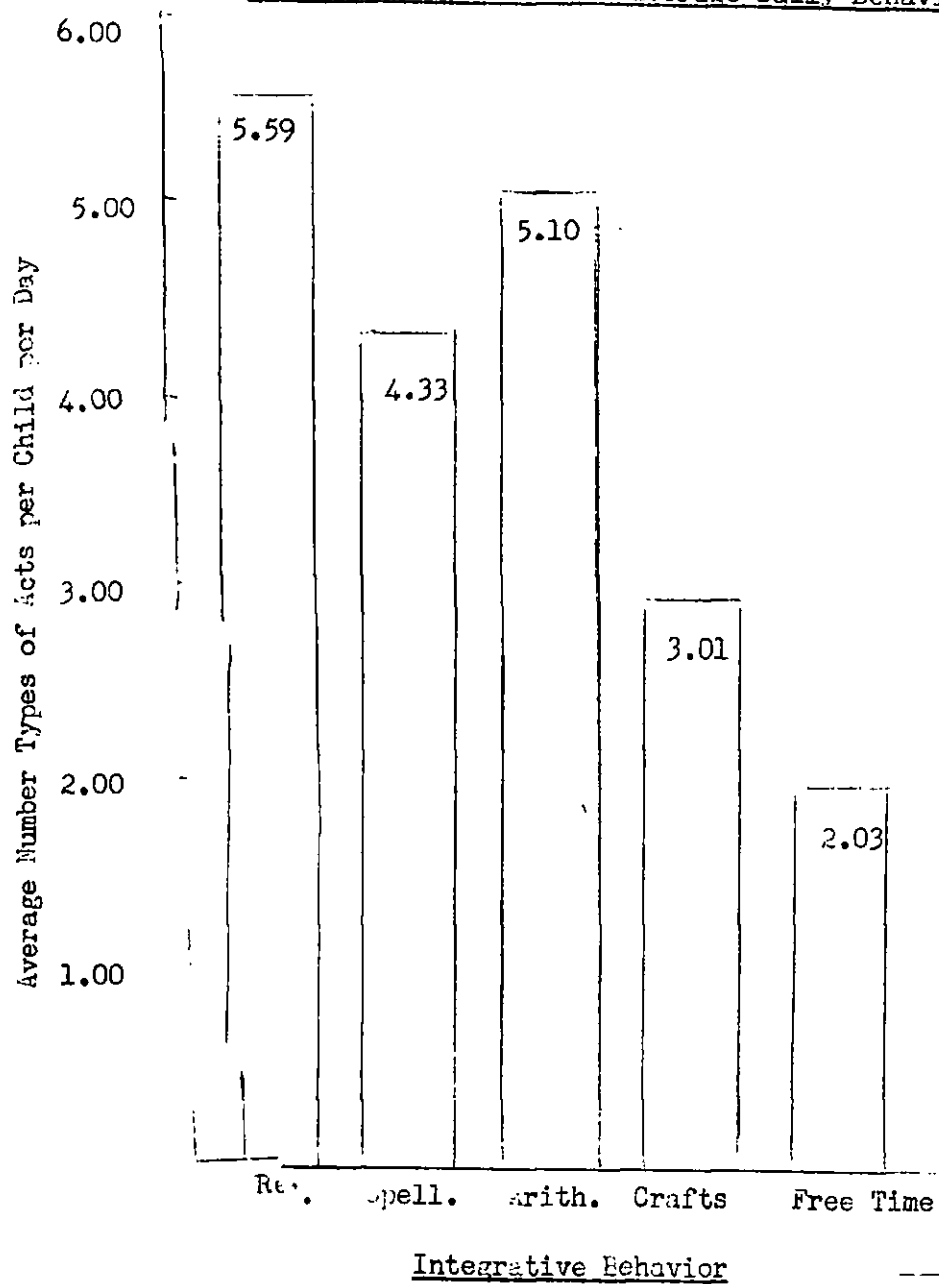
-as directed towards teacher, peers, and self



Another helpful guide appears in the plotting of this data in relation to the activity during which it occurred. For all of the children, disintegrative behavior occurred during the less structured periods of the day. This does not necessarily indicate that all activities should be kept highly structured. All children must learn to be able to get along cooperatively during craft periods and free time. It does seem to indicate that the special teacher should expect more disruptive behavior at these times and should take advantage of this awareness to be ready with therapeutic interventions, such as Life Space Interviewing. With such readiness, the teacher might be expected to utilize these periods as, perhaps, the most beneficial time of all in her work with emotionally handicapped children.

The following bar graph shows the average number of types of integrative and disintegrative act per child per day in the Social Adjustment Room. For example, on any given day, the children averaged 5.59 types of integrative behavior and 0.56 types of disintegrative behavior during reading period. They averaged 2.03 types of integrative behavior and 2.55 types of disintegrative behavior during free time. This graph indicates the types of behavior which the teacher had to cope with during the different activity periods. Graphs of this type were made for each child individually which may be useful during the coming year.

Social Adjustment Room--Average Daily Behavior Graph by Activity Period



The Anecdotal Notes and Critical Incident Reports indicate that progress made by these children in adjusting to the Social Adjustment Room was at least **partially** attributable to the Life Space Interview techniques employed by Mrs. Parnes. A clinical case study approach to reviewing this material suggests that most of these children progressed significantly in developing a positive, functional relationship with Mrs. Parnes. Mrs. Parnes felt this to be true for seven out of the eight as reported in her year end ratings. There was evidence of transference in these relationships which it is hoped can be utilized for further progress. Objective evaluation using this type of data in a sequential, genotypic study appears to be an important possibility for the coming year.

The regular classroom teachers reported that six of these eight children appeared to adjust well during the pilot phase of this program area. The behavior of the other two children became markedly worse. These two were among the youngest members of the SAR group. There was speculation that it may have been easier for the older children as they already had familiarity with the platoon system in which they reported to several teachers during each day. There was very little consultative service available to the regular teachers during the pilot phase and no regular classroom human relations training in the classes of these children.

Such consultation and special group work to help the regular classes to better integrate and support the emotionally handicapped children appears vitally important as a review of research had so **strongly** indicated. It was not attempted during the pilot

phase due to the fact that control children were present in all classrooms this year and it was felt to be undesirable to shift placement of any emotionally handicapped child at mid-year for this purpose. It is anticipated that such work with the regular classroom leaders and their groups will be an integral part of the program during the coming year.

B. Visiting Teacher Program--Description and Evaluation

Ruth Buckner, Dort School Visiting Teacher, provided regular visiting teacher service to each of the children in the Social Adjustment Room. This provided the children with an opportunity for relationship to an adult which was more permissive and unstructured than would have been desirable in their relationship with the special teacher. It was felt that such a relationship would support the children in discussing some of their school related conflicts and would remove the special teacher from unrealistic pressures of transference which might otherwise have occurred. Mrs. Buckner worked closely with Ruth Parnes, the special teacher, on the children's progress and problems that arose.

Mrs. Buckner also initiated a counseling relationship with the parents of children in the Social Adjustment Room. This area of the program is described as follows:

1. Purposes

Two general purposes were stated:

- a. To help parents of emotionally handicapped children develop an improved awareness of the families' patterns of interpersonal relationships and their effects on the child's adjustment to the school setting.

- b. To provide a training experience for a Flint School System Visiting Teacher in working with parents in this category using the technique of Family Unit Therapy where possible and developing skills of evaluating these efforts.

2. Population of the Group

The parents that were worked with were chosen on the basis of their having a child in the experimental group of emotionally handicapped children being worked with at Dort School. One of the criterion used in screening the children for this program was an assessment, by the child's regular classroom teacher and principal, of the probability of one or both parents being willing to cooperate in this manner.

3. Design of the Program

The Visiting Teacher, Ruth Buckner, interviewed the parents of each child chosen in the experimental group of this program to discuss with them the purpose and design of the program and their willingness to meet regularly with her to discuss the child's problems. On the basis of these interviews, she decided upon the initial approach which she took in working with each set of parents. Some parents were seen individually. In other cases the father and mother were seen together. The approach used depended on the Visiting Teacher's perception of readiness for the different forms of involvement.

The focus of the interactions in the counseling sessions was the family's pattern of perceptions, expectations, and

modes of relating to each other in relation to their effects on the child's academic progress and efforts to adjust to the school setting. A focus on family difficulties which did not initially appear to be directly related to child's school adjustment was included in the discussions at the discretion of the Visiting Teacher. The basis of this discretion was the Visiting Teacher's perception of their ultimate relevance to the school adjustment problem and her judgment of the potential of developing an awareness of this relevance.

4. Definition of Adult Roles

Mrs. Buckner took responsibility for all direct contacts with the parents. She consulted with the school principals on contacts which the parents made directly to the schools. She consulted with the staff members of the schools who were working with the children concerning their school problems and progress. Charles Jung, Flint Youth Study Consultant, consulted with her on problems of keeping records of the program for its evaluation. She worked under the direct administrative supervision of Mr. Ehrbright, Flint Schools Director of Pupil Personnel.

5. Evaluative Techniques

Two approaches were taken in the pilot phase evaluation of this program. Mrs. Buckner kept the following records for this purpose.

- a. Anecdotal notes on her interactions with the parents.

b. A chart of individual goals and objectives in her relationships with each of the parents. Progress towards the accomplishment of these goals, problems that arose, and the inclusion of new or changed goals were recorded.

c. Parent Post-Program Reaction Forms--an instrument to inquire as to the parents' impressions and concerns regarding their children's progress in the Social Adjustment Room and their own participation in the Visiting Teacher Counseling relationship.

6. Assessment of Evaluative Techniques

The data collected in this program area is primarily of a descriptive nature. It appears excellent as a basis for case study evaluation. It is not appropriate for statistical analysis. An instrument developed at the Flint Child Guidance Clinic is being considered for purposes of adding an objective dimension to the evaluation of this program area in the coming year.

a. Anecdotal Notes

Mrs. Buckner's anecdotal notes present a sequential description of the development of her client relationships. They also present meaningful illustrations of the content presented by her clients which provides insight as to the nature of the pathologies presented by these families. Such content offers the potential of aiding in the formulation of objectives for all program areas. It also appears

that it would be a positive aid in a clinical consultant relationship which should be made available to a visiting teacher assuming this role.

b. Parent Progress Report Forms

These forms developed by Mrs. Buckner, appeared to have great value in aiding her to make step by step evaluations of the progress of her clients and to reformulate appropriate objectives as the need to do so became apparent.

c. Parent Post-Program Reaction Form

Mrs. Buckner constructed this form to get an indication of the parents' subjective reactions concerning the program's effects on their children, the effect upon themselves, and their concerns and desires related to future involvement. This instrument appears very helpful in contributing an indication of parent reaction and factors which should receive particular attention in planning for the coming year.

7. Evidence of Change

a. Evidence from Data

Mrs. Buckner was extremely successful in involving parent representatives from each of the families in her counseling relationship. Her Anecdotal Notes and Parent Progress Reports evidence the development of meaningful relationships with these parents.

Her approach was direct and supportive and some of her recommendations to these parents led to specific change in family patterns of operation. For example, in one case a father began devoting some time to being with his son. In another, a mother began to explore a change in placement of her son to a daughter's home. This change was considered a highly desirable one.

The parents' responses to the Post-Program Reaction forms were as follows:

- (1) Did you find keeping appointments difficult? Yes 3 No 4
- (2) Would you have liked appointments more often? Yes 5 No 2
- (3) Did the conferences help you better understand your child?
Yes 7 No 0
- (4) After conferences you were relieved 6 Upset 0 Same 1
- (5) Did you become less interested 0 more interested 7
felt the same 0 about your child and the school?
- (6) Did recognition of the child's difficulty cause you
to think more about yourself? Yes 5 No 2
- (7) Did our discussions move too slow 1 too fast 0 or
just right 6?
- (8) One conference was enough 0 was not enough 7.
- (9) Would you rather have discussions with a group of
parents 0 or only with visiting teacher 5 or
with husband and/or wife 2?
- (10) Would you like to continue next year? Yes 7 No 0
- (11) The program has helped my child 7
The program has not helped my child 0

(12) In reply to question #11, please list how(responses below).

Responses to (12) above included the following:

"He plays better now."

"I think she understands that she is capable of keeping up."

"Understand things better. Helped me--some of the things

I was doing wrong. It helped me understand and do
better by him."

"More interest in his books."

"I think I have a better understanding of his actions
in school."

"More self control. Better adjustment. Better sense
of values."

b. The Visiting Teacher's Final Report

Mrs. Buckner's final report is presented below.

LET'S TAKE A LOOK FROM THE VISITING TEACHER'S POINT OF VIEW

Critical Analysis of Visiting Teacher Role

The role of the Visiting Teacher was described as
the person,

- (1) To counsel with the parents and/or collaterals
of the children in the SAR room.
- (2) Counsel with the children as it became necessary.
- (3) Secure Social History Materials on the child.

From the beginning, the Visiting Teacher interviewed each parent with specific goals of interpreting the program, and encouraging their cooperation in terms of planned interviews. Each parent had received a letter and Visiting Teacher made the follow-up visit. Main area of the interpretation was explaining the difference between the SAR room and the special room which they labelled as the "dummy" room.

We set up weekly planned interviews by sending a form listing the same day and the same time each week with the exceptions of holidays. This plan became unworkable. Parents cancelled and other times were set, however this caused a loss of a week because Visiting Teacher was not available every day. Actually, these parents saw the Visiting Teacher as being available each day, the same as the teacher. Visiting Teacher did not explain to the parents her time schedule for the program. Visiting Teacher could have been more definite about the importance of keeping the original schedule with, of course, consideration of emergencies. Visiting Teacher met most any kind of hourly schedule requested by the parent as late as 8:00 p.m. on three occasions. If the Visiting Teacher was in the building and parents walked in without an appointment, Visiting Teacher made it possible to see them and reverted other work for later in the day. I personally think this planning is absolutely necessary, when one is working on a part-time basis--I admit it is not the easiest nor perhaps as "professional," but when peoples' needs are as great as many of these parents, this must be understood by the Visiting Teacher.

After the initial home visit, subsequent interviews are best held in the school setting. After the first visit--parents were not threatened by coming to the building. One parent referred to the interviews as attending a class.

Out of the eight families, there were three one parent families and five parents living together. Out of the five families, three of the fathers cooperated--two fathers refused to come in by ignoring letters and being unable to be reached by telephone. One of these fathers had a very deep effect upon working with the child and mother. As a result, Visiting Teacher feels she knows very little about the family. Incidentally, this child represents one of the most disturbed youngsters.

Concerned Areas:

These observations were made as a result of close communication between Ruth Parnes, Charles Jung, and Ruth Buckner.

- (1) The regular classroom teacher needs to be included regularly on the planning and evaluation of the child. Communication lines need to be clearer. I believe this will reduce the teacher's feelings of inadequacy in dealing with the "same" children when they return to their rooms in the afternoon.

- (2) Could the academic material be interpreted to the child as a way to help him reach his level of expectation from the regular classroom? It seems there is a gap between what they are expected to accomplish in the two rooms, and since the program is designed to include both rooms, this gap and purpose needs to be interpreted to both the child and regular teacher.
- (3) All of these children are very sensitive and all activities must be explained to them, they need continued assurance of why they were chosen.
- (4) Clarification of the role and purpose of each person in the helping role needs to be given to the child in order to reduce their feelings of "playing one against the other"--and to help them understand "no one is tattling on them."

Summary of Evaluations:

The problems of the children are closely related to the problems of the parents. The children's behavior in many instances was the result of

- (1) Lack of understanding of the parents.
- (2) Need for acceptance by the parents.
- (3) Need for structure in the home.

Since there is such close relationship of problems, the need for a parent therapist is absolutely necessary.

Over and above discussing the need to help the parents:

- (1) Gain insight into causes of certain behavior and the effects this may have on themselves and others.
- (2) Help them examine their attitudes toward the child and themselves and to learn new ways of handling their own negative behavior.

The Visiting Teacher must be able to keep sight on the intermediate goals of:

- (1) Recognizing and helping these parents resolve their feelings of inadequacy.
- (2) Offering them an opportunity to relate in a non-threatening way so as to feel comfortable enough to share their feelings.

Over the short period of about 10 weeks of actual working with this program, we have been able to see,

- (1) Wholesale and desirable change of behavior.
- (2) The children are able to verbalize their feelings to Visiting Teacher and classroom teacher without being threatened.
- (3) Made better use of the Visiting Teacher. (They did not discuss academic strengths or weakness with Visiting Teacher, but rather how they felt about siblings, parents, and peers.)
- (4) Children began to express "appreciation" for the Special Services. They saw "camp" as a Utopia. (This is the first time any concrete plans have been made for them.)
- (5) Obvious changes in the parents' attitudes and understanding of the children were reflected upon their facial expressions, attitude of importance and verbal discussions.

It is difficult to predict how much insight the parents have gained about their children's behavior but I'd feel they know themselves better and reflect their satisfied feeling through their children.

C. Human Relations Training in the Regular Classroom--Description and Evaluation

Human relations training was conducted with eight regular classroom groups during the pilot phase of this program area. In Dort School, Charles Jung, FYS consultant, conducted eight one hour sessions over a period of 11 weeks with a 6th grade afternoon class. The teacher of this class, Don McTaggart, observed and then conducted the first three sessions with the combined 6th grade group of his morning class and Clover Tomasky's morning class. Mrs. Tomasky observed Mr. McTaggart and repeated these sessions with her afternoon 6th grade class. In Doyle School, Mr. Jung conducted four sessions each with two 5th grade classes and two 3rd grade classes.

1. Purposes

a. A general statement of purposes included:

- (1) To develop a mental health climate in the regular classroom which supports emotionally handicapped children in making a better school adjustment and improves the learning climate for all children in the class.
- (2) To provide the teacher of the class with new skills in helping children to get along with each other in the classroom situation and new skills in evaluating behavioral problems and improvement.

b. A more specific statement of objectives included such things as:

- (1) Helping children:

- (a) Gain insight on the causes of behavior ~
 - (b) Gain insight concerning the effects of their behavior on others.
 - (c) Increase their awareness of acceptable behavioral norms.
 - (d) Improve their perception of others.
 - (e) Learn new ways of handling their own negative behavior.
 - (f) Learn ways of helping others to get along more confidently in the classroom.
 - (g) Develop ways of working together as a class so that classroom academic goals can be better achieved.
- (2) Helping the teacher:
- (a) Develop skills of working with the class toward involving them in accomplishing the above objectives.
 - (b) Develop skills in evaluating problems that derive from classroom interaction.
 - (c) Develop skills in evaluating the effectiveness of efforts aimed at dealing with such problems.
 - (d) Plan new efforts to work towards these objectives on the basis of objective evaluation.

2. Populations of the Classrooms

The populations of children in the classrooms that were worked with vary on several dimensions. Some were more advanced academically and intellectually than others. The classrooms at Dort were chosen on the bases of exploring the potential of this program area with a group which did not contain the members of the carefully screened experimental group, and of exploring the possibility of teachers communicating this program to each other.

3. Design

The human relations training sessions progressed as follows.

(See Appendix O)

- a. The first session involved the presentation of a movie about fighting and a class discussion of it.
- b. At the second session, a story about difficulty in the classroom was read. The story was interrupted several times during which the class had "buzz group" sessions to list their answers to questions asked about what was going on in the story. Following the story, the entire class discussed the answers to the questions that the buzz groups had come up with.
- c. At the third session, the story of the previous week was reviewed and projective pictures were presented to stimulate discussion of what things start and stop negative interpersonal behavior in the classroom. The group's ideas for starters and stoppers were listed as given.
- d. At the fourth session, a check list of the classes trouble starter and stopper behaviors was presented for the class to use in keeping weekly ratings of such behavior. Discussion of recent problem situations involving these behaviors was initiated and the auxiliary chair techniques for role playing such situations was introduced.
- e. At the fifth session, small group role playing interaction was initiated with emphasis on observing the effects of one's modes of relating on the perception and response of others.
- f. During the sixth and seventh sessions, a particular problem situation of concern to the class group as a whole was identified. Trouble starting and maintaining roles in this situation were identified. Approaches to improving the problem were discussed.
- g. No sessions were held during the next two weeks during which time the classroom group attempted to improve the problem situation that they had been considering.
- h. At the eighth session, the group discussed and evaluated their attempts at improving their designated problem situation.

4. Definition of Adult Roles

Mr. Jung, Flint Youth Study consultant, acted as adult discussion leader of the classroom sessions. He took responsibility for assembling and working with Mr. McTaggart on applying evaluative instruments. The classroom teachers at Doyle were present as observers. They contributed comments and suggestions on each session.

5. Evaluative Techniques

(See Appendix P)

Several instruments were used in gathering data to evaluate the pilot phase of this program area. The widest range of data was collected on Mr. McTaggart's group which was worked with over the longest period of time. The following instruments were used with his 6th grade class.

- a. Pupil Behavior Rating Scale scores were made out on children of his class by Mr. McTaggart to help identify those with the highest potential for emotional handicap.
- b. Sociometrics--i.e., the Pie Test in which each child notes the extent to which he feels each other child is made up of positive or negative qualities and why.
- c. What-Would-You-Do-If test, a short open-ended questionnaire in which each child states how he would react in a difficult interpersonal situation in the classroom.

- d. The Classroom Norms Test in which each child notes how he feels about certain norms and also how he thinks his teacher and his classmates feel about these norms.

The Pie Test, the What-Would-You-Do-If test and the Classroom Norms Test were administered before and at the end of the program. Those listed below were used throughout the program in all eight of the classroom groups which were worked with.

- e. Personal Reaction Forms--i.e., sheets of paper having five faces drawn on them ranging from sad to happy. Each child was asked to check a face to indicate their reaction to ideas, activities, or situations and also check one indicating how they think others felt about it. These were used in a variety of ways during the sessions.
- f. The chart of the group's ideas on what causes difficulties and how they can be handled. The chart was used as a check list for the class to keep a weekly record of its incidence of its disruptive and helpful behaviors.
- g. Rating scales were used to respond to questions raised during sessions and for the pupils to evaluate aspects of the sessions.
- h. Short answer written responses were filled out to reply to some questions raised in the sessions.
- i. The sessions of Mr. McTaggart's afternoon 6th grade class were tape recorded.

6. Assessment of Evaluative Techniques

- a. Use of the Pupil Behavior Rating Scale for identification of emotionally handicapped children in public school classrooms has already been validated by Bower's work in California.³ The screening committee of this program felt this validation was strongly supported by their experience in the use of this instrument. The use of change in these ratings as a valid indication of change in pupils over time remains to be explored.
- b. The Pie Test appears to be a very sensitive indication of change in interpersonal perception among members of a classroom. The "Why" supplement that was added to it provided a helpful indication of the degree of insight applied in the children's perceptions of each other. It has the disadvantage of necessitating a level of writing ability not found to be common in children of the lower grades.
- c. The What-Would-You-Do-If Test evidenced potential for statistical handling. The reliability of judges coding responses as integrative versus disintegrative will have to be established. This test appeared to be quite sensitive to change in the pupils' cognitive response to disruptive situations.

³Bower, E.M., Early Identification of Emotionally Handicapped Children in School. Springfield, Ill., Charles C. Thomas, 1960.

- d. The Classroom Norms Test lends itself well to statistical handling. It holds the potential of evidencing change on both a group and individual basis as regards the positiveness of norms perceived and the veridicality of this perception.
- e. The Personal Reaction Forms evidenced potential for both evidence of change on a statistical basis and as an applied tool in guiding the operation of the adult leader and also as a communication device between members of the class.
- f. The chart of the classroom group's ideas of trouble starters and stoppers was not used consistently enough to provide evidence of its potential for measuring change. It did prove to be extremely useful in initiating discussion, and seemed potentially valuable as a conditioning device in bringing behaviorisms and their implications to greater awareness in the childrens thinking.
- g. The use of rating scales in having the pupils make various evaluations provided guidance for the adult leader and evidenced degrees of acceptance and satisfaction of the pupils. Such rating appeared statistically sensitive in yielding quite a bit of inter-pupil variance.

- h. Short answer written responses proved valuable in evidencing the extent to which the objectives of a session had been accomplished.
- i. The recording techniques employed will need to be greatly improved before the value of making such tapes can be adequately assessed.

7. Evidence of Change

The eight classrooms worked with were divided into three subgroupings as regards to factors being evaluated during the pilot phase of this program area. An intensive investigation was conducted with Mr. McTaggart's afternoon sixth grade class at Dort School. ("afternoon" applies to the fact that the 4th, 5th, and 6th grades at the two schools are on a platoon system in which they are in their homerooms during either the morning or the afternoon.) The other three 6th grades at Dort School were worked with as described in III C of this report in order to investigate the potential of this type of work being communicated and carried out by teachers with minimal consultations. The four groups at Doyle School were worked with on an introductory basis for purposes of demonstration to the Doyle staff and in order to assess the degree of pupil acceptance and potential involvedness in such activities.

a. Mr. McTaggart's Afternoon 6th Grade Class

Trends toward change in Mr. McTaggart's class were evidenced in two respects. One is in relation to the

group as a whole. The other is in respect to those individuals within the group who were designated by teacher and pupil ratings as potentially emotionally handicapped.

(1) Change in the Group as a Whole

The Personal Reaction Forms, rating scale and short answer responses gathered during each session indicated that immediate objectives were regularly attained. The class indicated a very positive reaction for being involved in the Human Relations Training sessions. They reached a point by the third session of discussing interpersonal classroom problems very freely. Reaction forms indicated serious involvement in buzz groupings and skill training sessions. They participated eagerly in the role playing.

In the sixth session they identified a problem of common concern to the whole class. This involved acting out on their part and what they felt to be a mutually negative teacher-pupil relationship in one of their morning classes. In this, and the seventh session, they discussed this problem and identified ten different roles of class members in contributing. They listed nine coercive measures employed by this teacher to control their class and noted that not one of them was effective. Plotting all of this on the blackboard helped them to arrive at an awareness that their hostility towards this teacher was based on a perception that she tended to play favorites and spent little time helping most of the class. This led

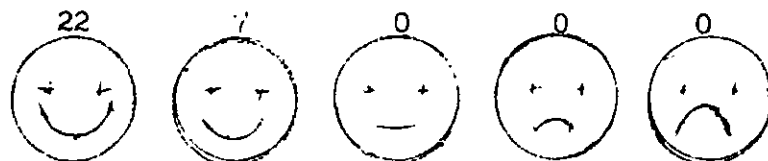
to an insight on their part to the effect that they contributed to the teacher's lack of helping attention by their disruptive behavior which kept her involved in coercive measures. They decided that the reason for lack of effectiveness of the coercive measures was that none of them related to their real concern, i.e., lack of sufficient helping attention. They further noted that it took only two or three pupils to start this vicious circle. Twenty-eight of the thirty-two pupils decided that they would like to attempt to improve this situation. They decided upon three approaches to change. One was to try individually to refrain from disruptive behavior. Second, was to try to support each other on avoiding disruptive behavior. The third involved having the more proficient pupils in this activity help the less proficient to master its skills.

At the final session pupils made their own evaluation of the human relations training and their efforts at improving the problem situation which they had focussed upon. The results were as follows.

How do you feel about the meetings we have had and the things we have done together over the past few weeks?

Number of
Responses:

Reaction:



Do you feel the things we have done have been
a help or a hindrance to you personally?

Number of Responses:	0	0	0	2	3	7	17
Scale:	1	2	3	4	5	6	7
	hindrance			no effect			help

Do you feel that the problem we worked on
got better or worse?

Number of Responses:	2	0	0	3	6	14	4
Scale:	1	2	3	4	5	6	7
	worse			same			better

On the following questions, all members of the class
felt that there had been positive change. Consequently,
the scales they chose to use have no negative side.
These questions all refer to the problem situation
which they worked on.

Do you feel that things changed in class X?

Number of Responses:	1	4	5	10	9	0	0
Scale:	1	2	3	4	5	6	7
	same						a great deal

Did the pupils do more to help each other
avoid getting into trouble during this period?

Number of Responses	1	2	6	4	3	5	3
Scale:	1 same	2	3	4	5	6	7 much more

Further evidence of change in the groups was indicated from the before and after administrations of three of the evaluative instruments. The Pie Test of the pupils' perceptions of each other showed that of the half of the class perceived most negatively on the first administration, 12 out of 16 improved in Z score rating on the second administration. This is particularly noteworthy as the Lippitt and Gold study indicates that children who receive negative sociometric ratings from their peers tend to become perceived more negatively as the school year progresses.⁴ The reversal of this trend during the final eleven weeks of a school year appears to be a significant accomplishment.

Similarly impressive results were obtained on the What-Would-You-Do-If test. The pupils responses were categorized as integrative or disintegrative. The percentage of responses which were disintegrative was worked out for each pupil. For the half of the class whose percentage of responses were

⁴Lippitt, R. and M. Gold, Classroom social structure as a mental health problem. J. Social Issues, Vol.XV, No. 1, 1959.

most disintegrative on the first administration of the test, 13 out of 14 moved toward a ratio of less disintegrative responses on the second administration. Not only did these ratios show improvement, but the mean number of disintegrative responses for this half of the group decreased by 1.22 while the mean number of integrative responses increased by 1.28. The decrease in mean of disintegrative responses for the entire group was only .20 while the increase in mean of integrative responses was .07.

There was very little evidence of overall group change in the classroom norms test. There was some indication that pupils became more sensitive to the variance of their peers' perceptions by the time of the second administration. There was also some indication that the class became more oriented toward assuming responsibility for the norms of the classroom and less inclined to attribute these norms to the teacher's functioning. In relation to evidence cited earlier concerning this group's efforts to improve their school adjustment, this greater acceptance of responsibility for classroom norms would be a highly desirable goal from the standpoint of the school staff.

(2) Change in Individuals Within the Group

The designation of individuals within the group as being potentially emotionally handicapped is based upon a combined rank ordering devised from Z scores and first administration Pie Test scores of peers. The trend which would be expected in such children during the final eleven

weeks of a school year is that of increased alienation by the group and negative orientation of these individuals towards it. None of these individuals were exposed to any therapeutic interventions other than the ones described in this report during this period. The ten pupils whose combined rank orderings were most indicative of possible emotional handicap are discussed below.

All ten of the pupils were rated by their peers on before and after administrations of the Pie Test. Six of the ten were seen more favorably by their peers at the end of the program. Nine of the ten took both administrations of the What-Would-You-Do-If Test. Six of these nine showed improvement. Seven of the ten took both administrations of the Classroom Norms Test. Two of these showed movement in the direction of improvement in the positiveness of their perception of the norms, another moved toward improved verticality of his perceptions, and a fourth moved toward improvement in both respects.

Eight out of these ten pupils showed a trend toward improvement in one or more of the above categories. This appears highly significant considering the comparatively short duration of this pilot phase and the normal expectation that these children would have tended to move in a negative direction if at all on tests of this sort.

b. The Other Three Dort School 6th Grade Groups

The evaluative interest in this effort was concerned with the feasibility of communicating this program from






consultant to teacher, and from teacher to teacher. No data was collected on this exploratory effort. The chain of communication did appear adequate and successful to a degree. The two teachers were able to conduct three sessions on their own using materials provided by the consultant and with virtually no consultation from him. As the later sessions became necessarily less structured, the teachers did not feel comfortable in continuing further without direct consultative help. With such help, it is felt that these teachers demonstrated a very high potential of ability for conducting human relations training in their classrooms and for providing consultation to each other on their efforts.

c. Doyle School Classrooms






Two fifth grade groups and two primary cycle groups composed of second and third grade aged children were worked with at Doyle School. Each of these groups contained one or more children screened and diagnosed in this program as emotionally handicapped. The four sessions held with each group progressed to a stage of having listed trouble stopper and starter behaviors of their classroom, and role playing of a situation in which one child tried to support another in staying out of a fight. The emotionally handicapped members of these groups were observed taking an active part in the discussions and role playing.

The children's evaluation of these sessions at the conclusion of the program yielded the following results.

How do you feel about the meetings we have had together
and the things we have done?

					
5th grade #1	18	8	5	0	0
5th grade #2	18	9	0	0	0
Primary Cycle #1	18	5	0	1	6
Primary Cycle #2	<u>9</u>	<u>9</u>	<u>1</u>	<u>2</u>	<u>1</u>
Total:	63	31	6	3	7

How do you feel about helping others in your class to
stay out of trouble?

					
5th grade #1	18	7	5	1	0
5th grade #2	19	6	2	0	0
Primary Cycle #1	19	1	1	2	7
Primary Cycle #2	<u>15</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>3</u>
Total:	71	17	9	3	10

The following lists of trouble starters and stoppers compiled by the members of two classroom groups provide illustrative evidence of the type of behaviorisms being dealt with in these sessions.

5th Grade # 1

Starters

Tripping
Carelessness
Stepping on feet
Wanting to be first
Taking things
Knocking things over
Destroy others things
Talking at wrong time
Make fun of people
Telling people to fight
Bothering people
Pushing
Taking cuts (in line)
Take too long in line
Being jealous
Calling people chicken
Cheering on a fight
Watching a fight

Stoppers

Apologize
Ask why person is mad
Be careful
Mind your own business
Offer to help
Take care of your own things
Don't say bad things
Ignore trouble
Think how you would feel
Ask them to stop
Talk nice to people
Punish
Have good rules
Replace damage
Ask adult to help
Tell people not to fight
Don't watch trouble
Let everyone play
Talk to mother or dad
Sit by yourself
Go play a game

Primary Cycle # 1

Starters

You feel bad
Talking at wrong time
Interrupt work
Mad at teacher
Don't pay attention
Don't know work
Tease--make fun of people
Hurt people
Pushing
Take things
Break things
Calling names
Telling others to fight
Watching trouble
Cheating

Stoppers

Tell the teacher
Keep feet where they belong
Say you're sorry
Don't make people mad
Keep your mind on your own work
Put your things away
Don't listen to a trouble starter
Move away from trouble
Ask them nicely to stop
Ask people to be part of the group
Go do something that is fun
Talk to someone
Think it over

D. After School Activities Club--Gra-Y--Description and Evaluation

1. Purposes

a. Two general purposes were stated for this program area.

- (1) To create an activity group oriented towards providing socially integrative experiences for a few of the emotionally handicapped children.
- (2) To provide the Community School Director with an opportunity to expand his skills in working with groups and in evaluating the effectiveness of his efforts through participating in all activities of the group as a leader observer.

b. A more specific statement of objectives include:

- (1) Helping children to become more aware of:
 - (a) The effects of their behavior on each other.
 - (b) Ways of helping and getting along with each other.
 - (c) The responsibilities and techniques of leadership.
 - (d) Their responsibility for developing and maintaining rules of conduct.
 - (e) Their responsibility for economically supporting their activities.
 - (f) Ways of utilizing Flint resources for fun and learning
 - (g) The interests of adults in helping them in these areas.
 - (h) Adults as models for identification.
- (2) Helping the Community School Director to develop skills in:
 - (a) Working with children towards the objectives listed above.

- (b) Group management in crises situations.
- (c) Evaluating his effectiveness in the above areas.
- (d) Planning his programming and employment of skills on the basis of objective evaluation.

2. Population of the Group

The group included seventeen 4th grade boys. The 4th grade was focused upon as there was not any after school activity club at this level. The group size was held to seventeen during the spring pilot phase for three reasons. The first was so that meaningful group cohesiveness could be more easily fostered. The second was to allow for individual problems to become more evident and possible for the group to deal with. The third was to facilitate more thorough evaluation of the program.

Candidates for inclusion in the program were selected as follows. Two children who had been diagnosed as emotionally handicapped and placed in the special class at Dort were included. Fifteen children selected from the four 4th grade rooms on the basis of teacher ratings of emotional stability were included. The group was selected in this manner as it was felt that children selected as most stable would best be able to benefit personally from the training experiences that were to be involved and provide the greatest support for the emotionally handicapped children.

3. Design

The following group purposes were developed with the boys as the program progressed.

- a. To have fun with outdoor camping and games.

- b. To develop camping skills that will help prepare one for membership in the 5th and 6th grade Gra-Y
- c. To learn skills in getting along with each other in a club.
- d. To learn more about how adults and the community can help a club.

The program of activities included seven regular meetings, one visit in the community, one work project to raise funds, and two camping trips. The sessions of this program area progressed as follows. (See Appendix Q)

- a. Camping slides were presented to motivate interest.
- b. The group organization of the club was established and possible activities discussed.
- c. The first camp trip was planned and a fund raising activity decided upon.
- d. The first camp trip was carried out.
- e. The first outing was evaluated and plans for fund raising specified.
- f. The fund raising activity of washing cars was carried out.
- g. Interpersonal difficulties of club members were discussed and the group decided upon an approach to support any member having such difficulties. Plans for visiting the city police station were worked out.
- h. Visit was made to the police station.

- i. Visit to police station was evaluated. Some role playing was tried out on how to support members of the club who have difficulty getting along with the others. Plans for the second camp trip were completed.
- j. The second camp trip was carried out.
- k. The second camp trip and the overall spring program were evaluated.

4. Definition of Adult Roles

Charles Jung, Flint Youth Study consultant, acted as the adult leader of the club. He took responsibility for adult supervision of all group meetings and worked with the group toward developing the program. Mr. Jung also took primary responsibility for the development and employment of evaluative instruments for the program.

Bob Rue, Community School Director of Dort School, assisted Mr. Jung in adult supervision of the group. He acted primarily as an observer of interactions of the group and techniques employed by Mr. Jung. He became actively involved in some phases of the program in which he had the opportunity of trying out new techniques. Mr. Rue also participated with Mr. Jung in discussion of the development and employment of evaluative instruments.

5. Evaluative Techniques

Four approaches were taken in the evaluation of the pilot phase of this program area:

- a. Personal reaction forms, e.g., sheets of paper having five faces drawn on them ranging from sad to happy. The boys were asked to check a face to indicate their reaction to activities or situations and also to check one indicating how they thought others felt about it.
- b. Occasional observations of specified aspects of the group interaction. (See Appendix R)
- c. A prior statement of the program and specified goals of each meeting and a PMR form for the adult leaders to note the extent to which they felt the plan was realized.
- d. Some anecdotal notes on the groups' activities, progress, and problems.

6. Assessment of Evaluative Techniques

a. Personal Reaction Forms

These forms proved valuable in assessing the extent to which the objectives of each session had been realized. Their potential as a before and after administration instrument was not realized as there was not enough variance in response to appear statistically sensitive. It is possible that this potential may be realized in the future by a more careful phrasing of the question submitted to the group. As used, the scale embodied in this instrument was not broad enough to make differentiations in the uniformly positive responses of the boys to this program.

b. Behavioral Observation Form

Results of exploratory use of this instrument were very encouraging. An instrument of this type appears to have potential for assessing a child's typical modes of relating with peers and adults. The form that was experimented with was developed for use with nursery school children. It did not prove entirely satisfactory for these older boys participating in the activities of this club. This may have been due, at least in part, to the unfamiliarity of the investigators in its use. Further exploration of development of this instrument and training of observers in its use appears highly promising.

c. Daily Program Outline

Use of an outline of the program and statement of objectives for each session proved a highly effective means of recording the programs development and promoting current evaluation and revision.

d. Anecdotal Notes

Anecdotal notes provided useful illustrative evidence of the nature and effectiveness of the program. In order to have a potential for incorporation in a statistical evaluation, such notes would have to be kept with greater regularity and in more detail than was the case during the pilot phase.

7. Evidence of Change

The Behavioral Observations Forms evidenced a potential for providing objective data on change in the individual club members' modes of relating to each other. However, they were not used consistently or adequately enough during the pilot phase of this program to do so. The Personal Reaction Forms indicated that the objectives of each session were well accomplished. The boys evidenced strong attraction to the club and all participated enthusiastically in its activities. All of the boys gave each of the activities a positive rating. Each of these activities was discussed and selected by the boys.

Reaction Forms indicated the development of a perception of the school principal of Dort School as one who "helped our club" as opposed to an earlier image of him as the one who "runs our school" and to whom a boy gets sent if he is "in trouble." A visit to the police station added a "helping" dimension to the boys' image of policemen. There was also indication that the boys incorporated an expectation of carrying out work projects to raise their own funds to support the club's activities. They responded very positively to their work project experience of washing cars.

The Anecdotal Notes describe a change in the boys' modes of relating to one of the emotionally handicapped children that is extremely encouraging. This is an acting out boy. He is extremely infantile in his mode

of relating to peers and quickly became a potential scapegoat for the other boys. During the car wash project he antagonized the others by repeatedly splashing soap suds on them. When this project was discussed at the next meeting, this boy's behavior was commented upon in a derogatory manner. The boys were asked what they would like to do about such behavior. Their response was that they felt this boy should be "kicked out of the club." They were then asked which of them had ever been guilty of such "messing around" at inappropriate times. They all acknowledged such guilt. It was then pointed out that if the consequence of such behavior was exclusion from the group, there might eventually be no one left. After further discussion, the boys decided that everyone in the club was needed and that they would try to help anybody who acted inappropriately by taking him aside and telling him nicely that he should "think over" his behavior.

Soon after this meeting, the group visited the police station. The same boy started acting silly and opening a forbidden door at one point during the visit. The other boys began making derogatory comments to him. The adult leader asked, "What did you guys decide to do about a deal like this?" Exclamations of, "Oh yeah," and "Hey, that's right," were heard. Three boys then went quietly to the offender and suggested supportively that he "think it over." He replied, "I am thinking it over," and caused no further disturbance.

During the final activity of the program, an evening cook out, a similar incident occurred. This time no prompting from the adult was necessary. When this boy began to annoy those sitting next to him around the campfire they calmly suggested that he "think it over" and soon were relating positively with him about the state of his toasting marshmallows.

IV. TENTATIVE PLANS AND RECOMMENDATIONS FOR SCHOOL YEAR
1962-63

On the basis of the program area reports presented in the preceding section, it can be said that the pilot phase of the program as a whole met with considerable success. The children worked with evidenced a high degree of involvement and acceptance in each area. The program techniques and evaluative instruments evidenced valuable potential in most cases.. Trends toward change were generally in a positive direction.

Reactions of adults involved in the program varied. Those most actively involved expressed a high level of acceptance and enthusiasm. This includes the Special Teacher, the Visiting Teacher, and the Community School Director and the Principal of Dort School, and parents of children in the SAR. Some of the regular classroom teachers at the two schools and the principal of Doyle remained skeptical of some aspects of the program. Concern at Dort School centered around the problems of better integrating two members of the Social Adjustment Room into the regular classroom. Concern at Doyle School was in regard to the lack of immediate behavioral improvement which the teachers had hoped might result from the Human Relations Training. The teachers felt that these sessions required some additional effort on their part in being integrated into the daily classroom activities.

These problems point to the need of increased effort at integrating the program areas and enlisting the coordinated involvement of the school staffs in exploring the objectives and potential of this program. Without adequate understanding and appropriate expectations of the program on the part of school personnel and a design for communication and integration of effort, some frustration and conflict appear to be inevitable. A staff workshop is being considered for the early fall of the coming year as an initial step in more adequately approaching these problems. Consultative help will be more

readily available to staff members during the coming year. If some regular procedure for reviewing this program's progress and problems can be developed, we may expect that the functioning of the program will improve and that members of the staff might benefit personally in acquiring new insights and awareness of skills.

A general statement of tentative plans and recommendations for the coming year is presented below.

A. Dort School

Continuation of all four program areas is contemplated. Mrs. Parnes will continue as special teacher in the Social Adjustment Room. It is strongly recommended that Mrs. Duckner continue her part time role as counselor to these children and their parents. Much is to be gained from the positive relationships which she has established in this role. The after school activity club should be maintained and additional groups of this same nature established for inclusion of other members of the Social Adjustment Room. Human Relations Training should be initiated in the regular classrooms which contain the members of the Social Adjustment Room. A regular system of communication between all staff members dealing with these emotionally handicapped children should be operationalized.

B. Doyle School

Human Relations Training in regular classrooms which contain the experimental groups of emotionally handicapped children should be carried on. A Visiting Teacher program similar to that of Dort School should be initiated with parents of these children. A program of afternoon activity clubs should also be initiated. A regular system

of communication will be an important part of this program. This program should be similar to that of the program in Dort School with the exception of the Social Adjustment Room. As such, it will provide an important design for comparison. The program design in Doyle will function primarily with staff roles normally available to elementary schools in Flint. It will provide an opportunity to more fully explore the help which can be given emotionally handicapped children with the normal means available to a school. Following a period of in-service training and consultation, it is anticipated that the program at Doyle should be able to be maintained by the school staff independent of outside guidance.

Program Design by School

Children diagnosed as
emotionally handicapped:

Dort

Doyle

Included
Social Adjustment Room
Visiting Teacher Program
Human Relations Training
After School Activities Club

Included
Visiting Teacher Program
Human Relations Training
After School Activities Club

C. Staff Workshop

Experience during the pilot phase of this program has indicated the necessity of improved communication of the skills and objectives basic to it. Such communication and the initiation of more beneficial staff involvement might best be accomplished through a weekend staff workshop held early in the fall. Funds from the original grant for this program are available for this purpose. Tentative plans for this workshop are being explored.

D. Evaluation

Continued use of most evaluative instruments used during the pilot phase of the program is anticipated. Some additional techniques will be employed such as the Child Guidance Clinic instrument for assessing parent change, further academic achievement testing, and case conferences. A design for basic research is also being developed. This design is presently being directed towards a genotypic sequential time study of change in a few of the emotionally handicapped children. It will attempt to explore the possible relationship between particular therapeutic interventions of this program and overt behavioral change in the disturbed children. It is hoped that such a study will indicate which of these specific interventions hold the greatest potential toward helping emotionally handicapped children to adjust to regular school routine so as to be able to later concentrate on communicating them to staff members of the Flint School System.