

TEACHER IN-SERVICE TRAINING THROUGH
THE CASE STUDY

by

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CHAPTER I

INTRODUCTION

From time immemorial, man has tried to direct and assist others. From the earliest ages, spiritual writers have thought of man's spiritual needs and given counsel to the soul. So, too, the doctor to his patient, the lawyer to his client, the mother to the daughter, and the master to his pupil. The guidance movement in America and in the world at large is merely an outgrowth and an awakening to fulfilling one of the rights that could be made available to a democracy loving people.

As breakdowns have appeared in individuals, in families, businesses, and nations, the need for definite guidance has been seen by communities, churches, and schools. Although guidance now permeates almost every activity of the school, it is not always systematic or scientific. It has not helped enough boys and girls to happy maturity. In the realization that individuals differ, opportunities have been envisioned; but the school has seemed unable to base its program on this assumption.

It is not necessary to wait for maturity in age in individuals to see conflicts arise; we need only note

the mortality rate among younger pupils during the first years of transition from childhood to adolescence. These students do not suffer from an organic or hereditary defect or from mental deficiency, but from a lack of training to understandings and to a realization that persistent effort is necessary to arrive at achievements. These same students who do not enter senior high school after leaving the junior high school could, with an intelligent guidance service, become sensitive to auditing their inventory of assets and liabilities so that apparent failure would not deter them from progressing in the line of direction desired. These young people would then become aware that there may be an unpleasant element in any situation and that all these conflicts, which may be in emotional, social, spiritual, intellectual, or educational areas, if met with understanding, are merely opportunities for them to make independent, intelligent decisions. Maturity expressed in each act would then show self-direction as a goal for living. Counseling with this type of goal will enable students to formulate to the best of their abilities a philosophy of life which will enable them to deal with life's internal mental problems and their external relations with other human beings.

Most problem areas of pupils require relatively little counseling if discovered at the outset. Anti-social impulses are inclined to run their course. It is the realization of the wise counselor that all behavior is completely logical when we get the whole picture, so it is that the counselor detects the problems, realizing that unbalanced behavior always overshoots or undershoots the normal pattern of behavior. It is in nipping these maladjustments of the individual in their beginnings that guidance practices are in the plan for being conservators of human resources.

The guidance services of the school should aid pupils to meet their educational, vocational, health, social, civic, and personal problems. With an "anticipation growing type of understanding" guidance program, the student should grow toward maturity within each level of his experience. Such a program will instill in youth a spirit: (1) to achieve goals; (2) to develop pleasure in growth toward maturity in each level of experience; (3) to feel satisfaction for work well done; (4) to work towards realization of academic possibilities and job adaptability; and (5) to develop the idea of adventure in the challenge of our times.

Every pupil needs the assistance of a counselor as

a regular part of his school program. The counselor who devotes a large portion of his time to "problem" boys and girls may ultimately discover that what appeared to be minor problems of so-called "normal" pupils have progressed to a degree requiring extensive therapeutic treatment. The counselor's view-point in this connection should be characterized by the axiom, "every pupil a counselee."

Statement of Problem

There is a dirth of knowledge among educators as to the "real pegs" of guidance. The aim of "Teacher In-Service Training through the Case Study" is to teach the entire staff how to use guidance techniques.

The work of a guidance program cannot be carried on in any school, no matter how well provided with specialists on the staff, unless the entire faculty understands and sympathizes with the objectives of the program and, in fact, participates in many of the activities required. (11:10)

As teachers attempt to individualize instruction, they need more and more information about pupils. This they can accumulate through the case study. The case study is one of the best sources of teaching guidance techniques to the school personnel since there are so many tools and devices used in its preparation.

Staff members should not only know what material has been accumulated by counselors about individual

students but should be able to interpret this material and use it as an aid to their teaching techniques. Their in-service training should also make them realize their limitations as counselors and to use only the material which directly concerns their work with the student, leaving to the counselor the specific task of guidance.

It is hoped that knowledge of guidance techniques will also give an appreciation and understanding of the "individual" philosophy behind the guidance movement.

Purpose of Study

Although the value of in-service training is generally recognized, very little has actually been done to utilize it. The purpose of the present study on "Teacher In-Service Training through the Case Study" is to present a method that will not only help to fill the need "to know what to do," but which also will further an understanding of guidance among staff members, will promote deeper insights among counselors, and give information about techniques to teachers. We are in a "total all-out adjustment program for the pupil" when the case study is used as a basis for diagnosis. It is then that the thinking of the student, school, staff members and community will reap definite results.

Physical and intellectual training of students have

taken precedence for years over an integrated-all-out-growth, which considers the emotional and spiritual as well as the physical and intellectual aspects of life. Right training of the emotions is quite as important as the training of the intellect. With certainty it can be stated that feeling tone is one hundred per cent important. True, it is the intelligence of an individual that is able to turn on the light to discover avenues of better living, but it is emotional integration that promotes emotional security. Parents and teachers have not appreciated this as much as they have skills and knowledges, or if they have, there has not been the medium available for this achievement. Yet it is true that these emotions are acquired in the same manner as intellectual habits; that is, by satisfactory recognitions gained through the regular learning processes.

The criminal delinquencies rampant in youth and adulthood are largely due to pernicious emotional distortions acquired in childhood, those that the parent and educator failed to see at their inception. It may be said also of the failure and half-successes of adults that they are frequently attributable to aggravated traits of personality which had their beginnings in childhood. It is through careful guidance that these emotional responses can be recognized and treatment given. This is a

necessity if we wish to bring about an economy in human endeavors.

It can be seen that the right training of the emotional life of childhood is every iota as important as the right training of his intellectual life. It is through the case study analysis that teachers can be led to see that education is not "just by bread alone," but by areas of growth meeting the educational, environmental, spiritual, intellectual and social ideals so that certain patterns of integration will logically follow. These patterns can be classified as follows:

First, the pattern need "to be useful."

Second, the pattern need "of pride and of praise in what he can accomplish." The "ego" learns by doing, by being praisised and by being socially acceptable.

Third, the pattern need "to have freedom to compare himself with others and to have this opportunity." He is deprived of this pattern if he feels different or if he can not compare himself satisfactorily with the members of his group.

Fourth, the pattern need "of opportunity for the student to plan for the future, 'What is to happen the next day?' helping him to realize that what he plans for today will help him to live tomorrow." At school, planning ahead is an individualized way to foster security.

Fifth, the pattern need "of some pride in his neighborhood, family and religion." In this, he must become satisfied.

Sixth, the pattern need "of understanding sex drive from the aesthetic and from the normal scientific standpoint, knowing why certain restrictions are as they are."

With every experience emotions result, and if students develop insecurity as the result of emotional twists, they are handicapped. Also, if these patterns are woven weakly or some are missing, the student faces life with a sense of insecurity. However, it can be that if any of these patterns is missing, it can be compensated for by some others; but if too many are missing, maladjustments result which often develop into psychoses in the adolescent.

The individualistic study of a case can determine many of the insecurities of students. This is why the plan-work of the study of "case study through in-service training" can help staff members develop patterns of the integrated personality. The method "Teacher In-Service Training through the Case Study" makes it possible for teachers to grasp techniques used in guidance services.

The Case Study Approach

There is a growing interest on the part of teachers in what is done by counselors and guidance clinics, and the question they ask is, "How can more be learned about the guidance approaches?"

In defining the Case Study it might be said that the Case Study is making a study of the problems or the needs of the particular student, realizing this from the bases of data presented, and the individual considered in the light of the data procurable with the insight for human needs held uppermost.

It might be wise to include a guidance expert's feelings towards the Case Study and its ramifications.

The case-study involves a thorough investigation of the various factors having to bear upon an individual adjustment. It includes a study of his physical health, educational progress, home conditions, family background and other facts essential to an understanding of personal development. Many normal children have been studied in this detailed way, but the case-study method is usually utilized with children or youths who are coping with marked learning or behavior difficulties. In cases involving severe maladjustment, information may be gathered concerning the individual's prenatal development, disciplinary problems during childhood days, mental and emotional maturity, school history, relationships with friends and other associates and personal habits and interests.

Teachers who are familiar with mental hygiene principles and who have the desire and the time, can assist in many ways in Case

Studies with both normal and maladjusted children and youths. The information needed may be secured from parents, friends, relations, associates, teachers, court records, the family physician, school records, and from the subject himself. The objective is to secure a comprehensive clinical picture of the pupil's personality and the home and school conditions under which it has developed. Such a thorough perspective often enables the teacher to assist in the planning of a program designed to bring about a thorough going personality reconstruction when needed. (6:5)

In the Proceedings of the Sixth National Conference of State Supervisors of Occupational Information, this need is fully realized and extensive answers to the question are given:

In the Area of the Individual Inventory

1. Assist in the compilation of the cumulative record.
2. Keep pupils individual inventory to date.
3. Have a thorough knowledge of every pupil in his group.
4. Furnish the counselor information concerning pupils.
5. Secure necessary information to aid in parent contacts.

In the Field of Counseling

1. Be on the alert for interests, aptitudes plans and behavior patterns about which the student's counselor should know.
2. Direct to the counselor those individuals who need specialized help.
3. Serve on committees related to the guidance program.
4. Study and practice good interviewing and counseling that he may be asked to do more effective. (12:49)

This approach has great promise because it contains techniques which serve to reveal many guidance service practices. One of the outstanding points in using this method is that it avoids giving teachers the impression that it will make more work for them. The counselor is able to assemble the counselee's cumulative folder and make up the Case Study. He can make the home visitation to ascertain certain information that will be welcome at a case conference meeting of the student's teachers and counselors. The teachers already are in the habit of systematically recording tests and achievement reports. Soon they can be led to become cognizant that more significant student behavior has a place in the case study approach. It will then be that they will think it significant to add any anecdotal materials that will be an added "asset" to the analytical approach of a case study.

Schools did not begin to adopt case study practices until they had been tried extensively by several of the other professions. As long as teachers were interested mainly in teaching subject matter to groups of pupils, they had no real need for case studies. The recent tendency, however, to redirect education to take account of individual differences and the emphasis on mental hygiene and guidance have brought sharp focus to the need for understanding each pupil. Consequently, an increasing number of schools are turning to the case study method as an indispensable aid in making adequate provision for these pupils, particularly for pupils who deviate from the average in any important respect. (8:284)

The case study approach helps toward a unification of materials which are needed to do positive individual study. By means of it one can find out what kind of physical material is being handled, what kind of intellect the student has, his climatic and environmental background, and other factors which go to make up the personality of the student himself. Erickson and Smith agree: "Preventive action on the part of guidance worker is often more valuable than a curative action." (2:3)

It also leads teachers and counselors to a fuller awareness of their relationships with other class room personnel, guidance workers, and co-operating teachers. The whole motive of the Case Study approach is to provide data for counseling. Guidance cannot be carried on without data, as data are the scientific tools of the counselor. Again Erickson and Smith agree: "Whatever the plan is, the inviolable rule obtains that counseling in the absence of data is quackery." (2:113)

In the presentation of the cases it is significant that all data available be assembled.

It is axiomatic that the more data the counselor has about the given pupil, the more intelligent and effective can he be in assisting with the solution of the pupil's problems. The case study is a useful technique for gathering additional data about the pupil. The teachers are valuable participants

in case conferences. They should recognize the need of objective pupil observation and the need for making a record of significant observations. Frequently, though not always, the teacher may be forewarned of a coming case conference about one of her pupils and thus have time to observe the individual. Unless the teacher has followed the practice of observing the recording significant behavior of pupils, the value of his contribution to the conference will be minimized. To the observing teacher those pupils most likely to need consideration by the case conference method will make themselves evident in the classroom, and recording significant behavior about these pupils will ensure the teacher's contribution toward the solution of pupil problems. (2:178)

It is this individual inventory that is like a blood count; it is what can be used for a clinical start. It is from the knowledge gained from the cumulative folder and individual counseling that most case studies are prepared.

By the case study approach it is hoped that certain individual behavior patterns will lead to probable thought analysis factors, realizing that behavior is understandable, and if understandable, can be directed if the embedded maladjustments can be brought to light. Though at no time are a counselor and teacher to hurry to a conclusion, they can refer students for guidance clinical help, though they themselves should try to achieve certain common understandings. Counselors or teachers can not be specialists.

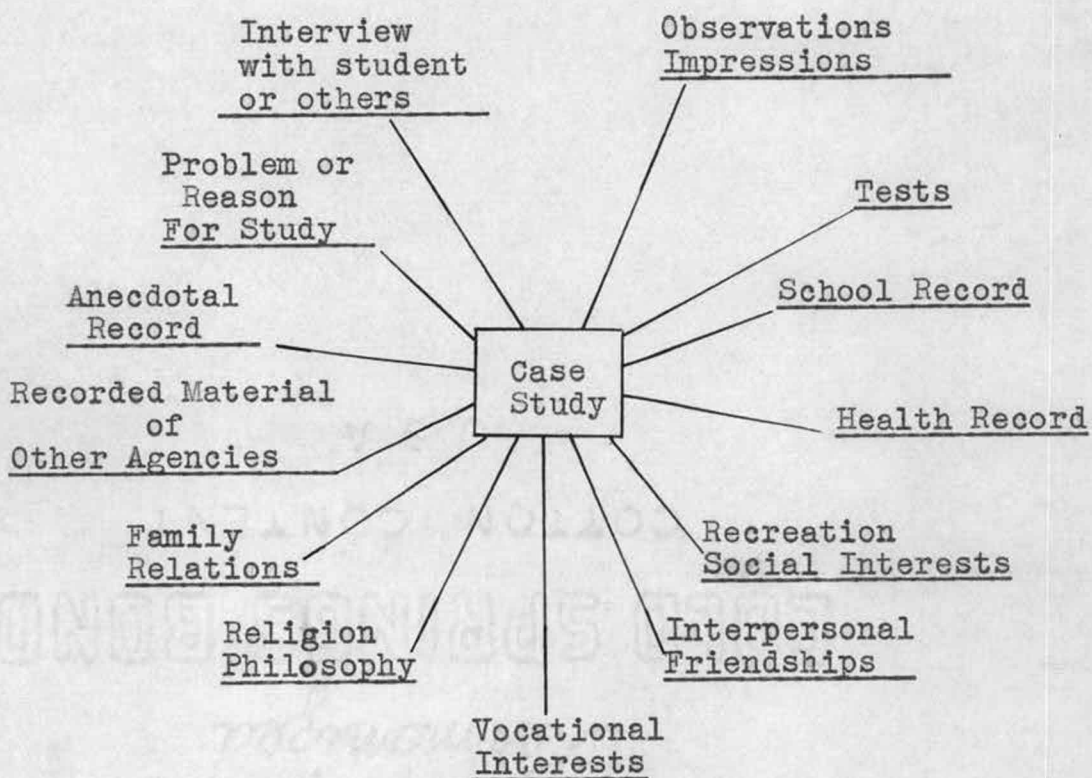
"Only the teacher can observe many significant types of pupil behaviors; but for the most part she is untrained to interpret such data." (10:38) It is no reflection on the teacher to be unable to analyze the cases. That is the specialist's job and the one for which he is trained. The big thing is "awareness" of the needs of the pupil and to know those specialists who can help.

The way to make a case study is not easily defined. It is something that can not just be followed out of a book. If a really thorough case study existed, it would actually cover everything that goes into making up a human personality. The best approach to this is to use what records are available along with class relationships, observations, and interviews.

Training in the interpretation and assembling of material becomes very vital. Information needed to write a case study of a pupil will include health, educational achievement, attitudes, interests, abilities, family relations, hobbies, work experiences, limitations, and opportunities and the individual characteristics of the one under observation. It is essential that staff members add to the record as the necessity for information arises. The measurements found in the cumulative file help in making up a case study record. All these data exist only for more adequate adjustment of the individual to the society

in which he must live, work and worship. Williamson says, "Diagnosis is only one of the several parts of guidance but it is the necessary first step." (10:37)

In the preparing of case studies no particular form of outline need be staunchly adhered to, but for convenience, and for reason of the referrals to other agencies, and in this case, to the Guidance Clinic, a set form is used. This is mainly to give it order and to list possible angles of approach that might otherwise be slighted. The following chart reveals the many angles considered when preparing a case study.



CHAPTER II

PRESENTATION OF CASES

As the cases are being presented for teacher-counselor conferences, it is both feasible and profitable to have certain basic factors in mind.

These may be considered under various divisions:

1. Questionnaire for common reminders:
the all-inclusive questioning which is
general in nature
2. Personal-teacher relationships
3. Educational analysis.

The educational analysis can be considered from

- A. Human relationships
- B. Emotional
- C. Personal
- D. Testing
- E. Vocational and educational goals
- F. Outside Agency Relationships.

Before presenting the specific cases, it seems advisable to include questionnaire forms which will reveal these basic factors.

1. Questionnaire for Common Reminders: The all-inclusive-questioning

Cross out the item (Yes-No)

(Yes-No) 1. Have I contributed to the cumulative records so that they might be comprehensive, useful and meaningful?

(Yes-No) 2. Have I ever thought of asking the counselor to arrange for a case-conference with the various teachers for a certain student?

(Yes-No) 3. Have I ever thought of psychiatric service referral for any student?

(Yes-No) 4. Do I realize that even though a counselor prefers to send a counselee to a referral agency, that is not frequently satisfactory for the time being.

(Yes-No) 5. Have I ever thought how the guidance program could become more vital to me and those it serves?

(Yes-No) 6. Have I tried to supply a motivation for change?

(Yes-No) 7. Have I provided exploratory experiences?

(Yes-No) 8. Have I selected subject content in terms of needs, interests, and abilities of my pupils?

(Yes-No) 9. Do I in an organized manner try to find pupils with problems, unhappiness and needs?

(Yes-No) 10. Am I locating pupils in danger of failure, or those contemplating leaving school before graduation?

(Yes-No) 11. Do I as a teacher often find it difficult, as do parents and communities, to see their part in an unpleasant situation, but rather to think "What is the matter with the student?"

(Yes-No) 12. Do I realize my part in helping students to see through and understand the usual moral, spiritual let-down and general upheaval that follows war?

(Yes-No) 13. Do I realize that much knowledge is sacred and should be so treated, as would information gathered by a clergyman be considered?

(Yes-No) 14. When a plan has been formulated by a pupil, do I realize that he may later be at a loss to execute it, though while the plan was being formulated it seemed simple?

(Yes-No) 15. Do I realize if I try to understand a student, and if I go as far as "really try" that I'll in all probability understand him?

(Yes-No) 16. Do I realize that the goal of a student's life isn't to forget about it, but find out about it?

(Yes-No) 17. Do I realize that I can't help anyone, but rather that I can and must create an atmosphere for them to help themselves?

(Yes-No) 18. Do I realize that a student may fear anyone becoming aware of his real reasons for worry, misbehavior, or learning difficulties; therefore, he may resent assistance?

(Yes-No) 19. Do I realize that every counseling situation can be a learning situation?

(Yes-No) 20. Do I realize that a rejected child perhaps has the poorest chances for adjustment?

(Yes-No) 21. Do I realize that marital adjustment of parents has a definite relationship on the success of a student?

(Yes-No) 22. Do I sometimes think that some students have more neurotic satisfactions than healthy satisfactions?

(Yes-No) 23. Do I realize that if my student's greater satisfactions are neurotic ones, that they will tend to stay neurotic unless I act?

(Yes-No) 24. Am I aware that in my teaching, healthy satisfactions must outweigh unhealthy ones?

(Yes-No) 25. Do I realize that rapport is harmony between teacher and student, counselor and student, employer and employee, it is that balance so necessary where the guiding one is refraining from giving advice, allowing the counselee to sense the move, then waiting, and allowing the individual to make the decision?

(Yes-No) 26. Do I frequently use the cumulative record folder of students?

2. Personal-Teacher Relationship

(Yes-No) 1. Am I acquainted with this student?

(Yes-No) 2. Am I acquainted with his problem areas?

(Yes-No) 3. Am I acquainted with his parents and his home situation?

(Yes-No) 4. Am I aware of his physical condition?
Of his emotional condition?

(Yes-No) 5. Am I acquainted with his community environment?

(Yes-No) 6. Am I acquainted with his likes, dislikes, problems, frustrations, or any unusual experiences he may have encountered?

(Yes-No) 7. Do I know what other teachers thought of him, or did I confer with them to see if they were aware of a problem?

(Yes-No) 8. Have I ever established a relationship with this student and he with me?

(Yes-No) 9. Is there any reason for me to believe that he could have brought his problem to me?

(Yes-No) 10. Have I ever thought if I had had a definite solution of a problem to talk over with him, that it might have given him reassurance of interest, and it might have served as an incentive or inroad?

3. Educational

The educational analysis can be considered from human relationships, emotional, personal, testing, vocational and educational goals, and outside agencies.

A. Human Relationships

Cross out the item (Yes-No)

(Yes-No) 1. Do I always try to remember what is in his mind?

(Yes-No) 2. Do I ever help him to overcome his tendencies by kindness?

(Yes-No) 3. Do I ever give him any reassurance as to progress he is making?

(Yes-No) 4. Do I know about any unusual experience he has endured?

(Yes-No) 5. Do I know he is unhappy, in difficulty, or with a problem?

(Yes-No) 6. Do I get acquainted with his social relationships and his friendships?

(Yes-No) 7. Do I select matter in the terms of his needs, interests, and abilities?

(Yes-No) 8. Do I ever try to solve his problem through my-subject-matter-teaching?

(Yes-No) 9. Does he have a feeling of security, approaching my class with ease?

(Yes-No) 10. Do I ever permit him to participate in the selection of topics, units, or materials to be used?

(Yes-No) 11. Do I ever use the ideas he presents?

(Yes-No) 12. Does he feel a certain amount of success each day, maybe in capturing a smile, a grade, or an encouraging remark?

(Yes-No) 13. Has there been "any feeling" of the development of the relationship of "togetherness", if so, do I realize less defensiveness will result?

B. Emotional

Cross out the item (Yes-No)

(Yes-No) 1. Is the student having emotional security as he sits and talks, or are there signs of insecurity?

(Yes-No) 2. What is this student's emotional pattern?

(Yes-No) 3. Does he have a healthy attitude?

(Yes-No) 4. Does he have healthy relationships to the group, to individuals, to himself?

(Yes-No) 5. Does he have a certain amount of extroversion, that certain amount needed by students to face reality as they find it?

(Yes-No) 6. Do I realize that if a fight is unbearable and unacceptable to a student, and that the fight is inevitable, neurosis is a logical sequence?

(Yes-No) 7. Do I realize that serious emotional problems of long standing can not be dealt with by direct education or hurriedly, but rather that a long time is needed for clarification before the problem can be alleviated and re-education aid promoted?

(Yes-No) 8. Do I realize that it takes a long time to build emotional responses after individuals have been taught to pretend feelings that aren't felt honestly?

(Yes-No) 9. Do I realize that it is wise to stress to students that emotional health is not going around in circles but it is rather to meet situations with social competency which entails maturity.

C. Personal

Cross out the item (Yes-No)

(Yes-No) 1. Is the student's background conducive to normal progress?

(Yes-No) 2. Do I know his intelligence rating, that is, academic ability?

(Yes-No) 3. Am I acquainted with all the tests he had taken?

(Yes-No) 4. Am I acquainted with his reading ability?

(Yes-No) 5. Am I acquainted with his strengths and weaknesses?

(Yes-No) 6. Am I acquainted with most of the important details of his past academic work?

(Yes-No) 7. Do I know about his study habits and home study conditions?

(Yes-No) 8. Do I assist him to select extra-curricular activities?

(Yes-No) 9. Do I know how he spends his leisure time?

(Yes-No) 10. Do I ever help him to become acquainted with one other?

(Yes-No) 11. Do I teach that anti-social impulses are inclined to run their course if accepted and analyzed, that their progression develops into a stand taken towards them that is amenable to both self and society?

(Yes-No) 12. Do I teach students sensibly that the natural process of maturation accounts for improvement and can be a source of encouragement?

D. Testing

Cross the item (Yes-No)

(Yes-No) 1. Is the profile adequate from the consecutive story-telling type of testing?

(Yes-No) 2. Have I noted a great difference between the language and non-language scores in accordance with his mental age?

(Yes-No) 3. Do I realize that if the language score is low, it may indicate a reading disability rather than mental immaturity?

(Yes-No) 4. Have I realized that if the student has not been checked for scores on sensory capacity, and does suffer from gross defects of hearing, vision, coordination, or emotional blocking that the tests may be invalid?

(Yes-No) 5. Have I studied and identified the components which are significantly high or low?

(Yes-No) 6. Have I made a diagnostic analysis of his learning difficulties in the weak areas so that I could identify the specific difficulties and needs?

(Yes-No) 7. Do I study the responses which account for the low component scores and relate them to the student's behavior?

(Yes-No) 8. Have I studied the responses to which he expresses definite interest and yet refrains from activities?

E. Vocational and Educational Goals

Cross out the item (Yes-No)

(Yes-No) 1. Am I acquainted with his vocational plans?

(Yes-No) 2. Am I acquainted with his plans for his continued educational goals?

(Yes-No) 3. Do I help him to understand the purposes, values, and relationships of my subject in relation to vocational possibilities from the subject?

(Yes-No) 4. Have I been leading him toward a vocational plan by helping him to capitalize on his peaks of abilities rather than to alarm him over his low points?

(Yes-No) 5. Have I led him to know that employment shifts will often be necessary as trends reveal themselves in consumption?

(Yes-No) 6. Have I realized that my part in showing him that labor instability is existent and that his vocational interests should keep atune to production shifts?

F. Outside Agency Relationships

Cross the item (Yes-No)

(Yes-No) 1. Do I use family and community resources to help a student adjust?

(Yes-No) 2. Do I fully understand the climate of the parents and home in which he must live?

(Yes-No) 3. Is there existing an interaction of personality with his family?

(Yes-No) 4. Have I stressed to him that his family is a round full unit, and if this is broken sublimations

should be sought and made?

(Yes-No) 5. Have I tried to have parents and communities understand that they must accept their children as they are, and that their attainments will be within levels?

(Yes-No) 6. Do I know the climate of the neighborhood from which he comes?

(Yes-No) 7. Have I realized that I must help communities to understand that delinquency is not pathological but rather is a normal manifestation on the part of youth unable to adjust in an adult world?

(Yes-No) 8. Have I helped to explain that the greater the urge for status and the less the opportunity to satisfy it, the greater will be the resort to the unconventional and the illegal?

(Yes-No) 9. Do I refer students to the counselor for the help of outside agencies?

(Yes-No) 10. Have I ever thought of referring potential school leavers to counselors that more helpful plans might be made for them with the outside agencies?

The above questionnaires of probable analysis will be applicable only insofar as they apply to the individual cases. Further possible factor analyses will be necessary in each specific case as therapy progresses.

Concerns:

Adolescent girl with tendencies towards truancy, which when corrected has led to passivity; and in the minds of teachers she is defiant and hostile.

Father-----teaching music lessons
Mother-----living elsewhere
Marital status-----divorced
Case A-----counselee - 9th grade,
 15 years
Sister-----8th grade - 14 years
Brother-----5th grade - 11 years
Sister-----5th grade - 10 years
Brother-----living elsewhere - 5 years
Three siblings deceased when quite young
Religion -----Mormon

Problem areas

Interviews, home visitations, and a study of the individual inventory revealed following areas; personality changes within school year, withdrawing tendencies, noticeable head tremor, broken home over period of time, oldest in family resulting in too many home responsibilities, desire to live with her mother, need of replacement of broken glasses for which funds were not available, insufficient correlation between mental age and achievement though intelligence appeared adequate.

Justification for Presenting Case A

Shows a case prepared and presented to the visiting teacher who referred it to the guidance clinic which asked that she be referred to the psychiatrist. This case shows the cooperating free-action of the visiting teacher with the counselor, the home, faculty, and outside agencies. Adjustments of greater understanding (of talking it out) were noticeable in her relationships. Funds were made available for the much needed glasses by the school referring her to an agency.

Reason for Referral by the School

Case A was an attendance problem last year. She is reported as "very diffident and with very little confidence." When spoken to, she responds slowly, or shows very few signs of recognition of what is being said. The teachers feel that there is defiance in her attitude. Noticeable this year is a head tremor.

Family Picture

The mother deserted the family and the parents were divorced in 1945. She had deserted the family once previously without divorce following. She has remarried and lives in another state. Father teaches music lessons

and goes to various small towns, being gone during the days and often during the evenings. The burden of keeping the house falls on "A", though the father and others give a great deal of assistance. "A" has the theoretical direction, but there is a great deal of quarreling among siblings. Father states that "it is just hard to do anything with her because she is just like her mother." He has tried to cooperate with the school, and school attendance is much improved over last year.

Personal History

"A" has had glasses, but lost them last spring and has not been able to have them fitted again. An appointment for another refraction has been made through the health fund, but could not be had for two months because of the doctor's schedule. However, the glasses were made available toward the close of this school year. No diseases nor illnesses were reported, other than the usual childhood ones.

School History

No grades skipped or repeated.

Metropolitan achievement test: 9th grade - 10/16/46, C.A. 15; Total grade equivalent - 7-7.

Stanford-Binet: 9th grade - 10/30/46, C.A. 15; M.A. 16-9; I. Q. 117.

Progressive achievement: 8th grade - 5/7/46, total reading 9-5; total arithmetic, 6-8; language, 8-1; total grade placement, 7-9.

California Test of Personality: 9th grade - shows percentile rank of 45 in total adjustment, which would seem to indicate unsatisfactory adjustment.

School grades: 8th grade - arithmetic, satisfactory; cooking, unsatisfactory; physical education, needs improvement; social studies, satisfactory. 9th grade - cooking, D; social studies, D; art, C-.

Recreational Activities and Interests

Does not know what she wants to do. Listens to the radio, especially mystery stories. Does not go to church, but said she would like to go. Does not go about much with others.

Personality - Character - Appearance

Timid - not accepted by others. Careless personal grooming; has been sent to counselor of girls for body odors. Seems continually on the defensive; withdrawn.

School and Community Resources

School has worked through the Counselor of Girls for better home relationships and better teacher-student understanding. Has been placed in different positions in the cafeteria to give her greater self-confidence; the manager finds it difficult to work with her.

The visiting teacher contacted the Mormon pastor's wife and asked her to call on Case A to make her welcome at church, but at the same time not to push her.

Summaries

Impression summary by Visiting Teacher:

Case A is so withdrawn as to find talking to us difficult. She has had to face desertion (rejection) by the mother and constant threat at home because she is "just like her mother." She has had too much responsibility in the motherless home, both as to administration and work. School offers no satisfying experiences because she feels insecure and lacks confidence in her past school achievement.

Diagnosis summary by psychiatrist:

Adolescent behavior problem, characterized by withdrawal, passivity behavior with considerable anxiety manifested particularly by a head tremor.

Apparently this girl is able to relate herself best to the visiting teacher. I should think it would be helpful for the child to have regular counseling hours with the visiting teacher at which time she may be able to unload and express more of her conflict material. Her incapacity to do this and the lack of opportunity is making her behavior more malignant. I would advise this type of therapy in this case rather than attempting to work with the father. She should be checked in two months.

Interview was finished by formulating to the girl that she had been asked to come because

the school was wholesomely concerned about her inability to make the best out of her scholastic assets. It was suggested the visiting teacher might help her.

Closing of Case

"A" was withdrawn from school on the death of her father which took place before her second scheduled interview with the psychiatrist. The mother claimed custody of the children, and after careful scrutiny by the Juvenile Protective Agency and the Welfare Agency it was arranged that this was possible. The court awarded the custody of the children after the express wish of each of the children was made.

Case A was particularly pleased over the fact of being permitted to go with her mother. The mother, upon being told of "A"'s difficulties, seemed to feel that the change would be a stabilizing one for her. She said she would cooperate with the school and if matters didn't clear she would call upon the guidance clinic services in the school where "A" would enroll.

Techniques used

Interviewing
Counseling
Testing
Visiting teacher

Outside agencies
Insight understandings
Therapeutic processes

Case B

Concerns:

Handicapped adolescent girl, who feels extremely insecure.

Parents-----divorced
Father-----living elsewhere
Mother-----at home
Sister----- (older) married
Sister-----20 years, married
Brother-----18 years, not at home
Case B-----counselee, 14 years
Brother-----12 years

Problem Areas

Case B showed indications towards the following areas: rejection by family, deafness, moodiness, phobias, mistreatment, shyness, withdrawing tendencies. She seemed unable to learn in school because of the confused state at home and her inability to hear.

Justification for Presenting Case B

This case is presented to show how thwarting usually causes symptoms to become more apparent. On the part of school there was a swing from ignoring and rejection of the counselee to one of diagnosis and therapy. This was done by teacher personnel cooperating and assisting Case B to better adjustment by providing more individual

recognition and closer diagnosis. This case illustrates the ups and downs of an adolescent with complete home rejection to the point of the mother having sought on several occasions to have her daughter committed to an institution. Manipulation of environment became necessary when the mother again asked for her commitment. The court decided the girl was not insane. Case B was asked with whom she would like to live. She chose to go to her sister. Through the cooperation of the Juvenile Protective Agency and the Welfare Agency, the necessary arrangements were completed to make this possible.

Teacher-counselor conferences made school understanding of the individual a possibility, at least so that rejection was not added to rejection; school friendship was a basic factor in helping this over wrought adolescent and leading to therapy.

Reason for Referral by School

Case B is considered slow, moody, and suspicious. She has such fear of doctors that she suspects every new person she meets of being either a doctor or nurse. The school nurse says she has been known to go into hysterical tantrums in the doctor's office.

She is very shy, withdrawn, and extremely insecure. There is evidence of rejection on the part of the

mother, who is at times quite anxious to have her placed in "some sort of institution." Whenever things are of an upsetting nature at home, the counselee is much more irritable and unstable at school. Absences are frequent.

It is difficult to ascertain her real intelligence from test situations because of her deafness and because of the emotional disturbances. She is in need of a hearing aid but refuses to think of using one.

School History

7th grade - California Short-Form Test of Mental Maturity, January 4, 1945, C.A., 14-2; Grade Equiv. 6-2; Non-Language, 107; Language 81; Total 86.

7th grade - Metropolitan Achievement Tests, May 8, 1945, C.A., 14-6; Grade Equiv. 6-4; Placed in 9th grade.

9th grade - Progressive Achievement Tests, September 17, 1945, C.A.,; Grade Equiv. 6-5.

The clinical psychologist tested her with the Maico Audiometer and found that she has a 25 to 50 decibel loss of hearing in both ears and with an average of around 40 decibels.

Family Situation

Case B's mother divorced her husband four years ago "because he was a drunkard, shiftless, and abusive." She kept two children and sent Case B and her brother, two years her junior, to live with a maternal aunt. The

mother dates "B"'s beginning of "queerness" to living with the aunt, but "B"'s older sister believes she was "odd before that."

There is much antipathy in the home toward "B". The counselee senses this and feels that the mother cares more for the younger brother and one of the older sisters. She recalls with bitterness how her mother tried to get rid of her by sending her away and has expressed the wish that her mother would now get rid of her instead of just talking about it. She stated to the school counselor "if mothers have children they should like them all alike."

Her family are concerned about her in many ways but are unable to cooperate substantially in any program for her benefit.

After referral of Case B to the guidance clinic the visiting teacher made frequent home calls. At first "B" refused to speak, fearing and asking if she were a nurse. She was encouraged to go driving, but accepted only after frequent invitations; gradually confidence was established by repeated attempts. There are these significant paragraphs in the visiting teacher's notations:

We next drove to a nearby town, and on the way she became a little more talkative. She wanted to know where we were going, and was told that we were picking up a doll buggy for a little girl. When we arrived at the Good Will Store,

she took one look at the brick building and refused angrily to get out and look around. She suddenly seemed suspicious and resentful. When the doll buggy was brought out, she looked surprised.

On the way home, we stopped at a store and she was asked if she would like to help select a suit for the visiting teacher. The thought of clothes made a big change in her. She laughed and talked quite a lot, offering excellent suggestions. When she was taken home she remarked, "I wish we could do this every day."

Notations such as that cited above are of great importance to teachers in achieving insights. In this instance the interest displayed in clothes was revealing because at school she was repeatedly asking for magazines, especially those with pictures of clothes. In this way a teacher-counselee contact was provided that otherwise might not have been possible.

Psychologist's Reports

First report:

This girl has a 25 to 50 decibel loss of hearing in both ears with an average of around 40 decibels. This would make it impossible for her to hear ordinary conversation. She does not have sufficient hearing to get all of the instructions given by the teachers nor to participate in the discussions that are carried on in the classroom.

She is a very shy, withdrawn youngster who feels extremely insecure, and there is some evidence of rejection on the part of the mother who is at times quite anxious to have her placed in some sort of institution.

Just how much "B"'s hearing difficulty con-

tributes to her recessive personality traits is hard to say, but it is my opinion that a hearing aid should be tried as a step in the direction of better socialization. She would then be able to hear what was going on in the classroom, and could also participate more fully in the conversation in the home. I found that when I used the microphone and amplification, it was possible to carry on a rather free and easy conversation and to obtain some rapport with the girl which was not possible without the instrument.

There will be a problem in getting "B" to accept a hearing aid but it seemed to me that the school counselor had made an excellent beginning through her conferences with the girl. I felt that she responded surprisingly well to me in view of her past reactions to the psychiatrist and others. I will make an effort to obtain the loan of a hearing aid so that we may try it with her.

Second Report:

"B" was referred for an individual mental test because there was some question as to the results of previous tests. In the beginning her attitude was quite good and she showed an interest in the test and was fairly responsive; but since she did not bring her hearing aid, the examiner felt it necessary to speak rather loudly and on one occasion, when an instruction was repeated, "B" seemed to feel that she was being scolded and became emotionally disturbed and came forth with her crying reaction that is so typical of her. She was then given several easy items which she did, and the test was discontinued.

I do not believe that she is stable enough at this time to obtain a satisfactory mental test. "B" is still a very insecure child though she has made considerable progress in her emotional development.

It has occurred to me that it would be an excellent experience for her and might have a very good therapeutic value to her to work in a nursery. I talked with nursery personnel and they agreed to make this possible. I also discussed the matter with the visiting teacher. She is taking the initiative in making these arrangements. The value of such a program for girls of this type is that they are able to see similar problems in small children which help them to see their own difficulties in a more objective way. Identification is not so complete because of the age difference that less benefit is derived than would be the case if the children were older. I also felt that it would be very valuable for "B" to attend staff conferences of the nurseries where problems of this type would be discussed. She would also have the feeling that she was earning and this would also give her more confidence.

Psychiatrist's Report

The psychiatrist who had seen her very briefly a number of times, without being identified as a doctor until the last time, recommends that she have psychiatric study in an institution and have a hearing aid. The state has no suitable resource available. If she did not react so violently to doctors and nurses, arrangements possibly could be made for admission to the Children's Orthopedic Hospital because of her hearing deficiency. The psychiatrist believes admission to one of the State Hospitals too drastic a step.

The following psychiatrist's report is very revealing of the necessity of teacher-guidance clinic

cooperation:

This girl is amazing in her appearance at the present time. Her improvements since I saw her seven and a half months ago is an extremely pleasant one to see. Today her ability to converse was good, her emotions were mobile and in keeping with the changes in her environment (at this time she was living away from home with an older sister and brother-in-law) and she seemed to show the normal responses of an adolescent girl.

I would have two suggestions at the present time. First, I think that Case B might benefit by some speech work in order to compensate for her mispronouncing words due to her hearing difficulty. Second, I think that we might also have the psychologist do an intelligence test for her, or that some sort of performance test might tell us something, I would suggest these being done also. Meantime I would urge continuation of the same program.

Teacher's Report

Teachers' statements upon request were given as informatory matter. This same material was available and usable for the court hearing when the mother asked for a sanity hearing. These statements of the school were evidence that the school was hoping to counteract some of the harmful influence of the home. These same understandings helped other agencies to gain insights into Case B's needing friendly assistance and not just assistance.

Teacher of Mathematics Reports

Case B is a student much handicapped by a bad

case of deafness. She misses most of the class work due to this defect. In her social studies, she sits close to the teacher whenever possible, but she is unable to hear much of the directions or to follow class procedure. As far as it has been possible to evaluate her work, she is a child with possibilities if she is given an aid of some sort to improve her hearing. She is quiet, somewhat shy, but is serious in her desire to do her work well. I feel she has somewhat of an inferiority complex due to her trouble, which she tries to hide. As one of her teachers I am eager that she be helped as soon as possible.

Teacher of Social Studies Reports

When Case B came into my room she was very sensitive about her deafness as she had no hearing aid at that time. It was difficult for her to adjust to the new class, teacher, and classmates. We did all we could to help her. In time, and after she obtained a hearing aid, she became better adjusted. She never became completely adjusted but did seem to be happy. She made a few friends and seemed quite at ease with them. She was able to do the class work but she had been greatly retarded by her deafness and home background.

She always impressed me as a child that needed much individual help and loving because home situations had given her very little of these.

School Counselor's Report¹

I have received word from the Child Guidance Clinic that Case B is under consideration because of a referral by her mother. I wish to state a few observations gathered from a year of close

¹Made to County Juvenile Office for the Court hearing.

contact with her. Case B was transferred to us from another school with the understanding that we help her in every possible way. From the start there seemed to be an understanding between her and the counselor so that she was not inhibited in stating her mind. Throughout all her conversations it was felt that she was rejected in the home. Frequently, when her mother was asked for aid in helping to solve one of Case B's problems she would ask the counselor to phone Welfare, to accompany Case B to the Clinic, and to get her hearing aid adjusted. The mother seemed to show very little initiative or concern whenever problems were presented. Another instance showing this is that the counselor tried to encourage her to take "B" to the dentist and she replied, that she "would never pay a cent for her teeth." At various times during the year Case B appeared to be under stress and strain. This seemed to be caused by conflicts in the home and unavoidable complications in getting the right hearing aid for her. She didn't want a black one or a large one. Unfortunately a large one was given her; considerable adjustment had to take place.

During the spring of last year she was tardy considerably. Upon mention that the next time she was tardy I would take her home and talk it over with her mother, considerable time elapsed before she was tardy again. I asked for the reason and she stated that she disliked coming through the cemetery and she had been frightened by the birds flying so low. However, that answer was not so strange for the week before one of the local papers carried a story about a person being attacked by a robin. She also tried to make an excuse so that I would not take her home to consult with her mother.

Yesterday I talked with her brother. From his conversation I gathered that there is a great deal of antipathy in the home toward "B" and I wrote a note inviting her to come to see me. She came today and I could find very little change in her relations over last year. She was friendly, courteous and interesting until she started speaking about her mother. She stated that her mother cares for her brother and one of the other sisters more than she does for her. She recalled the time

that her mother tried to get rid of her by sending her away and wished she would get rid of her now instead of just talking about it. She stated "if mothers have children they should like them all alike." She feels that her mother wishes to take her brother and then get married. She also feels that her mother is angry at her because she has been a source of disagreements and has caused a certain separation between her and the man that she intends to marry.

It appears that if "B" were placed where there would be a minimum number of conflicts with security and understanding offered, she would be able to adjust herself to situations she is called upon to make. If I can be of any further assistance, feel free to call upon me.

Conclusion

In her last letter Case B stated she wished to return to take advantage of the vocational rehabilitation program. Since she has reached the age for this service, it is being encouraged. This, the counselor has held out as a possible solution even in the State where she is now located. Her letters seem to indicate there is less thwarting or insecurity in her present living conditions.

Case B will need careful assistance by the rehabilitation counselor even after she is prepared for employment since she fears that she is gradually growing away from have been from a series of situations of long standing. She will need help to make adjustments to her handicap, to new situations, and to the unknown. It seems almost certain that if her fears are eliminated she will be

able to cooperate and live an adjusted life. Any school correspondence that can be carried on by former school personnel should be encouraged as this will lend security to her feeling of "no belongingness."

Hope can be seen for Case B to become emotionally mature and to achieve comfortable goals of achievement if the plan is materialized of rehabilitation through state aid for the handicapped. This case seems to bear out the words,

...in and through their struggles for growth and mature development has come an increasing certainty that we have too little, rather than too much, faith in the growth capacities of the individual. (5:pix)

This case illustrates that school personnel can become aware through the case study that the school-leaver is the school's concern and the more such personnel can maintain intelligent relationships the sooner will adjustment and security in adulthood be established.

Techniques Used

Records
Interviewing
Counseling
Testing
Therapy

Recognition of problem
areas
In-school personnel conferences
Community agencies
Follow-up of school
leavers

Case C

Concerns:

A lithe, beautiful, intelligent, early adolescent girl.

Adoptive parents-----her maternal grandparents
Father-----living elsewhere
Mother-----living elsewhere
Case C-----counselee - 14 years (living
with adoptive parents)
Brother-----10 years, living with parents
Uncle-----35 years
Uncle-----32 years
Aunt-----34 years

Problem Areas

Case C lives with elderly grandparents. Although adopted by them, she remembers mistreatment in her own home and is in fear of being kidnapped again by her parents. She is very conscious of her tallness, is emotional and withdrawn, and does not find much satisfaction in contacts with those of her own age. She fears she can not answer questions as well as others in school displays sudden illnesses, and remains away from school until a home call is made and she is again encouraged to return. Once back, she is apparently happy until the same pattern is repeated.

Justification for Presenting Case C

Presentation of this case shows how a student, because of tallness, was sent (without the necessary knowledge) to the next grade in a junior high school situation. This was done, taking into consideration her physical stature and mental alertness, but not her readiness for this change. She repeatedly desired to back to the sixth grade but not in the same school. Deep-seated emotional problems were perhaps brought about quicker as this move merely aggravated an already grave existing condition.

"C"'s case was difficult to be understood by her teachers as she was thought to be spoiled, pretending, and "needing a spanking." Working with the case and with the reports led to greater understandings of deep-rooted problems and of the patience and therapy which would be necessary over a long period of time. Development through therapy is evident. Stop-in trips by the school counselor were maintained while outside agencies were being used. This was done at the mutual wishes of the visiting teacher and counselor so a school relationship would be maintained when returning to school would be the next step in therapy.

Reason for Referral by School

Case C has a difficult time conducting herself in

home, school conditions, and social relations. She is afraid she cannot be successful in her school work. It seems that because of this, she has developed an internal nervous condition and complains of pains in her stomach frequently. She seems to have a definite complex about her school work and her family security. Her teachers all state she has ability and could be very capable. Her parents have had her to doctors on frequent occasions. She does not wish to leave her home and go to the store or other places by herself.

Family Situation

She lives with the maternal grandparents and an uncle, aged 32. She has recently been adopted by the grandparents. It seems that she was rejected by her own parents at birth because they wanted a boy. She was then given to the grandparents. On two occasions for some reason the parents succeeded in kidnapping her. She feels that she was treated differently than her brother, and that the parents did not seem to want her but just wanted to hurt her grandparents. During the periods that she has been with her own parents, she has felt mistreated and even though she has now been adopted by the grandparents, there is still the fear that her own parents may again take her.

School History

The results of intelligence and school achievement tests show that this girl is probably above average in her mental ability. Her school attendance has been very irregular.

School Tests while in the seventh grade:

California Short Form: 9/12/45, non-language I.Q. 97; language I.Q.; average I.Q. 95.

Progressive Achievement Test: 9/26/45, grade placement 6-8.

Stanford-Binet Form: 10/12/45, C.A. 12-10; M.A. 16-1; I.Q. 125.

Summary of Means Taken to Bring About Adjustment

"C"'s case shows a record of twenty some reports to the guidance clinic and school, not considering those made verbally by the home tutor, visiting teacher, and counselor of the school. These contacts have brought about insights not only to those directly concerned but to others interested in Case C.

It was the psychologist's opinion that the grandmother has been overprotective and that separation from the grandparents, even for the time she is in school, is associated in her mind with these former kidnapping experiences. She needs to have opportunity to work out these problems with someone who can take the time to go into

them with her in considerable detail. Also he felt that the grandmother needs to help by overcoming her protective attitude, if this is at all possible. He suggested that Case C be seen by a psychiatrist.

The psychiatrist has been working with her through a period of two years. He found that she is shy and under pressure, immediately withdraws emotionally from those around her. With her above-average intelligence this results in her utilizing fantasy to an excessive degree. He felt that her type of reaction is what is commonly called "schizoid" and, should it continue, would in late adolescence be the fertile ground for a serious major mental illness.

Case C has been fitted to enter school as a ninth grader after having been tutored by the home tutor and visited by the visiting teacher. Psychiatrist visitations gradually dropped from weekly interviews to semi-monthly and finally to every other month. School personnel interests remained important to have contacts become less disturbing, and to help alleviate the fear of returning to a school situation. This was done by counselor and teacher visitations and library materials being taken from the school to her.

The home-tutoring work all year has prepared her to

do ninth grade work. The mother reports that she is very much improved in the home and in facing situations.

The case will be continued for follow-up psychotherapy during the coming school year.

Techniques Used

Interviewing
Counseling
Testing
Visiting teacher
Home tutoring

Outside agencies
Home visitation by
school personnel
Pupul-teacher-parent
conferences
Steps in Therapeutic
process
Achievement of insights

Case D

Concerns:

Early adolescent girl.

Older sister-----age not known
Brother-----20 years (in sanitarium
for T.B.)
Sister-----18 years, married
Sister-----17 years, married
Brother-----15 years, 10th grade
Case D-----counselee, 12 years, 7th
grade
Half-sister-----4 years
Half-brother-----1 year

Problem Areas

In case D the following areas were apparent: rebellion, stealing, regression, withdrawing tendencies,

domineering step-mother, not looking physically well, low vitality.

Justification for Presenting Case D

Case D was referred to the Guidance Clinic at the close of the school year with her parents' consent "to do anything to help her" so that she might be followed during the coming school year. When the counselor talked the case over with the visiting teacher and the psychologist, the latter suggested the parents needed help as well as "D", so this was made the basis on which the case was considered.

Teacher-counselor conferences were held on several occasions during the year and careful observations were made.

A Probable Factor-Analysis Sheet of teacher-counselor thinking might look similar to the one made out for Case D found at the close of this case study. The reason for this probable analysis thinking by the group is to find the causes of counselee behavior and to do all possible to help her adjust and to be happy.

Reason for Referral by School

"D" is a capable student, showing signs of withdrawal. Both physical and social regression have been so

apparent it is felt that psychiatric help is imperative for a reasonable adjustment.

Family Picture

The mother died of tuberculosis while "D" was in the second grade.

The stepmother seems to be a very domineering person, and the father feels that she is too strict and asked if the school counselor would talk with her. She was a housekeeper in the home at the time of "D"'s mother's death. She continued working, caring for the children until her marriage. The father is an approachable person and it is easy to converse with him. He finds it difficult, however, to manage his family, and spoke of thrashing his older son the night before for having stolen some money from the home. The father stated that stealing was a habit with the boy. This particular boy has been keeping company with one of the 7th grade girls who has family difficulties.

It was about this time that "D" was recommended to have an X-ray, since her brother had just left the home for the sanitarium. The step-mother stated that the counselor was worrying the girl and that "D" was becoming fearful that she would get T.B. She further stated that

they, the parents, never tell their children about their physical condition, the results of doctors' consultations, or the results of X-rays. The mother was told that the intention was not to instill "D" with fear, but rather the opposite, since the faculty felt that she was going down physically, and they wondered whether it was because she was worrying about her health or whether it was an actual physical condition. Other possible contributing factors might be whether she was just unhappy over remarks made by her classmates about stolen articles or over her home conditions since her father hadn't been working steadily.

School Picture

Whenever anything was stolen from "D"'s Home Room, she seemed to be the one suspected by the students; they recalled that she had stolen in the previous year. The Mother, when contacted, was very antagonistic. She was very hostile to the teachers and to any of their methods of education. After she had met the teachers she asked if she could talk with the counselor, asking that the counselor not repeat anything she said to the teachers. She talked about how "D" had stolen from the stores and from different places, and she, the girl, "didn't know

why." The last incident to the mother's knowledge was that she took a pound of hamburger in a store and put it inside her dress. When "D" checked out at the counter she was asked to pay for it and "nothing would be said." After she had returned home, officers called and questioned her, but she refused to talk. The mother stated that whenever she is questioned about taking things her manner is always the same. However, when the counselor talks with "D" alone she responds, but when she talked with her in the mother's presence she made no response.

The counselor had occasion twice to talk to "D" in the company of her mother; once when she had gone home and stated just the opposite of what the counselor had said. "D" had seemed to be very unhappy so the counselor had asked if she would enjoy working for a family during summer. She went home and said to her mother, "What do you know about this, our counselor wants to put me in another home." The other time was when the counselor wanted her to have a T.B. test and had referred her to the nurse to make the arrangements. At this time, the counselor stated that if her mother couldn't take her to the Health Clinic, she would be happy to do so. At home she stated that the counselor wanted to take her and did not want the mother to do so. It was explained to the mother that this is not

the school's policy but that parents should accompany the student on these trips whenever possible. About this "D" was perfectly silent, and the mother stated that is how "she always is."

After this the mother asked the counselor if she thought the girl was going insane because her grandmother, with whom she had lived before she was four years of age, used to have "spells like this." She stated that "D", when with the grandmother, used to be made to sit for long hours at a time.

"D" does not have a happy facial expression nor is she ever eager to take part in school or social activities. She is permitted, says the mother, to go to the movies once a week. She has attended most of the school parties.

School History

Stanford-Binet Scale: 7th grade, I.Q. 128; C.A. 12-3; M.A. 15-8.

California Test of Personality: Elementary, 7th grade, Feeling of belonging 10 percentile rank; Self-adjustment percentile rank 65; Social adjustment 80 percentile rank; Adjustment total 75 percentile rank.

Progressive Achievement Tests: Intermediate Battery, Form B., 7th grade, 5-12-47, Gr. Pl. 7-0.

Progressive Achievement Tests: Elementary Battery, Form B., 6th grade, 5-7-46, Gr. Pl. 7-1.

Progressive Achievement Tests: Elementary Battery, Form A., 6th grade, 9-27-45, Gr. Pl. 6-7.

California Short Form Test of Mental Maturity; Elementary Short Form, 6th grade, 9-25-45, I. Q. 127.

California Short Forms Test of Mental Maturity: Elementary Short Form, 5th grade, 10-10-44, I.Q. 93.

Metropolitan Achievement Tests: Intermediate Battery--Partial, Form A., 5th grade, 9-13-44, Gr. Pl. 4-9.

The faculty reports that there has been very little gain if any, during the past school year.

The Stanford-Binet Tester reports that "D" is very shy, needs much encouragement, but is successful after being encouraged. Seemed to be able to think better if left by herself (felt ill at ease if she thought someone was watching her). Gained confidence as she went along through the test. Looks thin and undernourished.

Probable Factor-Analyses of Case D

This positive and negative balancing sheet has been made to show how teachers, counselor, and principal have been trying to find the causes of "D"'s behavior.

Environmental Probable Factors

Negative	Positive
Family situation: one parent very strict, other wishing to be lenient; "D" not sure of position in family.	Home to realize "D" should be protected from damaging adjustments while growing up, but should be allowed to get along with minimum amount of control.
Lack of unity in structure of thought in family. May result in shyness, mental flightiness, emotional instability, lying, truancy, sex activity, and to her stealing.	Help to build up her physical vitality.
	Help to lead her to adjust intelligently to environment without withdrawing. Has a neat appearing home with ordinary comforts.

Negative

Family may show discrimination of one child to another as often happens with step-parents.

May be held back too much from normal outlets.

May add to insecurity--not being permitted to do what others do at school, such as opposition of parents to teenage dancing.

On father's day off children are all sent to show so parents might do what they wish. Shows often offer false values.

Step-mother may be unstable and defensive.

"D" may be adjusting to her environment by withdrawing.

Positive

Privilege of show every Sunday.

Psychological and Emotional Probable Factors

Negative

Because of low physical vitality, lacks energy to carry through.

No real successes felt each day.

Negative feelings seated in mother towards the school.

Material necessities provided but this doesn't necessarily mean "belongingness."

Positive

Be led to cooperate with clinical help when it is offered.

Help her to understand her adolescent self.

Help to build a better psychological climate in the home.

Help to have a probable rejected child become accepted.

Negative

Emotional pattern of insecurity revealed as she sits, talks, faces groups, recites and in erratic type of stealing.

She maybe is rejected.

Father fearful of showing too much affection in face of step-mother's attitude, consequently love and security not given.

Constitutional background that predisposes her to tuberculosis.

False outlook by parents of knowledge given to her about x-ray helps to predispose her to maladjustment.

Thoughts in step-mother's mind that she is queer like her grandmother may be sensed by counselee.

Adolescent may be getting too much omnipotent-type of supervision.

Positive

Help the parents to realize that to scold and whip for stealing, when "D" is already in a dilemma will only aggravate. To suggest that the parents be patient and work with the Guidance Clinic and, in this way, hoping to bring about co-operative planning. Attempt to enlighten parents as to reason for school activities, curriculum, dancing, etc.

Lead her to make judgments and not to be overcome by dominance of stepmother.

Help the stepmother to realize that she is a threat to child's security by her dominance.

Lead "D" to grow to be independent by accepting situations as they are.

Encouragement from school personnel by a smile, a recognition, a pat on the back.

Explain that the tendency to revolt is common, some do so in one way and others in other ways.

Reasons for establishing a "selfhood" through insights after a period of help.

Recognize adjustments necessary when insights come.

Personalized

Educational Probable Factors

Negative

Regression in year's work adds to insecurity

Feeling "on edge" in school This is added to when suspected of taking things that are missing.

Positive

Possesses intelligence, so in all probability will be able to receive help.

Success recognition is necessary no matter how trivial.

When things are found that have been stolen or thought to be stolen, to mention it.

Each teacher should attempt to show the way by actual achievement. "Don't hoe weeds, plant flowers."

Conclusion

Now that "D"'s case has been presented to the Clinic close consultations will be had with the visiting teacher in the fall so that any directives from the Guidance Clinic may be executed through conferences with the parents and faculty. In this way a greater understanding of the pupil's real problems will be reached and met more adequately both by the home and school.

Techniques Used

Testing	Home visitation by
Interviewing	school personnel
Counseling	Home visitation by
Conferences with guidance	outside agency
personnel and parents	Referral to guidance
	clinic
	Use of outside
	agencies
	Probable-factor-
	analyses

Case E

Concerns:

Early adolescent girl.

Father----owner of a small lumber concern
 Mother----manager of a confectionery department
 Case E----Counselee, 12 years
 Brother---16 years

Problem Area

Case E's difficulty is centered in a tic development.
 This pattern exists in father and older brother.

Justification for Presenting Case E

This case shows the co-operation necessary on the part of a faculty to bring about adjustments that were recommended in the curriculum to release pressures that were considered contributing factors causing the maladjustment. Periods were assigned for rest. The tic seemed arrested during the first year when directives were adhered to; but

during the ensuing school year conditions became worse, so the visiting teacher was again consulted. At this time the psychologist's recommendation was that the entire family visit a specified neurologist. Often in referrals, help that was meant for one, brings help to the entire family. This proved to be true in this referral. The neurologist was unable to find a physical basis for "E"'s facial twitching. The recommendation then of the psychiatrist was "not to refer to it and to allow her to do without resting." However, this was not of the same benefit as allowing the rest and the curriculum adjustment as followed by the previous year. She will be observed more closely, therefore, during the coming year and, perhaps, be referred for further treatment.

Reason for Referral by School

Case E was referred because of twitching of the eye muscles, which probably is at least partly caused by contact with the father, who has a similar muscular tic. The brother has the same habit pattern. Under tension this tic becomes very marked, but in a relaxed condition it is hardly evident. Aside from this tic, Case E seems to be a well-adjusted student.

"E"'s mother stated that at a very early age, "E" wanted to wear glasses and she wondered if this habit was

started at that time. It was suggested at the time that they get plain glasses to see if that would stop the twitching. At the age of three, she received an eye injury in which the left eye lid was torn.

Her mother does not know whether there is any relation between this injury and the development of this habit. In "E" the twitching is more apparent at times. The family has used different means of trying to stop it: by correcting, by reminding her, by being indifferent to it, and following medical advice.

Family Situation

Family relationships are apparently satisfactory. "E" has some home responsibilities, but not more than parents should expect of a girl her age.

School History

Stanford-Binet Test: 7th grade, C.A. 12-1; M.A. 13-4; I.Q. 110.

Satisfactory school progress.

Psychologist's Report¹

It seems to me worthwhile to try the following:

¹Later reports were by telephone.

1. Since she is taking dramatics outside school, would it be possible to substitute this for the dramatic period, so she could have a rest on a cot in the nurse's room for a 40 minute period daily?

2. She should discontinue listening to emotional dramas. There has been considerable research on the effect of this sort of thing, including movies for children who are already of a nervous type. They have found them to be detrimental and to result in further nervous tension.

I talked this plan over with "E" and she seemed very cooperative and anxious to try. I will be interested in the observations of her teachers on the effectiveness of this. It might also be well for her to be referred to the Child Guidance Clinic for psychotherapy.

I talked with the counselor of girls and also with "E"'s mother. From my conference with the girl, it seems to me that there has been a definite improvement. "E"'s mother said she has noticed this at home also. "E" is following the schedule recommended after my original conference with her. I found that the family and teacher are still putting on some pressure to have her earn high grades. In discussing this with "E"'s mother she said she thought that was important for qualification for a job or for college. I tried to get her to see that it was not nearly so important as overcoming the nervous tic.

Case E's mother raised the question as to whether there could be an organic basis for the tic. She was urged to see a neurologist, and she indicated that she planned to do this.

Neurologist's Report

Impression: I believe this is a functional disorder possibly induced by the problem in the older brother, which has attracted considerable attention in the family.

Conclusion

A conference was held at the close of school with the psychologist. When Case E's condition was reported worse since the rest periods had been taken away, it was advised that the case be opened for more intensive study this coming year and be referred to the psychiatrist again. Teachers, parents, and outside agencies will be ready to cooperate in the next steps of therapy suggested.

Techniques Used

Counseling
Interviewing
Therapy
Testing

Outside agencies
Agencies within the
school
Curriculum adjustment
Environment recognition

Case F

Concerns:

An adolescent girl physically well developed.

Maternal grandfather and grandmother--lives
with them

Mother - in same city - recently remarried

Father - in prison in another state

Case F counselee - 9th grade - 14 years

Brothers and sisters - unknown

Problem Areas

Case F needs help in adjusting after being in a

state training school because of running away from home upon realizing sexual experiences with her father were abnormal. Though intelligent, she has a dislike for school and is attending only through the requirements of the parole board. "F" is slightly overweight, has a pleasing personality, but feels defeated. She shows tendencies towards withdrawal and avoids friendly advances from average girls, but has chosen a dull overweight girl for her closest companion. Though there has been rapport established from the initial interview, it has been seen that many insights need to be developed for a satisfactory follow-up next year when the transition to another school will be necessary.

Justification for Presenting Case F

Shows a girl having to enroll in a strange school in a new area. The counselor, at the time of enrollment, had time to listen and gather background of Case F. This opportunity may never have presented itself again. Relationship at enrollment seemed to be permanently established. At this time "F" seemed both fearful that she wouldn't be allowed to enroll, and also hopeful that she wouldn't have to go to school. She started her case by saying, "You'll know sooner or later," but asked that no others be told. This assurance was given her as well as an ex-

planation on answering the questions of others and yet be sincere. "The Counselor's whole function at this stage is to encourage expression." (5:36)

The counselee perhaps felt free to speak because of wholesome acceptance of the explanation and that the school would be happy to have her enroll and do all to help her get along nicely.

...Thus the reassurance which comes from finding his most 'shocking' revelations accepted without shock by the counselor.
(5:164)

This case was referred to the Guidance Clinic so that by the acquaintanceship of the visiting teacher this year a relationship would be established for a carry over into the new situation next year. "F" always referred to the visiting teacher after she had made calls to her home as "the nice lady."

...the counseling relationships represents a quality of social bond which differs from any the client has heretofore experienced....
(5:86)

Reason for Referral by the School

"F"'s home background in being forced into incestuous relations with her father may be the cause of some of her personality conflict and school adjustment problems. Even though she becomes more adjusted as this school year progresses, it is felt she should be placed

under the care of the Clinic so that she will have assistance during the summer months and next fall when she enters another school in the same system.

She dislikes school immensely, and claims she has always disliked it. She says that she would like to have friends and feels friendly towards everyone, but feels that they are not friendly to her. She repeats that she does not care for anything, although the counselor doubts that this statement reflects her true attitude.

Family Picture

When "F" first came to this school she was living with her maternal grandparents. "F" left this home and is now living with her mother, who has just remarried. Their apartment at present is meagerly furnished, though very neat and clean. "F" has a half-brother and a half-sister whom she has never seen. She referred to this as "another of my family's crimes." Further information about this statement was not sought lest the established rapport would be retarded. Her father is serving a four-year prison term for having abused the counselee over a period of time.

"F" is a slightly obese girl. From all appearances she is in good physical condition, but she complains a good deal. The nurse has made repeated home calls and

found that she was usually feigning illness. The nurse suggested that she be referred for a physical examination. On one occasion when the counselor visited her she was reading funny books and munching on a sandwich while in bed. She said she would be in school that afternoon, but instead sent a note to the counselor stating that she "had nits but not head lice." The nurse made a visit, but "F" was downtown. She has complained on two different occasions after absences that the vaginal discharge causes a good deal of chafing. Also she seems to have the feeling that she is a diabetic. She has referred to this several times.

When questioned about her poor attendance, her stock excuse is always "I just don't like school," or complainingly, "I am not having friends." Of late she has been associating with a girl who is a definite moron and very obese. She feels rejected by the average girl, although according to the opinions of her teachers, her classmates have not rejected her.

"F" seems to have a vivid personality and is aggressive with those in whom she has confidence. She would like to become a nurse so that she could help others. This ambition is the only expression of interest in her future that she has stated. Her teachers have been contacted on several occasions to encourage friendships

through committee work both in class and out.

School History

Stanford-Binet: 9th gr. C.A. 14-2; M.A. 15-3; I.Q. 111.

California Test of Personality: 9th gr. percentile rank-self-adjustment, 30; social adjustment, 75; total adjustment, 45; Sense of personal worth, 5; withdrawing tendencies, 10.

Excellent grades were received during the two years in training school.

Report to Physician

Case F is being referred to the Guidance Clinic, and it is advisable usually that a medical report be received. The following background report was furnished to the physician by the counselor.

Her father is in prison for having abused (sexually) her over a period of time. After this time she was sent to a training school for having run away. Case F. has complained that she has a vaginal discharge to the point that it chafes her considerably. Cleanliness was mentioned to her, but she says that she is a very careful person in her habits. She also thinks that she might have diabetes. Her mother is willing that she be given any examination necessary.

Report from Physician

Suggestion: Proper control of her daily life and affairs. She states that she is active in sports. Her male companions can

possibly be found through observation. With her history of sexual relation with her father and her present "boy friend," she is a 17-year old candidate for sex degeneration.¹

Report to Juvenile Protective Department

At the request of the visiting teacher, we are enclosing a copy of the medical examination of Case F and a copy of the school counselor's letter to the physician.

Probable Knowledge Gains Towards In-Service Understanding of Case F

1. It was difficult when desiring to refer the case to the clinic to prepare a case study, as it did not appear to be the best plan to get her history more completely since this might have broken an established relationship.
2. It was necessary to gauge her personality and to decide whether she was sincere or would be damaging to other students through her responses. The home room had to be selected carefully.
3. It was necessary to develop a spirit of cooperation with teachers, who are often resentful if full details are not given.
4. It is often difficult to give an intelligent explanation for absenteeism which appears to have no rational basis, and yet, does have a basis when given in confidence, or at least is meaningful to the student. Arraignment in some cases would bring rebellion and maybe withdrawal from school.
5. This case shows the cooperation of the Health Department when an examination would help to establish understanding for the individual and a basis for clinical guidance.

¹A copy of this letter may be found on page .

6. Revelation of facts to intelligent people eventually leads to understandings and keeps them from making greater mistakes.

7. The counselee's habits of escapism - pretending illness, developing the unusual (lice), feigning menstruation time, need to be recognized by the teachers but ought not be attacked directly by them but rather in this case the approach should be left to the visiting teacher and counselor. The school personnel need not be too concerned about whether the student's statements are "true" or "false". Her emotionalized attitude is the element that has importance.

8 ...Thus, whether a student is 'truthful' in saying that he received a low grade in a course because the professor was prejudiced against him is of much less importance for counseling than the fact that he feels that he was persecuted... (5:244)

8. This case illustrates where relationships have to be understood in cause and effect until self-perception brings new meanings to the individual's own experiences.

9. An individual often needs to be led to evaluate childhood and experiences of childhood, and to realize that the old situation is past.

10. Confiding in at least one person seemed to relieve her of a feeling of peculiarity and a certain isolation that she would have experienced in a totally new situation.

11. The faculty could realize that they can do a great deal by encouragement to keep students in school, instead of taking a "why doesn't she stay home" attitude. They might also realize that each school subject has something to contribute to the student's development, even if not seen by them in actual achievement from day to day or measured by the repeated absenteeism; they in their spirit and through their subject can aid her to general well being and the "self-egotism" that is so necessary for her to develop.

12. A profile of her abilities and intelligence could be stacked against those of others for her encouragement.

13. The counselor in this case was able to lead the counselee to understand how she feels toward herself, which is an important thing. Gradually, through understandings brought about by teacher-co-operation, a feeling of reassurance will be gained.

14. Teachers, through teacher-counselor conferences and pupil-teacher conferences can help to relieve the counselee of a feeling of peculiarity and isolation through achievement in their respective fields.

15. Personnel should be observant of all associations that "F" has with both sexes so that they may help her to understand the value of suitable companionship.

Techniques Used

Interviewing
Counseling
Use of outside agencies

Home visitation
Testing
Counselor-teacher conferences
Follow-up of school leavers

CHAPTER III

TECHNIQUE RECOGNITIONS

Outcomes of Teacher In-Service Training through the Case Study can be extensive in scope. The recognition of techniques will be a gradual learning process by teachers. This too, will be in proportion to their interests. The writer will consider certain of these techniques under their technique recognition areas.

1. Socially mature adjusted student.
2. Environmental areas.
3. Problem areas
4. Test knowledge
5. Interviewing
6. Understanding counseling
7. Achievement of insights
8. Using records.
9. Intelligent cooperative use of agencies
10. Follow up in guidance as an influence in curriculum making.
11. Characteristic steps in therapeutic process.

1. Recognition of the Technique for Understanding the Socially Mature Adjusted Student

(1) Before being able to identify maladjusted students or taking her part in counseling, the teacher

must first be able to recognize the socially mature adjusted student. This is assuming that maturity is commensurate with the student's age level. In achieving an insight of what constitutes a well adjusted person, she should consider whether the student has the following characteristics:

- Understands his own motives and desires
- Understands his environment
- Faces facts with judgement
- Is active in solving his own problems
- Can give and take without rancor- get along with others
- Is self-reliant and confident
- Is happy
- Is healthy or is adjusted to his handicap
- Lives harmoniously by integrating his interests and ambitions with his abilities
- Has a social competency
- Manifests ease when concerning himself with others
- Has ability to live in the present situation and to see its proper relation to the past and future
- Has a few close personal friends and many acquaintances
- Shows a balanced sense of authority
- Develops a proper use and control of hostility and aggression
- Has a balance between introversion and extroversion tendencies
- Has stability of temperament

2. Recognition of the Technique of Environmental Areas

Environmental factors have much to do with counseling as the possible adjustment and the development which the student may pursue is usually within a specific environment. The individual must get satisfaction from his environment.

The individual environment thus forms an organic context of interrelated factors which constitute the care of the problem situation. This context or complex must be viewed in its genetic, current and future aspects. (4:19)

(1) The inception of progress as well as maladjustment usually originates in the environment. The cure usually is within the same area. On the other hand, a definite change of environment may be necessary for adjustment.

...In the first place, the problem situation of the client must be regarded as a field in which environmental elements play an important role both in the creation of the problem and inactive attempts to meet it... Finally, it may be argued that the conveyance of information about the environment to the client may be among the most useful or the least derminative of all the activities in which the counselor can engage.... (4:19)

The above was true in part in the case of "F".

(2) Nearly always environmental conditions in the home are contributing factors. Efforts may be made to modify parent reaction to the student, the needs of the student, and what the parent expects from the child. Pressures by parents may prove a disturbing factor. Parents may be emotionally unstable and not able to direct their offspring, with the result that it may be necessary first to help the parents before the student can be helped.

(3) The physical and social environment of the student need to be noted. Does he have fun at home; does he get along with brothers, sisters, parents? Is he adjusted to the physical conditions, economic conditions, spiritual conditions to which he is subjected? Parents who have never played as children are apt to minimize the value of play, or consider it a waste of time instead of a normal development. The mentally gifted or mentally regarded often can not find satisfying recreational activity in certain types of environment.

(4) The place or status, within the environment of his race, religion, etc., all contribute to the analysis. If he is set apart in the community, what does it do to his personality? Would this be lessened if he could identify himself with his parents or someone else?

(5) Community environmental trends must be considered. A community of persons must often be made to face situations that call for special effort on the part of all, on which depends the common good, including that of the maladjusted child. Perhaps gangs exist in certain areas, athletes in another, labor classes may predominate in one; industrialists and professionals in another. Special efforts of the school can help the community to solve those problems which affect the student's school adjustment.

(6) Schools have a part to play in environmental integration: They show ways towards individual adjustment and teach that communities have cooperative obligations of a patriotic, religious, educational, and civic nature.

3. Recognition of the Technique for Understanding Problem Areas

In the cases presented it was noticed that there were areas which needed to be identified as the counselee's problem. These areas at times are easily located, at other times the seat of the trouble needs much therapy before the real cause is found. In the type cases given, the importance of the recognition of these problem areas by the teacher as well as the counselor, is well illustrated. Most problem areas will center in the home, the counselee's own person - his health, personality and character, delinquency, or in the school and the community.

Areas Centering in the Home

Geographic location and social status

Political and racial prejudice

Conversation and language in the home

Attitude toward radio, press, movies

Common interests

Habits of family

Number of people in the home

Desertion, infidelity, broken homes

Type of discipline

Opportunities for social life	Lack of parental interest
Individual ascendancy	Too much parental interest
Mother and father working (when)	Discrimination among children in home
Non-support, poverty, and destitution	Rejection by parents because of child's opposition to home standards
Illness	Unrealized ambitions of parents for child
Cynicism	Parents' insistence on excelling
Marital status	Lack of study facilities
Foster parents	Lack of achievement in the home
Difference in age of parents and child	Bickering because of different faiths
Parental domination	Lack of mutual understandings toward amusements and athletic competition
Drinking and gambling	
Love and security	

Areas Centering In Counselee's Person

Health

Biological physique	Any recent illness or operations
Any deviation from accepted norm	Epilepsy
Personal health habits	Nervousness
General posture	Skin condition
Coordination of body	Disorders because of organic, endocrine, or toxic condition
Hearing and vision	

Teeth

Speech disorders

Recommendations of school
personal doctor, or
school nursePersonality and Character

General citizenship

Voice

Social graces and social
competency

Eccentricities

Lack of initiative

Temperament

Over-activity

Excessive sensitiveness

Excessive anxiety, fearful

Irritability

Jealousy

Selfishness

Over-dependability

Gossipy

Self-conscious

Psychotic

Over-imaginative

Neurotic

Inferiority feeling

Shyness

Prejudices

Outlook on dignity of
workLeadership and fellow-
shipWorking with others,
tact, and friendli-
ness

Dishonesty

Laziness

Spread of feeling -
tone in emotionsInability to find con-
structive ways of
meeting frustrations

Hostility feelings

Temper tantrums

Excessive anger

Excessive depression

Apathy, negativism,
repressionsIntroversion, extro-
version

Compulsions

Phobias

Forwardness

Boisterousness

Disorderliness

Impulsiveness

Obsessions

Complexes

Conflict between idealism and reality

Insecurity caused by real or fancied injury

Lack of adjustment because of mental disorders

Delinquency

Home, neighborhood or school defiance

Truancy

Stealing

Running away

Incorrigibility

Disorderly conduct

Purchasing of liquor and cigarettes

Violation of traffic, school, and curfew laws

Sexual misdemeanor

Pregnancy

Masturbation

Adultery

Indecent exposure

Double moral standards

Misinformation about sex

Obscene literature

Areas Centered in the School and the Community

Education and School Environment

Time schedule

Inadequate grading system

Curriculum not based on needs

Large classes

Lack of provisions for accelerated and handicapped

Failure

Lack of successful achievement

Lack of adequate school program and extra-curricular activities

Inadequate extended school services

Misunderstanding of rewards and punishments

Discipline requiring unquestionable obedience

Poor study habits

Home work assignments

Lack of pupil-teacher understandings

Lack of reassurance being given so assurance may be regained

Inability to read

Parents choice of occupation

Limited opportunities for vocational choice

Ignorance of opportunities and offerings

Unwise choice not based on abilities

Glamorizing occupations

Lack of adequate testing program

Final examinations

Mental capacity

Overactivity and over-achievers

Underactivity and under-achievers

Scattered interests

Erractic behavior

Lack of school contact with parents

Lack of counseling facilities

Lack of organized planning for the future

Conflict between kinds of choice

Lack of cooperation of industry and business with school, in providing work experience program for pupils

Lack of adequate physical plant

Transportation difficulties

Community

Inadequate recreational facilities	Prejudices of community
Unsupervised teen-age gatherings	Conflict of community church-school-home program activities
Undesirable clique activities	Lack of conceptions community has for need of youth
Lack of provision for non-participants	Lack of provision for material, financial, recreational, and spiritual growth

4. Recognition of the Techniques for Understanding Test Knowledge Techniques

Much information of value for guidance can be gained through testing when used as an explanatory means for an in-service training through the case study. Testing as a technique is unique in that it is already in existence in most schools. The analysis of tests will give knowledge to teachers that will lead to diagnostic analysis of the individual child. Diagnostic analysis that leads to individual counseling is the only justifiable reason for extensive testing. From this viewpoint, tests are the professional tool-kit of the teachers, the schools, and the counselors. They must, however, be used intelligently by teachers and counselors, otherwise the results may prove

Permanized

disastrous. The purpose of testing was never for "test's sake" or to shove students into certain learning patterns, but rather that with "test achieved insight" from the tests, counselors, and teachers lead the students to "developmental insights." Frequently tests are a basis for securing an inroad when rapport cannot be established in any other apparent way.

It might be said that tests are the bases for the measurement and the analysis of a pupil's intelligence, achievement, personality characteristics, and adjustments or the "barometer" of recognizable problem and growth areas. Tests proved a valuable tool in each of the cases presented in Chapter II, both in locating problem areas and in measuring progress of adjustment.

There are four major classifications of tests: A. Intelligence or Mental Maturity Test, B. Achievement Test of the Skills Type, C. Personality and Mental Health Tests, and D. General and Occupational Interest Inventories.

These may be again divided into other categories, those that are used systematically by a school system and given at regular spaced intervals, and those given for special purposes as the occasion for guidance arises.

A. Intelligence or Mental maturity test.

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Intelligence tests predict to a degree

1. School success
2. Occupational level

Types

1. Group and individual
2. Verbal and non-verbal

Interpretation

1. I.Q. scores on different tests not comparable
2. Unreliability of a single score. Importance of repeated testing.
3. Relationship of scores to environmental factors

General knowledge gains from using intelligence tests

1. Group sets are more economical and conveniently given.
2. The Stanford-Binet and the Wechsler-Bel-lvue Scale are excellent tests for individual cases.

...The Terman-Merrill revision of Stanford-Binet scale is usually regarded as the best single measure of intelligence or academic aptitude, and it is highly desirable for a guidance department to have some member of its staff trained to administer, score and interpret the results of this examination....
(8:47)

One of the advantages of using the I.Q. score of the Wechsler-Bellevue Scale as a basis for mental classification is that it does not lose sight of the fact that intelligences are relative to age since mental deterioration is a considered factor.

In general, adult I.Q.'s obtained on the Binet will differ from those obtained on the Bellevue Scale, in proportion to the degree to which the Binet fails to make allowance for the age factor. Accordingly, I.Q.'s obtained on the Bellevue Scale will show close agreement with those obtained on the various revisions of the Binet up to about age 15, because up to this age they both take into consideration the age factor. But from this age on the Bellevue I.Q. will begin to be systematically higher than the Binet I.Q....(9:142)

Since it has been learned that the I.Q. scores on different tests are not comparable, that tests are somewhat unreliable, and that no score is exact, it is important that judgments are not based on tests alone or much less on a particular score.

B. Achievement Tests

Uses in guidance and in-service training

1. To locate weaknesses requiring remedial treatment.
2. To identify special aptitudes for certain kinds of subject matter.
3. To identify under-achievers and over-achievers.

Interpretation

1. Necessity that scores be made statistically

comparable

2. Necessity for considering background
3. Caution against putting too much emphasis on small differences in percentile rank.

General knowledge gains from using achievement tests.

1. Tests help to discover areas not only for an individual but also for a school or entire school system.
2. They form a basis for diagnostic and remedial work.

The successful teacher and counselor will learn from the study of achievement tests to help students capitalize on their peaks revealed in the testing by aiding them to discern career goals.

C. Personality and Mental Health Tests

These tests reveal to a degree the areas of insecurity, security, maladjustments and conflicts of students. In answering these tests students identify themselves with the experiences projected in the tests, for this reason teachers and counselors need a broad psychological understanding for their interpretation.

There are many varieties of this type of test; among them being the questionnaire type, such as the California Test of Personality, and the projective type, such as the Thematic Apperceptive Test and the

Rorschach. The latter are especially helpful in verifying the level and quality of intelligence, the amount and direction of emotional energies, and location of neurotic, anxiety, and psychologic conditions. These tests are difficult to interpret, and great discretion is necessary in their use, but it is expedient that each teacher and counselor have knowledge of their importance in guidance services.

General knowledge gains from using personality and mental health tests follow:

1. Personality tests are not "the all" in testing, just as that is true of every test, but they are a helpful instrument in locating problems which arise from personality and character traits and in seeing these problems in relation to the "whole" pattern.

...The concept of 'wholeness' merely emphasizes the necessity of viewing and interpreting specific aspects of conduct in their complex relations with other elements of the whole. (7:103)

Neither the exact nature nor the minimum number of dimensions or factors necessary to describe the functioning personality adequately is yet known; and were these data at present obtainable, problems in utilizing them to improve personality and adjustment still remain to be solved. (7:108)

2. Teachers and counselors will use this medium as one of the techniques to lead to greater understanding of maladjustment areas, to recognize their causes when

possible, and to lead the counselee to an acceptance of self with adjustment measures.

Traxler states that the uses of such tests are as follows:

...Two important uses of these tests are (1) to stimulate the pupils to evaluate critically their own personality characteristics, and (2) to serve as a point of departure in conferences between counselors and individual pupils....
(8:107-108)

D. Occupational and General Interest Inventories

Interest tests and inventories attempt to determine the individual's interest in vocations, academic subjects, and leisure-time activities, as well as his potential leanings toward a given field.

1. These tests furnish acquaintance with vocational trends, literature and job areas, with local and national economic market.

2. Many occupational and interest tests lead to an awakening of interest in particular professional or job areas.

3. Tests used toward occupational goal planning are of great interest and specific importance to students. Occupational interest inventories, when considered with personality developmental tastes, make the personal picture more graphic.

COLD SPRINGS BOND

COTTON CONTENT

U.S.A.

It is when tests are used to meet a felt need of the client, rather than merely as information for the counselor, that they function therapeutically.... (5:251)

4. Aptitude tests frequently can be used to follow an interest type of test to measure specific skills and abilities. The object is to predict in a degree whether the student is in possession of an aptitude for the skills required in that field.

Tests can do things towards strengthening a student's purposes, e.g., when he matches his interests with his profile procured from his interest inventory. Through counseling, tests in vocations and occupations can show the value of capitalizing on peaks and abilities when these are compared with those of others who are successful in the field of his interest.

Many excellent books are available for studying the value of tests in guidance. However, for in-service training the following summarizing points are considered basic in interpreting the student's cumulative record and in initiating guidance.

General Knowledge Gains

1. Tests are not ends but means to an end.
2. A single test is unsatisfactory and unreliable as a source of individual diagnosis.

3. Tests should be considered as one of the techniques to be used in helping to find the "real self."
4. It is important to note the pupil's response to the language and non-language factors in a test. The insight this furnished will be helpful for both educational and vocational guidance.
5. Tests are one of the means where weaknesses of individuals can be identified and needed assistance provided.
6. Testing implies discovering abilities and conferring with students about courses, career planning, achievement possibilities.
7. Tests can make the ordinary teacher more conscious of individual needs, assets, and defenses.
8. Discretion needs to be maintained in not giving I.Q. scores to parents or students, as many variables need to be considered even in the light of many test scores.
9. There should not be the implication that tests will provide the solutions to the student's problems.

10. Scores need not be exact for counselors but just approximate. However, this zone of inaccuracy is not for those giving the tests as such a discrepancy would increase inaccuracy and unreliability of test scores.
11. Tests serve as an implement to build the basis for diagnosis and future self-development of social, mental, environmental, and educational possibilities of the student.
12. Tests can lead not only to understanding student's and school's fundamental needs, but also to community's fundamental needs.
13. Tests may make a student resentful, discouraged, or over-independent if they are not used with intelligence and insight.
14. Any test scores must be interpreted cautiously and in relation to local norms and then considered in relationship with the problem the student presents.
15. Familiarity with a test gained through its use is important. Lack of real familiarity should be a consideration when counselors and teachers use tests, as usability is functional, in relationship to knowledge.

16. Tests, used experimentally and in the light of counseling from the individual inventories are more specifically left to the guidance clinic for more specific diagnosis.

5. Recognition of the Technique of Interviewing

Interviewing is one of the techniques which the teacher in in-service training through the case study will use in helping the growth process of the student. The educator has realized for long that education comes from within and not from above, yet it is hard to put this philosophy into effect when most schools follow the authoritative pattern. The interview is not a source of showing "authority in process" but "student opportunity in process."

Interviewing is an art. It might be called professional conversation between people. It should, therefore, take place in a comfortable, pleasant atmosphere. Rigid chairs, or anything suggestive of "counter counseling" should be avoided. It is based on good relationship. This implies that it must not only be informal but that it must not appear directed. The student must feel free to talk when he wants to and to say as much or as little as he wishes. The first interview is all important in that failure to create rapport then may mean inability on the

part of the counselor ever to secure the confidence of the counselee. In establishing this rapport a good technique to keep in mind is to keep the counselee's potentialities and capabilities in the foreground, then the probability is that he will reveal his own problems. In a good interview there will be an interacting influence between counselee and counselor.

...The counseling relationship is one in which warmth of acceptance and absence of any coercion or personal pressure on the part of the counselor permits the maximum expression of feelings, attitudes and problems by the counselee. The relationship is a well-structured one, with limits of time, of dependence, and of aggressive action which apply particularly to the client, and limits of responsibility and of affection which the counselor imposes on himself. In this unique experience of complete emotional freedom within a well-defined framework, the client is free to recognize and understand his impulses and patterns, positive and negative, as in no other relationship.

This therapeutic relationship is distinct from, and incompatible with, most of the authoritative relationships of every-day life. (5:114)

In the interview the counselor must be sensitive to observe the counselee closely, noting how the counselee first comes into the office, his posture, gait, and voice. His emotional tone is significant. At no time is the counselor to become upset by the behavior of the counselee for there are times he may show hostility or irritability at other times he may be giggling, affectionate, or over-affectionate. These behavior patterns are usually

caused by tension.

...To recognize that the client is opposed to the contact and to make it plain that this feeling is acceptable to the counselor, largely removes it as a barrier to the counseling....
(5:160)

The good counselor is a good listener. The important thing to find out is what the counselee is thinking. To let him have his say can result in a very dynamic interview. From this listening the counselor must be careful not to interpret aloud, but rather to keep judgment in abeyance. Time is needed not only to establish rapport, but to permit the counselee to find his true self. The criticism is often that "nothing happens" when a student has been referred to a counselor. This is true for a considerable time as there can be no pushing to maturity of understandings.

To encourage "just come in" is excellent to make the necessary rapport possible.

The recording of interviews is necessary to determine what is occurring and to make possible in the sequence of interviews, an analysis of the case by the counselor to the teachers and others who need to know the outcomes.

Counselors frequently need to show teachers that interviews can not be held in the presence of others. In the process of gaining understandings, conferences frequently are arranged with students, teachers, parents, and

counselor.

...Counseling implies a private interview between the counselor and the counselee; therefore there can be no such thing as "group counseling" or counseling of an individual in the presence of other pupils.... (2:60)

Counselors owe students much consideration because in some respects the community, home, and school have betrayed youth until subterfuge paths have been sought rather than the realistic path.

...Certainly one of the significant goals of any counseling experience is to bring into the open those thoughts and attitudes, those feelings and emotionally charged impulses, which center around the problems and conflicts of the individual.... (5:131)

The frequency of interviews will depend on the nature of the problem, whether it is clinical, educational, or environmental. The deep seated clinical case is usually referred to the Guidance Clinic with the school keeping an observant eye and following the recommendation of the clinic.

The closing phases of counseling interviews should be pleasant. It is the student who indicates when this phase of guidance has arrived by expressing independence in thought. It is when the counselor and counselee both feel that the counselee shows greater maturity and seems to know better how to use his resources to find "self."

"...It is as though the client were saying, 'I am able to

handle this by myself'...." (5:216) The counselee should feel that continued friendliness, sincerity, and interest will be available; and by that very fact he will be encouraged to return when the need arises.

In relation to the interview, Erickson and Smith have well summarized the material. This is so comprehensive in development it would be profitable for teachers and counselors to make cards of reminders and to put a different one in view each day.

In the conducting of the counseling interview, as many as possible of the following simple suggestions should be observed.

1. Greet the counselee sincerely and cordially.
2. Relate the introductory conversation to some topic that is known to be of interest to the counselee, but unrelated to the purposes of the interview.
3. Establish a mutual, cordial relationship before approaching the problem that concerns the counselee.
4. Keep the counselee on equal footing; don't patronize and don't give orders.
5. Make the problem stand out and encourage the counselee to discuss it.
6. Once the problem is approached, let the counselee point the way.
7. Ask salient questions, but don't hound the counselee to the point of embarrassment.
8. Give advice only when absolutely necessary.
9. Assist the counselee to understand his problem and to recognize the merits of possible solutions.
10. Consider other resources and what assistance they may be able to offer the counselee in meeting his problem.
11. Deserve the counselee's confidence and respect as a professional person; make him want to seek subsequent interviews.

12. Let the counselee do most of the talking.
13. Summarize the significant data and achievements of the interview.
14. Note any mistakes that you may have made in the conduct of the interview.
15. Plan a program of action. (2:118)

6. Recognition of the Technique of Understanding Counseling

To learn the counseling technique is not easy.

Counseling is foreign to the average thinking mind as most people have not been accustomed to the co-operative plan of development, but rather they are defensive of what they think, feel, do, and desire to do. The personnel of industries and schools for the most part have been authoritatively trained and think that counseling is only a supplemental working out, a big brother type of thing, or an authoritative, imposition of the will. It is a far-reaching educational endeavor to show then, instead, that counseling leads to self-development of the most logical type.

...Effective counseling consists of a definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation....
(5:18)

If all school personnel became so trained that counseling could be as wide in economic scope as there are economic ways for livelihood, and if as many ways to happiness could be shown as there are avenues of happiness; then it would happen that ambitions could be fed with realiza-

tions. Counseling could then be thought of as a "Saviour of human resources."

Counseling has but one major aim: to assist pupils to make more effective adjustments to the environment in which they live. For a given individual, maintaining or recovering a proper degree of adjustment may require making a choice or a decision of some other kind. From the point of view of the counselor, it means assisting. (2:111)

That counseling is not without plan or foundation is clearly shown in the following remarks, poignant in principles:

Job Analysis of Counseling

1. Counseling services

These services may be summarized under the following headings:

- a. Secures data about counselee
- b. Secures and makes readily available adequate data about job opportunities and trends, about the kinds and amounts of skills and traits required.
- c. Secures and makes readily available information about educational and training opportunities and requirements
- d. Conducts interviews
- e. Establishes community working relationships
- f. Does follow-up work
- g. Creates favorable public reaction and support.
- h. Provides suitable physical facilities and services.

2. Related information and special skills needed by the counselor.

The counselor needs the information and skills that must be employed in accomplishing "a" to "h", above.

3. Devices and tools

The counselor must know what tools and devices can be used in carrying on the functions suggested above. He must know how to use effectively each tool and device.

From this it would seem that in the motif behind counseling there is no looseness in direction nor is it filled with prophecies, but that the knowledge of the counselor is directive and intuitive by experience.

Many pupils, parents, and teachers tend to shy away from counseling services or fear to lend a helping hand. Some at first are fearful that they may reveal what they consider personal or sacred; others are fearful that manifestations will show weaknesses, and in turn that this information will be used against them. Others feel that counselors are intruders. Students often associate counseling with discipline because of the dual positions of some school counselors. Such fears and misunderstandings will disappear as counseling becomes better known and understood.

Another author, in speaking of the breadth of scope in the field of counseling, puts it thus:

If he is to be helped, he must be directly provided with the information pertinent to his problem, to his plan, to his adjustment, to his development, or access to it must be arranged.

The best designation of counseling may thus be a kind of "operational" definition in which the word is prefaced by a descriptive adjective such as "placement counseling" or "employment counseling" or qualified in some other way.

In a sense, the counselor always stands between the client and society, interpreting one

to the other. The counselor thus visualizes a dynamic individual intimately interactive with a dynamic social process. He attempts to aid that individual in attaining the most satisfactory adjustment and the highest possible self-realization consistent with social realities and with universally valid social sanctions and moral values. (4:27)

From this it can be seen that guidance is not narrow in scope but wide in its relation to man's happiness. The counseling must be in relationship to personal problems, educative offerings and industrial and national trends. For this the counselor must hold information available whether it be for occupational outlets, security of livelihood, or personal adjustment.

It is often asked if counseling is not an expensive and unnecessary service since problems could really be discussed in groups. There is of course the group counseling but in this paper this type of counseling is not referred to, as most problems are private in nature. It is for personal security that counseling exists.

...Many of the problems of pupils are highly personal in nature, and most of them require private, individualized assistance from the counselor or from some other staff member.(2:4)

It might be said that one of the basic characteristics of counseling is that it is a personal communication between client and counselor in a professionally controlled, and to a limited extent, guided situation.

...Remembering the fact that the client must be his own arbiter as a unique and free man, the counselor asks: "How can I give him the help he needs without intrusion?" This is the basic methodological problem.

The theory that the problem-situation is a field, in the context of which both client and counselor are involved, permits us to see the client and counselor as joint investigators and evaluators, both contributing their points of view to the problem-situation, and striving to evaluate them realistically. Thus the interpretations of the counselor are considered co-equal with those of the client, and both are treated in an objective manner. Ultimately, of course, it is the client who chooses what it is that he will do as a result of the joint evaluation. (4:15)

It might be said of the counselor that it is a most satisfying experience to witness some of the progression though frequently close, that comes to counselees when once they are able to feel a greater freedom in their thinking, achieving, and the feeling of competency in their relationship with others. Development of self is an outgrowth of the efforts of both counselor and counselee if the proper relationships were established from the outset.

7. Recognition of the Technique of Achievement of Insight

The function of the in-service approach is to lead to insights. No therapy can be considered effective until this stage is reached. It might be called the climax of therapeutic procedure.

...Insight here means the self-perception of new meaning in an individual's own experience such that relationships of cause and effect gain new significance....(5:VI)

The primary technique employed by the counselor to develop insight both on the part of himself and of the counselee, is to encourage the expression of attitudes and feelings until insightful understanding appears spontaneously. However, insight may be delayed and even made impossible by unwise efforts of the teacher-counselor personnel to bring it about. Perhaps the best method is that in which the counselor assists the counselee to drop any defensiveness and feeling that attitudes should not be brought into the open. He will then look at the total picture in reality without trying to justify or to protect himself and he will see relationships clearly and recognize hitherto hidden impulses within himself.

...When he can face clearly, and can accept as a part of himself, these less praiseworthy feelings, the need for defensive reactions tend to disappear. (5:179-180)

From an emotional and intellectual acceptance of self comes the realization of related perceptions which in turn lead to new insights. Genuine insights will include a positive choice of satisfying goals. Whether the phase of development be in an intellectual or emotional area the counselee comes to see clearly the choice between

his former satisfactions and his present ones which are now of a more mature, adult behavior type. In the acceptance of these insights he continues his growth without the sense of loss for satisfactions discarded.

...All too often the counselor acts as though he were endeavoring to force the client to give up satisfactions....(5:209)

The teacher in in-service training should avoid this error since any choice to be effective must be made by the counselee himself. If interpretations are made by the counselor and not accepted, resistance may result. However, the counselor may help towards insights by reformulating those already achieved or by suggesting relationships of reaction which seem to be evident in the material which the counselee has already stated. If, then, interpretation is not accepted, the refusal is an important fact.

Another characteristic of growth toward maturity in insight which may be expected is its irregular advance.

8. Recognition of the Technique of Using Records

Records are a means to an end in guidance. The records make up the individual inventory.

...The individual inventory is the greatest single determinant of the nature and extent of guidance services needed by the individual....

.....
They serve to "inventory" the whole gamut of his potentialities and weaknesses and to present the

pupil as a whole individual. Thus all the record forms containing data about the individual, including the cumulative card, become his individual inventory. (2:74-75)

Any item in the individual inventory should be interpreted only in the light of all inventory data. It is as though one set of data serves as a check against other accumulated facts. Counseling then is maintained and decisions are made only on the basis of as full an inventory of pertinent facts as possible.

Records are usually cumulative in nature. If this is so, it will not be necessary to have a streamline program of testing before an analysis of interpretation commences. Inventories are cumulative not only in nature but also in the way they have been assembled, since they are the pooling of pertinent data contributed by the persons working with the individual. The value of the cumulative record will be in proportion to its completeness and accuracy.

The teacher in "in-service training through the case study" should be familiar with the characteristics and uses of the cumulative record as a technique in guidance. These may be summarized briefly.

The chief characteristics of the cumulative records are their suitability to the school in which they are used, their accessibility of location, their completeness

and accuracy of personal and educational data recorded, their scope for educational and vocational goals, and their provision for follow-up after formal school days.

Records are used to provide information so counseling may commence on a solid basis. They provide teachers with information about the general readiness of students for specific courses as well as about their general level of aptitude and achievement. Thus they may form a basis for curriculum modification. Records can serve as an in-road to establish rapport, and as a basis for clinical referrals. They are useful for furnishing information about school-leavers to employers or to personnel of higher educational institutions.

It will be found that if teachers understand the meaningful implications of records they will have greater interest in them, keep them more willingly, and interpret them more understandingly.

9. Recognition of Technique of Intelligent Co-operative Use of Outside Agencies

That the intelligent, co-operative use of outside agencies is part of a wise school-community program in guidance soon becomes evident to the teacher in training through the case study. There is hardly a day that goes by in which the school personnel has no possibility or

responsibility to cooperate with social agencies, church organizations, Red Cross, or resource specialists. The training of the whole child is the responsibility of the home with the basic help of the school, but the assistance of resource specialists is often a necessity. In the cases presented, contributions from the psychologist, psychiatrist, doctor, visiting teacher, neurologist, and social welfare personnel added materially in discovering problem areas and in suggesting adjustment measures.

10. Recognition of Follow-up in Guidance as an Influence in Curriculum Making

Another technique that will grow out of the case study approach is the "follow-up", which has had little recognition as a means for helping schools meet the demands of our times.

...It is only through a continuing follow-up of its school leavers that the school is in a position to ascertain whether its products are marketable in an everchanging consumer's market. Then, after accumulating the data, it is the obligation of the school to modify its program so as to turn out up-to-date products into a stream-lined atomic-period labor market. Surely training in the planning for, and the gathering, interpreting and using of survey data is a necessary element in the preparation of all administrators, teachers and counselors. (11:10)

It is the school guidance service which supplies this information about school-leavers, through its follow-up to administrators and to curriculum makers. The

teacher in in-service training, through the study of the curriculum to which such information has been added, will understand why modifications have been made in curriculum offerings or in the methods of teaching.

The case study approach also leads to a greater understanding on the part of makers of curricula, particularly in understanding that it is the individual student who must be considered. Case study analyses all too frequently reveal little opportunity of choice of subjects and a lack of relation between what has been learned in school and the skills required of the school-leaver when he is employed. Schools must find some way to bridge the gap that now exists between our philosophy and the limited curricula that are now offered. Modifications and extensions of curriculum can be made in the light of case data findings.

11. Recognition of the Technique of Characteristic Steps in the Therapeutic Process

The technique of recognitions of steps in the therapeutic process is very important. It is an outgrowth that can be expected from the learnings gained from in-service training through the case study. From the culmination of knowledge gained of the techniques there is a realization by the teacher that there is a definite type of procedure in the therapy. This is a matter that

should be sensed by anyone concerned with guidance.

The student comes for help or is asked to come for a conference.

...If the client himself accepts responsibility for bringing himself, he also accepts the responsibility for working upon his problems. (5:32)

Encouragement is given but not arraignment if the appointment is not kept.

The helping situation is usually defined. The student does not have the answer, but the counseling situation does provide a place where he can, with assistance, work out his own solutions to his problems. The student because of lack of experience needs help in this.

The counselor encourages free expression of feelings in regard to the problem. "The counselor's whole function at this stage is to encourage free expression." (5:36)

The counselor makes it plain that it is his task to provide a place and an atmosphere in which problems can be thought through and relationships recognized. This is done mainly by his acceptance and reassurance of the student.

The counselor accepts, recognizes and clarifies negative feelings. Sometimes he does this only in his own mind and sometimes to the student, depending upon the

stage of advancement of the student.

The counselor accepts and recognizes the positive feelings. These are not accepted with approbation or praise but just as the negative feelings were accepted, merely as facts, but with acceptance or reassurance as the case may be.

The acceptance of self comes nearer to a realization. "This insight, this understanding of self and acceptance of self, is the next important aspect of the whole process...." (5:40)

The process of clarification and possible courses of action follow. Any more that is student-initiated is worthy of counseling and is realistic to the student. "...It is not his function to urge a certain course of action or to give advice." (5:41)

The next step of therapy is the initiation of positive action. The more this initiation grows out of the student's own insight drive to be better, or to do better, or to see necessary relationships, the more will therapy be successful.

Further growth and insight follow. Close association of reassurance and encouragement is frequently necessary at this time.

The integrated positive action on the part of the student is increasingly evident. Lapses will come and retardation, but insights once established are the "anchoring points," or one may say they are the "sea level," or the "personal established barometer" of the individual.

There is the necessity of understanding that training brings about efficiency in the field of guidance.

...To do this necessary counseling demands training in order to be able to identify and isolate the objective so that it can be studied and analyzed in terms of the individual's abilities and limitations. (11:10)

Carl Rogers in his book, Counseling and Psychotherapy summarizes what has been said about the order of procedure in counseling in his six steps which follow:

1. The client has come for help, whether or not this initiative is absolutely necessary, there is no doubt that it has facilitated the process.
2. He has freely explored his problems and their basis in his confused and conflicting fundamental desires.
3. He has developed a working insight into those reacting patterns which were blocking his growth toward maturity.
4. He has faced the full implications of that insight and has freely and of his own choice selected the "more weighty satisfactions," around which he can integrate his activities.
5. He has implemented his new choice by means of positive plans carried out in action.

6. He has become independent of further help from the counselor and has acquired confidence in his ability to direct his own life. (5:436)

There are other techniques that can be revealed by teacher in-service training through the case study. It is believed that these will reveal themselves from the nature of interest and materials here developed, and from growths that in-service training develops within a group of interested staff members. From the techniques presented and discussed it should not be a formidable task to undertake the in-service course for more guidance-mindedness.

The techniques used by the counselor are not mysterious or highly technical. They are described by the phrase "applied educational common sense"---There is no doubt that many of the guidance techniques require specialized skills, but some of these are not acquired as the result of formal training only, but rather practice plus study....(3:96)

CHAPTER IV

SUMMARY

Our philosophy of guidance for the last decade has emphasized the consideration of the whole child and the necessity of respecting his feelings, thereby maintaining his integrity. It is now more clearly realized that a child can not learn unless he agrees to the purpose of learning, and educators recognize that this principle of learning is of paramount importance.

America's educational goal, as cited by its highest source for formulating educational policies, is thus stated:

The Goal for our educational efforts must be the provision of training for every child and youth of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society. We know that we are yet far short of reaching that goal. Educational opportunities are not equal in the United States, but vary greatly between regions and even within states, and curricula have not always been adapted to the needs of the individual student....In the second place, education should prepare the individual to take his proper place in productive effort... The future of our democracy depends in no small part upon the provision we make for training youth in the ways and needs of our society.
(1:40)

In recognizing these goals, it has become apparent that the American youth should be accepted just as he is, with all his potentialities, and that he be helped

towards useful citizenship. The realization of these gains may be hoped for through the furtherance of the teacher in-service training through the case study. In this way teachers and parents will become more aware of the "self" within the school and community.

In the preceding chapters the writer has endeavored to show how teacher in-service training in guidance through the case study can be achieved, the techniques to be used and the values which may accrue.

Counseling cases have been presented, and the procedure followed in each case has been traced, with some attempt at analysis in the light of the techniques used. The teacher's part in the guidance program has been indicated, as well as the possibilities for in-service training of teachers in guidance techniques.

The intelligent co-operation of teachers with the counseling personnel makes possible a broader scope of guidance services in the school as well as an increased efficiency.

Teachers who have had in-service training in guidance through participation in therapy have a keener interest in their individual students and a deeper understanding of the difficulties which may block learning processes. Through home visits and by their participation in parent-teacher-counselee-counselor conferences they gain new

insights into students' problems. Their use of cumulative records in their in-service training makes them realize the indispensable part played by such records in guidance and the necessity of their completeness and accuracy. The time and labor the teacher must spend in assembling student records will be more cheerfully given by one who realizes their significance and value to herself and to the guidance personnel.

It will follow that the routine work of the counselor will be greatly lessened, making possible her devoting more time to difficult cases and discovering probable on-set deviations from the normal.

In-service training in guidance within the school system develops a unanimity of thought and understanding among the administrators, the guidance personnel, and the teachers which tends to eliminate conflicting procedure in dealing with students.

A guidance personnel, acting upon the principles underlying teacher in-service training through the case study, will have the public believing in it. Students will then enjoy the freedom of adding to world securities, and they will in turn enjoy securities that are necessary to gain happiness and competency in maturity. The case study shows these techniques of development at work.

...This developmental aspect points beyond the immediate counseling situation and its short-term outcomes to the ultimate and controlling aim of all counseling and insight, of all education, that of increasing the individual's understanding of self, of the environment, and of modes of adjustment so that the individual becomes increasingly capable of effective and creative living. Here is the dominating educational purpose of improving the individual's own power of adjustment, development, and effective purposing. (4:23)

It is apparent that if a guidance program is a functional one, youth will be led into an ever-changing world well equipped, sensitive to social, mental, educational, and vocational goals.

...In place of anxiety and worry and feelings of inadequacy the client develops an acceptance of his strengths and weaknesses as being a realistic and comfortable point of departure and progress in maturity. Instead of striving desperately to be what he is not, the client finds that there are many advantages in being what he is and in developing the growth possibilities which are genuinely indigenous. (5:172)

Another guidance author speaks in the same vein.

The point will bear repeating that guidance as defined by those who approach the problem rationally implies first of all recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially. This concept of guidance epitomizes our democratic philosophy. It is an enduring as democracy itself, for basically it is democracy applied to the life of the school. (8:13)

The slogan of today's educators may be "An integrated, mature personality for each self." It is an outlook commensurate with democracy.

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