A STUDY OF THE EFFECT OF AN EXPERIMENTAL GUIDANCE PROGRAM ON ACADEMIC ACHIEVEMENT OF A SELECTED GROUP OF STUDENTS

A Dissertation

Presented to

the Faculty of the College of Education

University of Houston

In Partial Fulfillment

of the Requirement for the Degree

Doctor of Education

---

by

Carl Wayne Pride

August 1968

A STUDY OF THE EFFECT OF AN EXPERIMENTAL GUIDANCE PROGRAM ON ACADEMIC ACHIEVEMENT OF A SELECTED GROUP OF STUDENTS

An Abstract of a Dissertation

Presented to

the Faculty of the College of Education

University of Houston

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

---

by

Carl Wayne Pride

August 1968

ABSTRACT

The purpose of the study was to determine the effectiveness of an experimental guidance program designed for a selected group of junior high school pupils. The experimental program was offered in an attempt to increase students'achievement in reading, arithmetic, and spelling, to increase the students'grade point averages, and to increase their regularity of attendance in school. Students who exhibited behavior problems were selected for the study and divided into two groups: control and experimental. The control group continued in the regular school curriculum and the experimental group were enrolled in the regular school curriculum and a period devoted to supervised study. Supervised study was the focal point for individualized instruction and individual and group counseling. The professional personnel involved in this study were counselors from the Tulsa Public Schools, the Juvenile Court, the Department of Vocational Rehabilitation, and the Department of Public Welfare.

The study was conducted in the Tulsa Independent School District during the 1967-68 school year. The students were enrolled in Carver and Roosevelt Junior High Schools. There were 28 boys and 13 girls in the control group and 29 boys and 19 girls in the

experimental group on whom complete data were available and upon whom this report was based.

The following tests were administered to all students prior to the study: (1) Otis Intelligence Test, and (2) the Metropolitan Achievement Tests, Advanced Battery, Form Am. At the conclusion of the study the Metropolitan Achievement Tests, Advanced Battery, Form Bm, were administered.

The major findings of the study were:

1. No statistically significant differences were found in favor of the experimental group's achievement in reading, arithmetic, and spelling, as measured by the Metropolitan Achievement Tests with subtests in paragraph meaning, arithmetic computation, and spelling.

2. There was a statistically significant difference at the .05 level between the two groups in the gain in the mean grade point average. The control group recorded a loss and the experimental group reported a gain for the year of this experiment. For the boys of the experimental group the gain was not significant over that of the control group. The girls of the control group showed a loss and the girls of the experimental group showed a gain in mean grade point average which was significant at the .05 level.

3. There was a significant difference between the two groups in the regularity of their school attendance as measured by the number of half-days attended. The same finding was made for the boys of the experimental group. Attendance for them increased sufficiently to be significant at the .05 level. This finding was not similar for the girls of the experimental group. Their attendance did increase but the gain was not statistically significant at the .05 level.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation and gratitude to the members of his doctoral committee: Dr. John E. Bishop, Dr. Stanley G. Sanders, Dr. Marvin D. Sterrett, Dr. Franklin L. Stovall, and Dr. Evelyn Thompson for their assistance, guidance, and valuable criticism in the preparation of this study. Especially, the writer wishes to express his thanks to Dr. Evelyn Thompson, whose patience, guidance, and encouragement were vital forces in the completion of this study.

Without the cooperation and assistance of the Tulsa Public Schools, this investigation would not have been possible. Appreciation is expressed to the personnel of the participating agencies for their suggestions and assistance.

Finally, the writer wishes to pay tribute to his wife, Jimmie, and daughters, Michele and Allison, for their patient understanding when this study came before play.

TABLE OF CONTENTS

CHAPTER PAGE

LIST OF TABLES

TABLE PAGE

CHAPTER I

INTRODUCTION

Background of the Study. The results of a comprehensive study by West[1] of the schools in Tulsa and Oklahoma City, Oklahoma, indicated that a certain group of students had become serious problems both to the schools and to the courts. The records of these students revealed that they had been expelled from school for disciplinary reasons, had poor attendance records, had dropped out of school entirely or had adjusted poorly to regular academic or vocational programs of the school. These students were "misfits" in the regular school curriculum and were frequently subject to action by the courts. One might assume that a coordinated effort to deal with problems which confront these students might have avoided their being sentenced to training schools or reformatories.

Juvenile delinquency is one of the serious problems confronting our society. The growing juvenile delinquent population placed increasing pressures on all the agencies concerned with meeting the urgent needs of youth. The

---

[1] J. A. West, "Vocational Rehabilitation in Juvenile Delinquency," The Oklahoma Vocational Rehabilitation Service, 1964, pp. 1-43.

complexity and magnitude of this problem are indicated on Table I (page 3). Juvenile delinquents, however, constitute only one segment of our youth who are in trouble. This study is concerned with delinquents, pre-delinquents and youngsters who exhibit norm-violating behavior.

I. THE PROBLEM

Statement of the Problem. This study was designed to determine the extent to which academic achievement would be improved when intensively planned and coordinated efforts were made to decrease the degree or frequency of behavior incidents among students characterized as having "behavior problems."

More specifically, this study would investigate whether or not academic achievement would be improved as a by-product result of planned and coordinated guidance and counseling services.

To evaluate the effectiveness of the experimental program, the following null hypotheses were formulated:

1. There is no significant difference between the experimental and control groups in achievement in reading, arithmetic, and spelling as measured by the Metropolitan Achievement Tests.

a. There is no significant difference between achievement of boys in experimental and control groups.

SIZE OF THE DELINQUENT POPULATION IN THE UNITED STATES

(U. S. Senate Report No. 1,664, 1966)

The total population in the United States 17 years of age and under.	70,054,000 (Current Population Report, Bureau of Census)
The total juvenile court age population 10 through 17 years of age.	29,119,000 (Current Population Report, Bureau of Census)
All children showing signs of deviant behavior warranting treatment. They may or may not be antisocial.	The only available studies in this area are on school age children. They indicate that 10 percent of the 46,581,000 persons age 5 through 17 or over 4 1/2 million young people are in need of treatment ranging from counseling to intensive psychotherapy.
The total number of delinquents, i.e., all juveniles committing antisocial acts as defined by law.	This number is unknown but considerable. The act of vandalism alone is indicative of the great disparity between the numerous vandalistic acts committed and the comparatively small number of juveniles apprehended for this offense.
The total number of juveniles committing antisocial acts who are detected by police, school teachers, parents, citizens, etc.	Only police arrests are known in this category. They are estimated at 1,400,000 in 1964. The total number is unknown due to the fact that the majority are not reported.
The total number of detected delinquents reaching any agency, public or private.	This number is unknown due to the fact that the majority of private agencies do not report to any city, state, or federal agency.
All alleged delinquents brought to any juvenile court.	686,000 cases representing 591,000 different children in 1964. There were an additional 442,000 traffic cases involving 381,000 different children. However, not all courts handle traffic offenses.

b. There is no significant difference between achievement of girls in experimental and control groups.

2. There is no significant difference between the experimental and control groups in achievement as judged by teachers and measured by the grade point averages.

a. There is no significant difference between achievement of boys in experimental and control groups.

b. There is no significant difference between the achievement of girls in experimental and control groups.

3. There is no significant difference between the experimental and control groups in the regularity of their school attendance as measured by the number of half-days attended.

a. There is no significant difference between the attendance of boys in experimental and control groups.

b. There is no significant difference between the attendance of girls in experimental and control groups.

Importance of the Study. Few fields of human behavioral studies are so lacking in scientific approach as that of juvenile delinquency. Our American society is marked by the great value placed on the scientific method, yet Eichorn states:

> There is too little research in the area of delinquency, as it relates to the school. Although it is recognized that some data gathered by other disciplines can be used by the educator, there is still a real need for him to become involved in research pertaining to problems related to delinquency.[2]

---

[2]J. R. Eichorn,"Delinquency and the Educational System," in H. C. Quay (ed.), Juvenile Delinquency Research and Theory (Princeton, New Jersey: D. Van Norstant, 1965), p. 332.

There are hundreds of demonstration projects and surveys but little scientific research to guide us in designing programs for the alleviation of juvenile delinquency. The general assumption is that the school, following the family, is the most important institution in preventing delinquency of individuals if delinquency is to be prevented or at best controlled. Harrison Salisbury states:

> There is no question that next to a good family, a good school best copes with the inadequate, bewildered adolescent. There is no one-shot, sure cure for delinquency. But if a community wants the quickest, cheapest, most effective results, the place to spend money is in the school system. We sometimes forget that it is the business of the school people to deal with children. They are experts at it. Here is the place, if there is one, to come to grips with the shook-up generation.[3]

---

[3]Harrison Salisbury, The Shook-up Generation (New York: Harper & Brothers, 1958), p. 225.

Kvaraceus and Ulrich believe that delinquency starts in the community and it must be curtailed in that community. They set forth as a basic principle in their research for NEA that:

> The school recognizes that delinquency prevention and control is a community problem and requires action on the part of all citizens. The school studies, evaluates, understands and makes use of the peer, ethnic, racial, and religious systems at work in the community. Utilizing and working with the resources of all available agencies and institutions, the school has a leadership role in the formulation and continuation of a community-wide effort for the prevention and control of norm-violating behavior.[4]

---

[4]W. C. Kvaraceus and W. E. Ulrich, Delinquent Behavior: Principles and Practices (Washington: National Education Association, 1959), p. 286.

Kvaraceus leaves this challenge with superintendents, principals, community school directors, and others:

> All the future trouble makers and delinquents are now sitting in the nation's classrooms. Every pre-delinquent has continued in close contact with one or more professionally trained teachers charged with the responsibility for developing well-integrated, useful, and socially effective citizens.[5]

---

[5]W. C. Kvaraceus, Anxious Youth: Dynamics of Delinquency (Columbus, Ohio: Charles E. Merrill, 1966), p. 18.

II. DEFINITIONS OF TERMS USED

Behavior problems. Behavior problems will include those acts which violate the norms -- legal, social, and psychological -- with the focus on the individual's intent rather than on the consequences of his behavior. Such deviant behavior will be noted as inappropriate to the youth's level of development. This behavior is alien to the culture, school, and community of Tulsa, Oklahoma, as identified by:

A. The Juvenile Court, Department of Welfare, and Vocational Rehabilitation using the following criteria:

1. Manifestation of delinquent or pre-delinquent behavior as evidenced by prior court referrals.

2. Neglect by parents or guardians as revealed through the Department of Public Welfare records.

3. Incarceration in either a state training school for delinquent youngsters or an orphanage for neglected or abandoned children.

B. School officials using the following criteria:

1. Display of either extremely unacceptable behavior or emotional problems within the school environment as evidenced by counseling and discipline school records.

2. Establishment of a poor or irregular school attendance pattern.

Interagency coordination. This term means a type of close collaboration between departments and agencies. The agencies include the schools, juvenile court, welfare, and vocational rehabilitation.

Juvenile. A male under sixteen years of age or a female under eighteen years of age is considered a juvenile in Oklahoma.

Juvenile Court. The Juvenile Court is a judicial institution established for the sole purpose of hearing cases concerning juveniles.

Adjudicated delinquent. This term means a juvenile who has been officially declared a delinquent and made a ward of the court by being placed on probation, placed in a foster home, or sentenced to a training school.

Supervised Study. This is a period of the school day in which each member of the experimental group is enrolled. This period is the focal point for intensive, planned and coordinated guidance and counseling services by the agency counselor. The curriculum is not rigidly structured but rather informal and geared to group counseling, individualized instruction and behavior improvement.

III. LIMITATIONS OF THE STUDY

This study was limited by the following:

A. Inability to perfectly match the experimental students who were believed to exhibit a similar degree of behavior problems, with a control group of students. These groups were comparable by degree of delinquency, age, sex, grade, and IQ.

B. A population sample which came from a low socio-economic area, as measured by the economic index of the census reports, with a high delinquency rate and was approximately two-thirds Negro.

C. The assignment procedures for the experimental group which required permission from the parents in order for the child to enter the experimental group.

D. The students of the control and experimental groups who exhibited a similar degree of behavior problems were considered to be rather mobile due to transferring out of school, dropping out of school and withdrawing to institutions. Data were difficult to obtain on this selected group.

IV. PROCEDURE

Selection of Students. The procedure of this study was structured to determine the effect on pupils'

achievement in arithmetic computation, spelling, and paragraph meaning in conjunction with a coordinated guidance and counseling approach as opposed to the conventional guidance and counseling services for students with behavior problems.

The purpose of the experimental program was to reduce and/or prevent behavior problems by providing intensive, planned and coordinated guidance and counseling services by the Tulsa Public Schools, the Department of Vocational Rehabilitation, the Department of Public Welfare, and the Juvenile Court. In order to accomplish this purpose the procedure was to identify those students who exhibited behavior problems. The students were enrolled in Carver and Roosevelt Junior High Schools in grades eight and nine during the 1967-68 school year.

The selection of the students to be included in this study was accomplished as follows:

A. Classroom teachers, school counselors, school administrators, and counselors from the cooperating agencies were asked to make referrals of students exhibiting anti-social behavior.

B. Project counselors studied each referral and assigned the behavior problem to one of three categories: most severe, delinquent, and pre-delinquent.

From the list of students accepted, two comparable groups were formed and were designated as control and experimental. In order that the two groups, control and experimental, would be comparable groups in degree of behavior problems, the students were first listed in one of the three categories of behavior levels. Typical offenses listed among "most severe" were unauthorized use of an automobile, burglary, rape, homosexuality, grand larceny, narcotics, prostitution, and glue sniffing (regular). Typical offenses listed among "delinquent" were shoplifting, assault, sexual delinquency, vandalism, tampering with automobiles, petty larceny, gas sniffing and glue sniffing (occasional). Typical offenses listed among "pre-delinquent" were truancy, indecent exposure, running away from home, and incorrigibility. The control and experimental groups each had a comparable group included from each of the three levels of delinquency and pre-delinquency. Also, the experimental and control groups were comparable groups in intelligence.

Control Group. Students designated as the control group were enrolled in the regular junior high school curriculum and served by the conventional counseling services of the Tulsa Public Schools, the Juvenile Court, the Department of Vocational Rehabilitation, and the Department of Public Welfare. They received no special

assistance other than that provided under the normal procedures of each of the four cooperating agencies.

Experimental Group. Students designated as the experimental group were enrolled in the regular junior high school curriculum and in addition "Supervised Study." They were served by the coordinated and intensively planned guidance and counseling services of the Tulsa Public Schools, the Juvenile Court, the Department of Vocational Rehabilitation, and the Department of Public Welfare.

The Experimental Program. The purpose of the experimental program was to reduce and/or prevent behavior problems by providing intensive, planned and coordinated guidance and counseling services by the Tulsa Public Schools, the Department of Public Welfare, the Department of Vocational Rehabilitation and the Juvenile Court. The specific purposes of interagency coordination were:

A. To coordinate services available from the four agencies in a flexible treatment program in meeting the individualized needs of students with behavior problems in the experimental group.

B. To establish a mutually acceptable relationship between the four agencies which should re-enforce the services of each agency for the experimental group.

C. To stimulate interest and support from other community socialization agencies, such as the political, therapeutic services, law enforcement, social control, recreation, economic, religious, and educational; to instigate programs for the alleviation of behavior problems through interagency coordination, dissemination of action research, and concentration of services.

D. To determine the feasibility and investigate the possibility of alternate programs.

This study served individuals, ages 13 to 18, who had behavior problems and attended Carver and Roosevelt Junior High Schools of Tulsa, Oklahoma. These schools serve an attendance area with a particularly high incidence of delinquency and behavior problems.

This study provided two basic avenues of action for the prevention and treatment of behavior problems. These two avenues were the intensive coordination and integration of agencies' counseling services within the area of behavior problems, and the instigation of an educational program designed to assist individuals with behavior problems to adjust more effectively to the demands and norms of society. Activities of this study utilized the "team" approach.

Personnel responsibility. Personnel involved in this study were:

A. A project school coordinator had the responsibility for the day-to-day operation of the program. He coordinated the services of the project counselors and teachers. Also, he was responsibile for the educational guidance of the students in the program. He supervised the effort to integrate the students into the community's middle class values through involvement in the Boy Scouts of America, YWCA, YMCA, National Youth Corp, Ministerial Alliance, and other resources.

B. A psychologist functioned as a staff member for the project. His major role was that of consultant to the members of the educational and coordinating teams. Thus, the teachers and counselors had available professional advice regarding the treatment, program planning, and services for the students in the program. He administered psychological tests to the experimental group as they were referred.

C. A psychometrist was directly responsible to the psychologist and provided diagnostic evaluations of the individuals referred to him.

D. A coordinating team whose members were the Tulsa Juvenile Court Counselor, the Department of Public Welfare Field Youth Counselor, and the Vocational Rehabilitation Counselor had three major areas of responsibility. They functioned as liaison persons between the

agency from which they were assigned and other agencies in the program. They had sufficient experience with their particular agency before being assigned to the project to effectively interpret their agency's responsibilities, facilities, resources, and limitations to other members of the project.

When an individual's case was referred to the project it was the responsibility of the coordinating team members to acquire all of the pertinent information that was available and formulate a detailed case study.

Based on this information, and any additionally acquired diagnostic information, the coordinating team members evaluated the cases and made recommendations for referrals, corrections, education and other treatment deemed necessary. This evaluation procedure attempted to identify the individual's needs, and through the coordination of the available facilities and counseling services to meet those needs as thoroughly as possible.

The third responsibility of the coordinating team members was in the area of guidance and counseling. Many of the individuals had a fixed relationship with one or more of the project counselors. For example, all of the individuals included in the project who were under probation from the juvenile court had a legally defined relationship with the assigned probation counselor.

Through the counseling procedures, it was necessary that the coordinating team members confer with the educational team members in working through problem areas of students. Therefore, it was imperative that a relationship conducive to cooperation be maintained between the two teams. All Agency counselors worked out of the same guidance file and had access to guidance records.

E. The educational team whose members were the three "Supervised Study" teachers and the school project coordinator who worked with other school officials and teachers and the agency counselors.

The education program. The curriculum for the experimental students was not basically different from that of the control group. The students, for the most part, enrolled in classes within the regular instructional program, except for one period a day.

The differences or adjustments made in the school program of the experimental group were:

A. All students selected for this program were assigned to a supervised study teacher. This teacher provided individualized counseling and planning with students. This teacher also helped the students to be more selective of the courses to be taken within the regular instructional program. This also helped provide

the students with the opportunity for self-evaluation and self-adjustment.

B. All students selected for this program were administered a battery of tests which included those measuring mental ability, achievement, interest, aptitude, and personality. The test results helped the supervised study teacher and other personnel in the project counsel the student in a more meaningful selection of his courses and in selection of vocational explorations. They were also useful in the counseling aimed toward desired changes in attitude and behavior. This testing program provided an effective educational experience for each student regardless of his ability.

C. The following procedures were established in order to make adjustments in the overall school program for the experimental students and provide services not provided in regular school program.

1. All students selected for this investigation were enrolled in the supervised study course. The students enrolled in this course just as they normally enroll in any elective course and they received credit for this course as an elective.

a. There was a maximum of fifteen (15) students in this one course in any one hour.

b. This supervised study course provided individualized instruction as well as counseling for the students. The teacher endeavored to reinforce learning in the basic academic courses in which each student was enrolled.

c. Working with small groups of these students in this course enabled the teachers and counselors to build rapport and to know the needs and potentials of each individual.

d. Many of the students in the experimental program did not have reading materials in their homes. For this reason each project classroom received the following: The Tulsa World, a morning newspaper, Ebony, Life, Look and Newsweek magazines.

2. Each teacher and counselor assigned to the program had no more than four supervised study periods each day.

a. The remainder of the school day allowed the teacher time to do individual counseling and to work with the educational team and the coordinating team. This time was also used by the teacher for visits with the faculty, parents, and agencies concerning this student.

b. In order to adequately prepare for the supervised study course, the teacher worked with

all the students' teachers. This involved learning what the students' teachers were expecting of each student in their various courses, and also helping the teachers gain a more thorough understanding of the student's individual abilities and needs.

c. Suggestions concerning procedures for counseling sessions and a list of suggested activities for the supervised study class are given in Appendix C.

D. The psychologist supervised the group counseling. He supervised the treatment program for individuals with the more common behavior problems. Students with serious problems were referred for further psychological services.

E. Each of the participating agencies had specific roles. The public school system was responsible for the general operation and administration of the total program. The numerous services provided by the public school system were made available as integrated parts of the program. The psychometrist, school counselors, and all members of the education team were employed by and responsible to the Tulsa Board of Education. Building facilities, supplies, school materials, and utilities were furnished by the school system.

The Department of Public Welfare, the Department of Vocational Rehabilitation, and the Juvenile

Court each assigned a full-time experienced counselor to the program. The counselor from the Department of Public Welfare was responsible for providing professional social work services and obtaining and coordinating the resources of that department. The counselor assigned to the project by the Juvenile Court was responsible for supervising those students in the project who were on probationary status. Also, he interpreted the function and activities of the juvenile court and probationary department to other staff members and secured the necessary legal power to enforce the recommendations of the project personnel. The counselor assigned from the Department of Vocational Rehabilitation was responsible for providing traditional rehabilitation services in cases which met that agency's criteria for acceptance. Some diagnostic evaluations, both medical and psychological, were provided in addition to physical restoration and vocational counseling.

V. PROCEDURES OF COLLECTING DATA

Students for the experiment were in grades eight and nine and enrolled in Carver or Roosevelt Junior High Schools of Tulsa, Oklahoma. Students with behavior problems, as defined earlier, were selected and the experimental group was selected from this group.

The students assigned to the experimental group were exposed to interagency coordinating and counseling services, and those in the control group were exposed to the conventional agency counseling approach. The experimental group counselors and the special supervised study teachers did not have case loads or classes with the control group students.

Achievement scores in reading, arithmetic, and spelling were obtained. In addition, the number of half-days present in school and the grade point averages were secured on each of the project students for the school year 1966-67 and 1967-68.

These data were gathered in an attempt to evaluate the effectiveness of interagency coordination of counseling services in the alleviation of behavior problems. It was believed that the measurement of changes in the number of half-days present and grade point average, would reveal significant differences in the deviant behavior among these students and would result in increased achievement.

The following chapter contains a review of the literature related to this problem.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the problem and causes of juvenile delinquency. For this study only a brief summary of the closely related work done by the three agencies, welfare, corrections, and schools, in their efforts to establish programs for the alleviation of behavior problems will be given.

I. LITERATURE ON EFFORTS BY THE WELFARE AGENCIES

The social welfare system has been more prolific than the other systems in developing programs of action. In addition to the delinquency focused programs within public welfare departments, there are family or child community centers, area councils, recreation centers and other group-work agencies, homes for unwed mothers, youth employment programs, and summer camps.

The social welfare system seems to encompass a great diversity of operational patterns and programs. Historically, these varied efforts within the social welfare category have grown out of the ecclesiastical programs and patterns dealing with poor relief. This relief effort, following the reformation, became a direct

community responsibility and was codified in the famous statute of the Poor Relief Act of 1601, and in the reforms of the Poor Law Amendment Act of 1834. It appears reasonable to say that a major portion of the social welfare patterns and programs, even today, are closely related to the concept of "poor relief." An example of the responses of this system to current behavioral concerns of the community can be seen in the programs of gang-work, street-corner group work, or street-club work for gang control. This type of program has one of its roots in the Chicago Area Project, begun over twenty-five years ago under the influence of Clifford Shaw as reported by Kobrin.[6]

---

[6]Solomon Kobrin, "The Chicago Area Project--a 25-Year Assessment," Annals of the American Academy of Political and Social Science, CCCXXII, 1959, pp. 19-29.

The Chicago Area Project had three elements: recreation, community improvement and direct work with gangs and individual boys. It is the third element which has recently become very popular in large urban areas. Some of the newer gang behavior programs which have been most frequently reported are the Roxbury, or Boston Special Youth Program;[7] the Hyde

---

[7]W. B. Miller, "Preventive Work with Street-Corner Groups: Boston Delinquency Project." Annals of the American Academy of Political and Social Science, CCCXXII, 1959, pp. 77-106.

Park Project;[8] the Los Angeles Youth Project;[9] the Street

---

[8]J. M. Gandy, "Preventive Work with Street-Corner Groups," Annals of the American Academy of Political and Social Science, CCCXXII, 1959, pp. 107-116.

[9]Estelle Alson, "Group Work with Hard to Reach Teenagers," The Social Welfare Forum, Official Proceedings of the National Conference of Social Work (New York: Columbia University Press, 1951), pp. 9-38.

Clubs Program organized and operated by the New York City Youth Board[10] and the gang control operation of the

---

[10]New York City Youth Board, Reaching the Fighting Gang (New York: 1960), pp. 1-78.

Commissioner's Youth Council in Washington, D. C.[11]

---

[11]Nina B. Trevett, "Annual Report of the Executive Director," Commissioners Youth Council, Mimeographed.

Services to "multiproblem families" is another social welfare program which has complications. The occurrence of multiproblem families has been dramatized by the studies of Buell, Beissler and Wedemeyer. In the St. Paul Study, they reported about 6 per cent of the families were suffering from a combination of serious problems and were using 46 per cent of the community-organized health services, 55 per cent of its adjustment

services, and 68 per cent of its dependency services.[12]

---

[12]Bradley Buell, Paul T. Beissler, and John M. Wedemeyer, "Reorganizing to Prevent and Control Disordered Behavior," Mental Hygiene, XLII, No. 2 (April, 1958), pp. 155-94.

These findings have been supported in many other cities. In New York City, they have become a demographic fact upon which an important segment of the Youth Board's pattern has been founded. Ralph Wheland reported in a Senate subcommittee investigation:

> In New York, our research reveals, fewer than 1 per cent of the families make up the hard core responsible for some 75 per cent of the juvenile delinquency.[13]

---

[13]Ralph Wheland, "Report of the Committee on the Judiciary." Congressional Report, 85th Congress, 1st Session, Report 130, 1958, p. 85.

On this basis, the Youth Board has developed a program of aggressive casework to reach these families. In a quantitative analysis of a sample of 150 such families, the Youth Board categorized them on the basis of failure of the functioning of the mother, the father, the siblings, failure in marital adjustment and economic deprivation. Of the 150 families, 87 per cent were failures in three or more areas, 35 per cent were failures in all five areas. Forty-five per cent of the fathers were separated from the families, and another 10 per cent

were deceased. Over half of them were entirely financially dependent.[14]

---

[14]Ibid., pp. 84-88.

Another example of social welfare programs focusing upon the family as a unit are the camps for antisocial families which have been in operation in Holland since World War II. This program was recently recommended for inclusion in the programs of the Commissioner's Youth Council in Washington, D. C. The object is to retain family ties and develop adequate inter-personal relationships and a healthy family life.

Interagency coordination by area councils or community councils is one of the social welfare patterns reported by the President's Commission of Law Enforcement and Administration of Justice[15] and by K. S. Beam in his

---

[15]President's Commission of Law Enforcement and Administration of Justice, Challenge in a Free Society, (Washington: U. S. Government Princing Office, 1967).

---

report on efforts to organize the community for delinquency prevention.[16]

---

[16]K. S. Beam, "Organization of the Community for Delinquency Prevention," in F. Cohen (ed.), Youth and Crime (New York: International University Press, 1957), pp. 148-64.

Although reduction in the rate of delinquency can be shown in area projects as reported by Sutherland,[17] it

[17]Edwin H. Sutherland and Donald R. Cressey, Principles of Criminology, (sixth edition; Philadelphia: J. B. Lippincott Company, 1960), p. 611.

is difficult to clearly demonstrate the relationship between specific programs in the projects and the changes in delinquency statistics according to the study by Kobrin.[18]

[18]Solomon Kobrin, loc. cit.

At a vocational high school in New York City, social workers, teachers, psychologists and sociologists collaborated in a major effort to prevent what seemed inevitable delinquency of its problem girls. This was a six-year experimental program of four hundred potentially deviant girls. Two hundred were selected at random for the control group and the others were referred to a Youth Consultant Service, a nonsectarian, voluntary social agency with a professional staff providing individual casework and group therapy. This experiment concluded that the behavioral changes among the members of the treatment group were not statistically significant as compared to those observed among students in the control group. The authors of the research recommend this study

as a directive to further research and to the study of new methods and wider-reaching programs in the collaboration of welfare counselors, school counselors, psychologists, therapists, sociologists, and researchers in a school-agency-community program.[19]

---

[19]H. J. Meyer, E. F. Borgatta, and W. C. Jones, Girls at Vocational High: An Experiment in Social Work Intervention (New York: Russell Sage Foundation, 1965). pp. 1-67.

II. LITERATURE ON EFFORTS BY THE CORRECTIONAL AGENCIES

Legal correctional authorities seem to be seeking new patterns to replace the old stereotype training schools according to Galvin. The new programs are geared to the need for improved reintegration of the individual into the community. The training school has maintained high recidivism of the delinquent in runaways and transfers to penal institutions. Leaders in the field of corrections seem to be looking for operational patterns and programs as alternatives to training schools. There is an indicated need for community-based services with new structures and new ideas to care for and treat the delinquent. The cost of maintaining the current patterns in the correctional

institutions will force us to seek new ideas.[20]

---

[20]J. J. Galvin, "Re-education of Confined Delinquents," in United States Department of Justice (ed.), Bureau of Prisons (Washington: U. S. Government Printing Office, 1964), pp. 49-63.

Superintendents present several reasons which they believe account for the failures of training schools to do as good a job as they might. The most frequently mentioned are over-crowding, too-short lengths of stay, lack of after-care services, and unselected intake as reported by MacCormick, Sherwood, and Weber.[21]

---

[21]Ann MacCormick, Norman Sherwood, and Ralph Weber, "A Report of the Juvenile Institutions Project," The Osborne Association and the National Council on Crime and Delinquency, in press.

Training school superintendents express the dilemma when their program results in conformity of an individual to institutional life. They fear "institutionalization" interferes with a youth's ability to adjust to the diverse and conflicting demands of the community. "Institutionalization," a syndrome describing the ability to obtain satisfaction from institutional life not available to them in the community, has been the subject of many conferences and workshops.

Such a finding raises questions as to the legitimacy of the training school as a model for achieving the

behavioral change so necessary for community adjustment.[22]

---

[22]James R. Weber, "Alternatives to Training Schools," Lecture presented at Governor's Conference at Western Hills Lodge, Wagoner, Oklahoma, February, 1967.

Delinquency, as a reintegration concept, is a label, not a disease. Delinquents are who the courts say they are. The process of dysfunction includes both the definer and the defined. Definers of delinquency are characteristically teachers, social workers, parents, policemen, intake court workers, and other memebers of socializing systems. There is a stigma attached to adjudicated delinquents; and the effect of this labeling process has an effect on the access of the offender to school, job, union, business world, military, political organization, neighborhood club, and church group. A change of focus from the institution to reintegration in the community is important. People tend to behave the way others expect them to behave. If a youth is labeled a delinquent, he may behave in conformity with how a delinquent is supposed to act. The youth may reinforce his self-concept by being a delinquent.[23]

---

[23]Mary Frances Schecter, "Advances in Health Sciences with Focus on Youth: The Family of Today," Lecture presented at U. S. Department of Health and Education Institute held in Will Rogers Building, Oklahoma City, Oklahoma, November 17, 1965.

Community-based programs may mean fewer youths must be institutionalized. Knowledge of transformation processes leading to the adjustment of delinquents in the law-abiding community has not been systematically pursued except in rare instances. Dr. Empey's plea for a "strategy of search" in contrast to a "strategy of action" in the development of new programs is necessary if society is to learn how to integrate law violators and the community.[24]

---

[24]L. M. Empey, Alternatives to Incarceration (Washington: U. S. Government Printing Office, 1966), pp. 1-98.

Dr. Empey further states:

> A strategy of action has not only failed to approach correctional problems systematically but to provide means either for avoiding repetitive errors or for pinpointing reasons for success should success occur.[25]

---

[25]Ibid., p. 5.

Frequently there is a much lower rate of recidivism reported by community based programs, and the costs are significantly less. Here is a great opportunity for interagency coordination in operational patterns. According to Gold and Winter, the benefits of the community-based operational patterns are:

1. More intensive and frequent counseling by the socializing agency counselor or counselors.

2. Active involvement in relating the youth to the family, community agencies, including schools, vocational training or jobs.

3. Programs which are structured more elaborately than the traditional agency offender patterns.

4. An easier approach to the goal of reintegration and raised cultural aspirations.

5. Avoidance of shifting responsibility for a behavioral problem to someone outside the normal context, which often magnifies the initial problem.

6. Giving assistance to the family problems instead of parents' transferring their problems to someone else such as the school, clinic, court, or training school.

7. More efficient functioning of a referral system.

8. Community-based programs of "halfway houses," either "halfway in" the institution or "halfway back" from the institution -- as well as a basic alternative to the institution.[26]

---

[26]Martin Gold and J. A. Winter, A Selective Review of Community Based Programs for Preventing Delinquency (Ann Arbor: University of Michigan Press, 1961), pp. 1-126.

Some of the community-based operational patterns are exemplified in the following:

1. The State of Wisconsin operates thirty-three group homes contracted by the State with foster homes subsidized for four to eight individuals at the rate of $80.00 per month. The relationship in the home is similar to a family setting; with six to eight youths in placement, and perhaps one or two natural children in the home, the parent-youth relationships are not as emotionally demanding as a single placement foster home. The youth may later be transferred to a State institution or returned to his home.

2. The State of Michigan recently approved the development of agency-operated group homes throughout the State. These halfway houses are an alternative to institutionalization according to Rabinow. The philosophy is geared to the continuity of treatment from institution to the community until self-sufficiency can be attained by a more normal milieu. Each has a capacity of twelve beds and are staffed by State employees.[27]

---

[27]Isaac Rabinow, "Agency-operated Group Homes," Child Welfare, XXXII (August, 1964), pp. 425-442.

Problems encountered in community-based programs include the following situations:

1. Some delinquents need institutional care.

2. Too often the decision of the community-based program is a decision of the juvenile judge who does not coordinate with the local socializing agencies involved.

3. Too often these community-based programs include only those juveniles who are serious violators of the law when other youth could profit from this program.

4. Programs are more intensive and demanding on the juvenile's time.

5. Division of responsibility between local jurisdiction and the State becomes a problem.

6. The community-based program demands vision, energy, and professionalism on the part of the staff. No longer is the correctional system a matter of clerical work; it has become a matter of treatment of human behavior.

8. Too many community-based treatment programs reflect the personality of the innovator and do not demonstrate on-going systematized effectiveness.

9. Too often success is dependent upon the administrator alone.

10. There are some who feel individuals should sometimes be constrained overnight or on weekends.

11. The community power structure may not accept the responsibility of a community-based program.

Theoretical considerations, bordering on simple common sense, support the strategic location of operational patterns for behavior problems in the community.

The studies of community-based programs indicate that the closer the intervention activities are to the normal community situation, the greater success they have in reestablishing law-abiding adjudged delinquents.[28]

---

[28]Lewis Yablonsky, The Tunnel Back: Synanon (New York: The Macmillan Company, 1965), pp. 333-36.

The community-based program is characterized by a larger exposure of the individual to the total socializing systems than that represented by one assigned agent. Thus, the individual may be related to a teacher, a vocational rehabilitation counselor, a field youth counselor, a group of peers sharing the same status in the system, and parents striving for behavior change.[29]

---

[29]A. J. Kahn, Planning Community Services for Children in Trouble (New York: Columbia University Press, 1963), pp. 350-92.

III. LITERATURE ON EFFORTS BY THE SCHOOLS

The community relies heavily upon the school, and it expects the educational system to develop children toward its cultural objectives by a special environment that has been systematized, edited, and simplified for a special purpose. The school has the major responsibility

for transforming the human nature of the child in such a way that he will become a "bearer of the culture." Ragan states: "... the teacher is a builder of human lives and a trustee of the cultural heritage held by each generation for the enrichment of the next."[30]

---

[30]W. B. Ragan, Modern Elementary Curriculum (third edition; New York: Holt, Rinehart and Winston, 1966), p.40.

The major orientation of educational operational patterns and programs is, to paraphrase Rousseau, to reconcile the child's individual claims with social claims. The school is the major place in which the community attempts a synthesis of nature and nurture.[31]

---

[31]William C. Kvaraceus, The Community and the Delinquent (New York: World Book Company, 1954), pp. 10-11.

The educational system in the United States has developed only one operational pattern to accomplish this task. This is the school. Reports raise questions concerning the appropriateness of this present pattern in the great American social swamps known as the slums. Perhaps we need new patterns for this group.[32]

---

[32]J. S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1960), pp. 1-54.

A possibility for education of individuals with behavior problems might be the revival of the apprenticeship system to this country. It is still active in European countries.[33] An apprentice-master relationship might accomplish as much for some of these children as our present school pattern.[34] There is evidence that reading difficulty can cause the individual to feel that his self-esteem is assaulted. Self-defense becomes hostility and hate. Hostility and hate cause the youngster to bring displeasure to others or to commit anti-social acts.[35]

[33]Mary C. Kohler, "An American Views Some European Approaches to Juvenile Delinquency," National Institute of Mental Health, V, 1960, Appendix VI, 12.

[34]Bernard Asbell, "Let the Children Teach," Redbook Magazine (February, 1966), CXXVI, pp. 52-53.

[35]Arthur T. Jersild, The Psychology of Adolescence (second edition; New York: The Macmillan Company, 1963), pp. 152-66.

The Kibbutzim Program in Israel might also offer suggestions for new kinds of teacher-learning programs. Perhaps these could be used to teach the combined skills learned in family and school situations in our typical American community. They might be quite appropriate in disorganized neighborhoods made up of disintegrated family units.

The single, stereotyped, operational pattern of schools has occasionally been redesigned slightly to accommodate the child who has behavior problems. Typical of this is the Montefiore School in Chicago and the "600" schools in New York City. The "600" schools are administered by the Division of Child Welfare of the New York City School System. There are more than twenty such schools falling into the categories of day schools, remand centers, institutions, and hospital schools. They are composed of children who, in previous schools, have been unable to get along with adults or peers, and who, because of their extreme aggressiveness, could not be contained in a classroom or in the school.

Major objectives of the "600" schools, which were initiated in May of 1964, to be implemented during the 1965-66 school year were: expanding existing services for emotionally disturbed and socially maladjusted children in regular schools; strengthening the total instructional program; strengthening professional competence of school personnel; accelerating day-school programs, and establishing an adviser coordinating committee.[37]

[37]Educational Research Information Center, "600 Schools, Yesterday, Today, and Tomorrow," (Washington: Micro Photo Division; Cleveland, Ohio: Bell and Howell, 1966, No. Ed002079), pp. 1-21.

More frequently, however, schools have attempted to graft on a multitude of special programs to deal with the problems of delinquency. In addition to the "600" school program, one of the most complex and complicated examples of a multitude of specialized programs can be found in the New York School System under the Division of Child Welfare of the Board of Education. This division, consisting of eleven different bureaus, offers samples of almost every kind of special school program that exists in this country. It has an elaborate special education program, a program of educational and vocational guidance, and probably one of the largest single systems of child guidance services in any part of the world. Each of these semi-autonomous units approaches the changing of behavior in its own way and with its own specialists.[38]

---

[38]New York City Youth Board, op. cit., pp. 72-75.

Still another educational-operational pattern in New York City is the All-Day Neighborhood School. There are nine regular elementary schools which are included in the "special service schools," a designation given by the Board of Education to about 25 per cent of the New York City Elementary and Junior High Schools. The "special service schools" rank lowest according to such factors as achievement and I. Q., and highest according to the

percentage of children who get a free lunch, of pupil mobility, and of children having language handicaps. Most of these schools have predominantly minority group children and classes of 30 per cent or more non-English speaking students. The All-Day Neighborhood Schools have three goals: to provide cultural enrichment, to help the children with problems, and to work with parents, citizens, and the neighborhood.[39]

---

[39]Juvenile Delinquency Evaluation Project of the City of New York, "The All-Day Neighborhood Schools," Juvenile Delinquency Evaluation Interim Project, XVII, 1959, Mimeographed.

Another example of a unique school program is The Los Angeles County Reception Center Training Program, in which the teaching of vocational skills and pre-vocational skills and habits is carried on within the academic classroom. It is highly programmed with careful attention given to the behavior demanded in work situations.

A sequence of learning episodes for acquisition of new habits, understandings, purposes, goals, ideas, feelings and attitudes are carefully prepared for each child. Each of these episodes is presented to the students as a job rather than an assignment. The level and number of jobs required are determined on the basis of achievement tests, mental age, and mental ability expectancy levels.

The teacher acts as foreman and provides conditions and opportunities for learning skills and vocational or on-the-job skills and behaviors.[40]

---

[40]Los Angeles County Special Schools Reception Center, Teaching of Vocational Skills in Academic Classes for Emotionally Disturbed Children (Los Angeles: Author, 1959), pp. 1-78.

There are numerous other patterns and programs in the schools in the United States. The traditional ones include pupil personnel services, school psychology programs, school social work programs, and clinical programs. The one area that would make the schools' efforts easier and more effective would be an improvement in the home life. Kvaraceus lists fourteen points of what constitutes a good home. These range from "He is loved and wanted--and knows it," to "He has something to believe in and work for because his parents have lived their ideals and religious faith." The home and family life of the delinquent is the antithesis of the picture presented in his fourteen points.

> Delinquents come from homes high in rejection and short on affection and understanding. The delinquent seldom has space of his own in which to play, although time hangs heavy on his hands. His home is singularly lacking in cohesiveness. He is either undisciplined, inconsistently handled, or suffers rigid discipline and severe punishment. He seldom has an accepting and reassuring

> relationship with his parents. Rarely can he discuss any problems with the older members of the household. So wide is the gulf between the aspects of a good home and the harsh realities of the delinquent's home, that the efforts of various child-serving agencies frequently fall far short of bridging this gap. In the face of this difficult task, what can be done in the community to improve the quality of home life.[41]

---

[41]William C. Kvaraceus, The Community and the Delinquent (New York: World Book Company, 1954), p. 251.

The psychiatrist, psychologist, teacher, social worker, and vocational counselor have been the primary specialists used in manning the treatment services in training schools. Why not use the primary disciplines found in education, the Department of Welfare, the Department of Vocational Rehabilitation, and the Juvenile Court working together for treatment of behavior problems with the focal point in the school?

The following chapter contains the analysis of the data and discussion of the findings for this study.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study was to determine the effect of an intensive counseling program on students' achievement test scores in reading, arithmetic, and spelling, on their regularity of attendance, and on their grade point averages during the school year 1967-68. The following null hypotheses were proposed:

1. There is no significant difference between the experimental and control groups in achievement in reading, arithmetic, and spelling as measured by the Metropolitan Achievement Tests.

   a. There is no significant differences between achievement of boys in experimental and control groups.

   b. There is no significant differences between achievement of girls in experimental and control groups.

2. There is no significant differences between the experimental and control groups in achievement as judged by teachers and measured by the grade point averages.

   a. There is no significant difference between achievement of boys in experimental and control groups.

b. There is no significant differences between the achievement of girls in experimental and control groups.

3. There is no significant difference between the experimental and control groups in the regularity of their school attendance as measured by the number of half-days attended.

a. There is no significant difference between the attendance of boys in experimental and control groups.

b. There is no significant difference between the attendance of girls in experimental and control groups.

These hypotheses were tested by analysis of variance to determine the significance of the difference of the means of the different groups. The mean, standard deviation, and z scores were computed for each group on each variable. All calculations were performed on an IBM 1130 computer through the facilities of the Oklahoma College of Liberal Arts Data Processing Center and a Sigma 7 Computer through the facilities of the University of Houston Data Processing Center.

The original population sample. The original population sample consisted of 320 students identified as having behavior problems and who were enrolled in grades eight and nine in Carver and Roosevelt Junior High Schools in Tulsa, Oklahoma. These students were divided into two groups. The two groups were comparable in similarity of problems and mental ability.* There were 160 students assigned to the control group and 160 students assigned to the experimental group. The data obtained for the original sample are listed in Table II (page 46), and shows that the two groups were equated in intelligence quotient scores, grade point averages, number of half-days attendance, and achievement scores in reading, arithmetic, and spelling.

The final population sample. The mobility of students who exhibit behavior problems is well-known and losses were sustained and expected. A summary of the losses from the original sample is shown in Table III (page 47). This report is based on the final population sample for whom complete data were available. From the original population sample of 160 students in each group, there were transfers to other schools, transfers out of the supervised study class, and removals from the public schools to other institutions such as the reformatories,

*Supra, pp. 10-12

TABLE II

MEAN RAW SCORES ON SELECTED MEASURES FOR ORIGINAL POPULATION SAMPLE. N = 320.

	Control	Experimental	f Ratio
Otis I.Q.	89.35	89.37	*
Grade Point Average	1.82	1.77	*
Half-days Attendance	317.06	314.49	.003
Reading	18.46	19.24	.434
Arithmetic	17.87	18.05	1.386
Spelling	34.69	33.45	.007

* Less than .001

TABLE III

REASONS FOR REDUCTION IN NUMBERS OF ORIGINAL SAMPLE

	Control	Experimental	Totals
Original Sample	160	160	320
Losses:			
Transfers to other schools	24	21	45
Transfers out of class	0	25	25
Withdrawal to institution	12	13	25
Withdrawal to agency supervision	4	1	5
Dropouts	58	37	95
Incomplete research data	21	15	36
Total reduction	119	112	231
Final Population Sample	41	48	89

training schools, and state operated homes. The number of droupouts was a serious problem with these groups and some success was registered in getting a few to return to school after only short absences. There was a reduction of 119 students in the control group, leaving a final sample including 23 boys and 18 girls. For the experimental group there was a reduction of 112 students for a final sample of 29 boys and 19 girls.

THE EXPERIMENTAL AND CONTROL GROUPS

The experimental group. The experimental group consisted of 48 students, 29 boys and 19 girls, enrolled in grades eight and nine in Carver and Roosevelt Junior High Schools in Tulsa, Oklahoma, during the 1967-68 school year for whom complete data were available. The experimental group was enrolled in the regular junior high school curriculum and in addition devoted a period per day to supervised study. During this period they participated in an intensively planned guidance and counseling program with services offered by the Tulsa Public Schools, the Juvenile Court, the Department of Public Welfare, and the Department of Vocational Rehabilitation. The experimental group had been administered the Otis Intelligence Test in May of their seventh grade year. The Metropolitan Achievement Tests, Advanced Battery, Form Am, with

subtests in paragraph meaning, arithmetic computation, and spelling, were administered in May, 1967. The Metropolitan Achievement Tests, advanced Battery, Form Bm, with subtests in paragraph meaning, arithmetic computation, and spelling, were administered in May, 1968. The number of half-days attendance in school were obtained for the school years 1966-67 and 1967-68. In addition, the grade point averages for all subjects on the students permanent record for the 1966-67 and 1967-68 school years were computed. The numerical value of letter grades was recorded as follows: A=4, B=3, C=2, D=1, and F=0. The data on individual students in the experimental group are presented in Appendix B.

The control group. The control group includes 41 students, 23 boys and 18 girls, enrolled in grades eight and nine in Carver and Roosevelt Junior High Schools of Tulsa, Oklahoma, during the 1967-68 school year, for whom complete data were available. The control group was served by the conventional counseling services of the Tulsa Public Schools, the Department of Public Welfare, the Juvenile Court, and the Department of Vocational Rehabilitation. The control group was administered the same measuring instruments that were administered to the experimental group. The same data that were obtained for

the control group. The data on individual students in the control group are presented in Appendix A.

Comparability of experimental and control groups. In order to evaluate the effect of the experimental program on the experimental group, it was necessary to determine the comparability of the final population sample on the initial data. One of the assumptions basic to establishing the significance of an experimental program using a control group to measure the programs' effectiveness is that the two groups were comparable, that is, the control and experimental groups must come from the same population. To determine whether this assumption was met, the means, standard deviations, and z scores were obtained on the total sample, control and experimental as presented in Table IV (page 51). The total sample was found to be comparable in IQ scores, Reading, Arithmetic, and Spelling Achievement scores. Statistically significant differences were found in the grade point averages and the number of half-days in attendance, with the control group favored in both instances.

Further calculations were made to analyze the findings using the data obtained for the boys in the control group versus that for boys in the experimental group. As presented in Table V (page 52), similar

TABLE IV

COMPARABILITY DATA ON ALL STUDENTS ON ALL VARIABLES OF INITIAL DATA

Group	Mean	Standard Deviation	z Score
IQ			
Control	88.66	12.31	1.13
Experimental	85.75	11.46	
GRADE POINT AVERAGES			
Control	1.87	0.64	3.44*
Experimental	1.39	0.65	
READING			
Control	18.27	9.72	0.44
Experimental	17.29	11.03	
ARITHMETIC			
Control	11.59	5.72	0.75
Experimental	10.42	8.66	
SPELLING			
Control	20.44	11.16	1.26
Experimental	17.48	10.61	
HALF-DAY ATTENDANCE			
Control	294.56	41.70	2.23*
Experimental	273.15	47.97	

*Significant at the .05 level.

TABLE V

COMPARABILITY DATA ON EXPERIMENTAL AND CONTROL GROUPS OF BOYS ON ALL VARIABLES OF INITIAL DATA

Group	Mean	Standard Deviation	z Score
IQ			
Control	87.30	12.88	0.61
Experimental	85.07	12.64	
GRADE POINT AVERAGES			
Control	1.84	0.69	2.55*
Experimental	1.34	0.69	
READING			
Control	16.91	8.70	-0.07
Experimental	17.14	12.72	
ARITHMETIC			
Control	10.74	4.91	-0.37
Experimental	11.55	10.38	
SPELLING			
Control	17.65	9.88	0.06
Experimental	17.45	13.01	
HALF-DAY ATTENDANCE			
Control	302.52	35.62	2.70*
Experimental	272.34	43.39	

*Significant at the .05 level.

results were obtained. The two groups of boys were equated in IQ scores, and achievement scores in reading, arithmetic, and spelling. Statistically significant differences were found in the grade point averages and in the number of half-days in attendance.

Data for both groups of girls are presented in Table VI (page 54) and show that the two groups were equated in IQ scores, reading achievement, and in the number of half-days attendance. Statistically significant differences were found in the grade point averages, and in arithmetic and spelling achievement, all favoring the control group.

A summary of the analysis is presented in Table VII (page 55) showing that on most variables the two groups were equated.

THE FINDINGS

Achievement test scores. The data obtained from the achievement tests which were administered at the conclusion of the experiment are presented in Table VIII (page 56). When the mean scores for the experimental group are compared with those of the control group, only the mean scores in arithmetic computation are statistically significant. On this subtest the mean score of the control group was significantly higher than the mean score for the

TABLE VI

COMPARABILITY DATA ON EXPERIMENTAL AND CONTROL GROUPS OF GIRLS ON ALL VARIABLES

Group	Mean	Standard Deviation	z Score
IQ			
Control	90.39	11.66	0.99
Experimental	86.79	9.61	
GRADE POINT AVERAGES			
Control	1.91	0.59	3.53*
Experimental	1.49	0.58	
READING			
Control	20.00	10.88	0.76
Experimental	17.53	8.11	
ARITHMETIC			
Control	12.67	6.61	2.03*
Experimental	8.68	4.78	
SPELLING			
Control	24.00	11.94	2.04*
Experimental	17.53	5.56	
HALF-DAY ATTENDANCE			
Control	284.39	47.47	0.58
Experimental	274.53	55.46	

*Significant at the .05 level.

TABLE VII

SUMMARY OF TESTS OF COMPARABILITY OF TOTAL SAMPLE ON INITIAL DATA

Variable	Total Sample	Boys	Girls
IQ	Yes	Yes	Yes
Grade Point Average	No	No	No
Reading Achievement	Yes	Yes	Yes
Arithmetic Achievement	Yes	Yes	No
Spelling Achievement	Yes	Yes	No
Half-days Attendance	No	No	Yes

Equated groups - yes

Statistically Significant Differences - no

TABLE VIII

MEANS AND STANDARD SCORES OF EXPERIMENTAL AND CONTROL GROUPS FOR SCORES ON ACHIEVEMENT TESTS ADMINISTERED AT THE CONCLUSION OF THE STUDY

	Control Group Mean	Experimental Group Mean	z Score
Reading	19.66	18.25	0.75
Arithmetic	22.05	16.71	2.86*
Spelling	35.68	33.23	1.16

*Significant at the .05 level.

experimental group. Further calculations of the achievement scores, as presented in Table IX, (page 58), indicate that the achievement in arithmetic by the boys in the control group was significantly higher than for the experimental group. Similar results were indicated in Table X (page 59) where the girls in the control group scored significantly higher in arithmetic and spelling.

From the foregoing data it was evident that the experimental program did not succeed in increasing achievement test scores in reading, arithmetic, and spelling over the scores made by the control group. However, since the two groups of girls were not equated on initial data in arithmetic and spelling (as presented in Table VII, page 55), further calculations were necessary. For the girls in the control group the post test scores compared with pretest scores in arithmetic and spelling, as presented in Table XI, page 60), yielded z scores which were statistically significant and indicated that the control group had made significant improvement in growth in these two areas. Comparable results were obtained from the same tests for the experimental girls as indicated on Table XII (page 61). Both groups made significant gains in these two subjects during the year but there is no evidence to indicate the gain of one group exceeding that of the other, therefore average gains for

TABLE IX

MEAN AND STANDARD SCORES OF EXPERIMENTAL AND CONTROL GROUPS OF BOYS FOR SCORES ON ACHIEVEMENT TESTS ADMINISTERED AT THE CONCLUSION OF THE STUDY

	Control Group Mean	Experimental Group Mean	z Score
Reading	20.43	18.55	0.70
Arithmetic	22.43	16.90	2.08*
Spelling	33.04	32.17	0.29

*Significant at the .05 level

TABLE X

MEAN AND STANDARD SCORES OF ACHIEVEMENT TEST SCORES FOR CONTROL AND EXPERIMENTAL GIRLS ON THE POST TESTS

	Control Group Mean N=18	Experimental Group Mean N=19	z Score
Reading	18.67	17.79	0.33
Arithmetic	21.56	16.42	1.90*
Spelling	39.06	33.26	1.95*

*Significant at the .05 level

TABLE XI

MEANS AND STANDARD SCORES OF POST TEST VARIABLES VERSUS PRETEST VARIABLES FOR THE CONTROL GROUP GIRLS SCORES ON ACHIEVEMENT TESTS

	Post Test Mean	Pretest Mean	z Score
Reading	18.67	20.00	-0.40
Arithmetic	21.56	12.67	3.12*
Spelling	39.06	24.00	4.14*
N=18			

*Significant at the .05 level

TABLE XII

MEANS AND STANDARD SCORES OF POST TEST VARIABLES VERSUS PRETEST VARIABLES FOR THE EXPERIMENTAL GROUP GIRLS SCORES ON ACHIEVEMENT TESTS

	Post Test Mean	Pretest Mean	z Score
Reading	17.79	17.53	0.10
Arithmetic	16.42	8.68	4.42*
Spelling	33.26	17.53	6.56*

N=19

*Significant at the .05 level

each group were analyzed directly. The mean gain in raw scores obtained from the achievement tests in arithmetic and spelling for both groups of girls is presented in Table XIII (page 63). The results indicate that even though both groups made significant gain in arithmetic and spelling, each group maintained the same relative position they had at the initiation of the study.

The results of the achievement tests are inconclusive. The experimental program did not demonstrate significant improvement in achievement test scores.

Grade point averages. Comparison of the experimental group with the control group on grade point averages was difficult because the two groups were not initially equated. However, one of the purposes of the experimental program was to increase achievement as judged by the teachers and measured by the grade point averages. On this variable, the experimental program was successful. As indicated in Table XIV (page 64) the gain in the average grade point for the experimental group was +.11 as compared with a loss of .09 for the control group, yielding a z score of 1.83 which was significant at the .05 level. Further calculations from Table XV (page 65) yielded a gain of +.09 for the experimental boys compared with a loss of .03 for the control boys. While a gain was recorded for the experimental boys, the difference was not

TABLE XIII

COMPARABILITY DATA ON EXPERIMENTAL AND CONTROL GROUPS OF GIRLS ON ARITHMETIC AND SPELLING ACHIEVEMENT TEST SCORES

	Post Test Mean	Standard Deviation	Pretest Mean	Standard Deviation	Gain	z Score
Arithmetic						
Control Girls	21.56	9.70	12.67	6.61	8.89	.58
Experimental Girls	16.42	5.68	8.68	4.78	7.74	
Spelling						
Control Girls	39.06	9.04	24.00	11.94	15.06	-.28
Experimental Girls	33.26	8.52	17.53	5.56	15.73	

TABLE XIV

MEAN GRADE POINT AVERAGES, STANDARD DEVIATIONS, STANDARD SCORES, AND MEAN GAIN FOR CONTROL AND EXPERIMENTAL GROUPS FOR 1966-67 AND 1967

	1966-67			1967-68			Gain	Z Score
Group	Mean	S.D.	Z Score	Mean	S.D.	Z Score		
Control	1.87	0.64		1.78	0.67		-.09	
			3.44*			2.05*		1.83*
Experimental	1.39	0.65		1.50	0.59		+.11	

*Significant at the .05 level

TABLE XV

MEAN GRADE POINT AVERAGES, STANDARD DEVIATIONS, STANDARD SCORES AND MEAN GAIN FOR BOYS IN THE CONTROL AND EXPERIMENTAL GROUPS FOR 1966-67 AND 1967-68

	1966-67			1967-68			Gain	Z Score
Group	Mean	S.D.	Z Score	Mean	S.D.	Z Score		
Control Boys	1.84	0.69		1.81	0.71		-.03	
			2.54*			1.99*		1.48
Experimental Boys	1.34	0.69		1.43	0.61		+.09	

*Significant at the .05 level

significant. For the girls the gain for the experimental group was +.12 compared with a loss of .17 for the control group and thus a z score of 2.13 was statistically significant as indicated on Table XVI (page 67).

The important point gained from the data was that the net gain of the experimental group over the control group was statistically significant.

Half-days attendance. The means of the number of half-days in attendance along with z scores for the 1966-67 and 1967-68 school years for the control and experimental groups are as follows:

	1966-67	1967-68	z score
Control Group	294.56	306.54	1.29
Experimental Group	273.15	299.40	2.71*

Examination of the record of half-days attendance yielded a z score of 1.29 for the control group when comparing the 1966-67 attendance record with 1967-68. A z score of 2.71 was obtained when comparing the 1966-67 attendance record with 1967-68 attendance for the experimental group. The latter score was significant at the .05 level of confidence. This indicates that the attendance record for the experimental group when compared with the attendance record for the control group had increased to the point of being statistically significant. Regularity

*Statistically significant at the .05 level

TABLE XVI

MEAN GRADE POINT AVERAGES, STANDARD DEVIATIONS, STANDARD SCORES, AND MEAN GAIN FOR GIRLS IN THE CONTROL AND EXPERIMENTAL GROUPS FOR 1966-67 and 1967-68

	1966-67			1967-68			Gain	z Score
Group	Mean	S.D.	z Score	Mean	S.D.	z Score		
Control Girls	1.91	0.59		1.74	0.62		-.17	
			3.53*			0.28*		2.13*
Experimental Girls	1.49	0.58		1.61	0.56		+.12	

*Significant at the .05 level

of attendance did improve significantly for the experimental group as compared to the control group.

When the data was analyzed for difference by sex the results, as shown in Table XVII (page 69), for the boys show that the experimental group of boys improved their attendance record significantly. The results for the girls, as shown in Table XVIII (page 70) were not similar to the attendance record for the boys and the total sample. Both groups of girls improved their attendance record but the difference in mean gain between the two groups was not statistically significant at the .05 level.

TABLE XVII

MEAN NUMBER OF HALF-DAYS IN ATTENDANCE, STANDARD DEVIATION, STANDARD SCORES, AND MEAN GAIN FOR CONTROL VERSUS EXPERIMENTAL GROUPS OF BOYS FOR 1966-67 AND 1967-68 SCHOOL YEARS

	1966-67		1967-68			
Group	Mean	S.D.	Mean	S.D.	Mean Gain	z Score
Control	302.52	35.62	317.48	33.69	14.96	1.43
Experimental	272.34	43.39	297.55	45.16	25.21	2.13*

*Significant at the .05 level

TABLE XVIII

MEAN NUMBER OF HALF-DAYS IN ATTENDANCE, STANDARD DEVIATION, STANDARD SCORES, AND MEAN GAIN FOR CONTROL VERSUS EXPERIMENTAL GROUPS OF GIRLS FOR 1966-67 AND 1967-68 SCHOOL YEARS

	1966-67		1967-68			
Group	Mean	S. D.	Mean	S. D.	Mean Gain	z Score
Control	284.39	47.47	292.56	47.04	8.17	0.50
Experimental	274.37	55.47	300.10	48.97	25.73	1.48

Summary of Findings. The major findings of this study related to the three hypotheses listed below:

Null hypothesis 1: There was no significant difference in achievement as measured by the Metropolitan Achievement Tests in reading, arithmetic, and spelling between the experimental and control groups. This null hypothesis was accepted for reading and spelling. No statistically significant differences were found to exist between the two groups in these areas. However, the null hypothesis concerning arithmetic was rejected; a difference was found to exist in the scores for arithmetic which favored the control group and thus rejected this aspect of the hypothesis.

a. The results of achievement tests for boys were identical to the results of the total sample.

b. Significant gains in post test scores versus pre-test scores were made by both groups of girls in arithmetic and spelling, but the differences in gain between the two groups were not significant. Therefore the null hypothesis was accepted.

Null hypothesis 2: There was a statistically significant difference between the experimental and control groups in the gain in the mean grade point average. The control group recorded a loss and the experimental group reported a gain for the 1967-68 school year over

the prior year. Therefore the null hypothesis was rejected.

a. There was no significant difference between the achievement of boys in the experimental and control groups; therefore, this null hypothesis was accepted. The control group of boys showed a loss of .03 and the experimental group showed a gain of .09 but the difference was not significant.

b. There was a significant difference between the achievement of girls in the experimental and control groups. This null hypothesis was rejected. The control group of girls showed a loss of .17 and the experimental girls showed a gain of .12 which was statistically significant at the .05 level.

Null hypothesis 3: There was a significant difference between the experimental and control groups in the number of half-days attended. There was a statistically significant difference in the number of half-days attendance in school; therefore, this null hyphothesis was rejected. The half-days attendance for the control group increased by an average of 11.98 and the experimental group showed an average increase of 26.25.

a. There was a significant difference between the attendance of boys in the experimental and control groups, which was a basis for rejection of this hypothesis.

The mean gain in attendance for the control group was 14.96 and the mean gain for the experimental group was 25.21. This difference in gain was found to be significant at the .05 level.

b. There was no significant difference between the attendance of girls in the experimental and control groups; the null hypothesis was accepted. Both groups improved their attendance record but no statistically significant difference was found between the two groups.

The following chapter contains the summary, conclusions, and recommendations of this study.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was undertaken to determine the effectiveness of an experimental guidance program designed for a selected group of eighth and ninth grade pupils enrolled in Carver and Roosevelt Junior High Schools in Tulsa, Oklahoma. These schools are located in low socio-economic sections of the city where delinquency, poor school attendance, and school dropouts are problems. A coordinated guidance and counseling program was offered in an attempt to increase students achievement in reading, arithmetic and spelling, to increase the students grade point averages, and to increase their regularity of attendance in school.

Students who exhibited behavioral problems were selected for the study. In order to measure the effectiveness of the program these selected students were divided into two groups: control and experimental. The groups were comparable in degree of behavior problems, in intelligence quotient, in reading, arithmetic, and spelling achievement. Students assigned to the control group continued in the regular school curriculum and received no special assistance other than that

conventionally provided. Personnel working with the experimental group had no professional contact with students in the control group. In addition to the regular curriculum, students assigned to the experimental group were also enrolled in supervised study. This supervised study was the focal point for individualized instruction and for individual and group counseling.

The grade point averages, the number of half-days attendance in school, and achievement test scores in reading, arithmetic, and spelling were the data obtained to evaluate the effectiveness of the experimental approach. Comparable data were obtained for the end of the 1966-67 and 1967-68 school years for each of the five variables.

Analysis of the data revealed three points of special significance:

1. Achievement in reading, arithmetic, and spelling was not significantly improved for the experimental group as measured by the Metropolitan Achievement Tests. Similar results were found when the data were analyzed separately for the boys and girls of each group.

2. The regularity of school attendance as measured by the number of half-days present was significantly improved for the experimental group for the 1967-68 school year over the prior year and over that of the control group.

When the data was analyzed separately for boys and girls, two significant points were revealed: (1) The grade point averages for the girls in the experimental group increased significantly even though their attendance record did not. (2) The attendance record for the boys in the experimental group showed a significant increase but this improved attendance record did not result in a significant increase in their grade point averages.

CONCLUSIONS

On the basis of the data gathered from this study, the following conclusions subject to the limitations of the study may be drawn:

1. An intensively planned and coordinated guidance and counseling program will result in a significant increase in the regularity of school attendance.

2. Opportunities for educational experiences with guidance will promote increased achievement for youth.

3. Positive attitudes toward school develop as young people participate in well planned guidance programs.

RECOMMENDATIONS FOR SCHOOL PROGRAMS

The findings and conclusions of this research suggest the following recommendations:

1. Extensive counseling services should be provided. Educational systems owe the delinquent individual professional assistance regardless of the nature or the direction this assistance may take. This assistance should be provided for the youngster the moment his behavioral problems retard his development toward becoming a productive citizen contributing to the gross national product. Even more important, this program could prevent much human suffering.

2. Diagnosis and treatment should be provided. The delinquent who becomes an adult without diagnosis and treatment of his behavior as a youth could drain our economy in court costs, welfare, unemployment, poverty programs, institutionalization, urban renewal, model cities, property loss and repairs after riots, programs for unwed mothers, treatment centers for narcotics and alcoholics, and law enforcement.

3. The school curriculum should be adjusted to the needs of the delinquent youth.

a. Programs should be more realistic in terms of these youngsters.

b. Teaching strategies should be planned to promote success in learning.

c. Content should prepare them for the society in which they will face competition successfully or become charges on society.

4. Teacher education programs should be designed to develop master teachers and counselors of youth with problems.

5. Channels of communication between participating agencies, schools, and the home should be extended. Salvaging these youth should become a cooperative venture.

RECOMMENDATIONS FOR FURTHER RESEARCH

The findings and conclusions of this study suggest the need for research in the following areas:

1. Identification of the genesis of behavioral problems.

2. Designs for remedial instruction for the delinquent youth who are academic failures.

3. Designs for counseling and remedial work suitable for delinquents in large urban areas and/or the small town, in different regions of the country.

4. Information which indicates the most crucial age levels where prevention and/or correction could best be accomplished.

BIBLIOGRAPHY

A. BOOKS

Beam, K. S. Youth and Crime. New York: International University Press, 1967.

Bruner, J. S. The Process of Education. Cambridge: Harvard University Press, 1960.

Eichorn, J. R. "Delinquency and the Educational System," in H. C. Quay (ed.), Juvenile Delinquency Research and Theory. Princeton, New Jersey: D. Van Norstant, 1965.

Gold, Martin and J. A. Winter. A Selective Review of Community Based Programs for Preventing Delinquency. Ann Arbor: University of Michigan Press, 1961.

Jersild, Arthur T. The Psychology of Adolescence. 2nd Edition. New York: The Macmillan Company, 1963.

Kahn, A. J. Planning Community Services for Children in Trouble. New York: Columbia University Press, 1963.

Kvaraceus, W. C. Anxious Youth: Dynamics of Delinquency. Columbus, Ohio: Charles E. Merrill, 1966.

Kvaraceus, William C. The Community and the Delinquent. New York: World Book Company, 1954.

Ragan, W. B. Modern Elementary Curriculum. 3rd Edition. New York: World Book Company, 1954.

Salisbury, Harrison. The Shook-up Generation. New York: Harper and Brothers, 1958.

Sutherland, Edwin H. and Donald R. Cressey. Principles of Criminology. 6th Edition. Philadelphia: J. B. Lippincott Company, 1960.

Yablonsky, Lewis. The Tunnel Back: Synanon. New York: The Macmillan Company, 1965.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

Alson, Estelle. "Group Work with Hard to Reach Teenagers," The Social Welfare Forum, Official Proceedings of the National Conference of Social Work. New York: Columbia University Press, 1951.

Educational Research Information Center. "600 Schools, Yesterday, Today, and Tomorrow" Washington: Micro Photo Division; Cleveland: Bell and Howell, 1966.

Empey, L. M. Alternatives to Incarcerations. Washington: U. S.Government Printing Office, 1966.

Galvin, J. J. "Re-education of Confined Delinquents." in United States Department of Justice (ed.), Bureau of Prisons. Washington: U. S. Government Printing Office, 1964.

Kvaraceus, W. C. and W. E. Ulrich. Delinquent Behavior: Principles and Practices. Washington: National Education Association, 1959.

Los Angeles County Special School Reception Center. Teaching of Vocational Skills in Academic Classes for Emotionally Disturbed Children. Los Angeles: Author, 1959.

Meyer, H. J., E. F. Borgotta, and W. C. Jones. Girls at Vocational High: An Experiment in Social Work Intervention. New York: Russell Sage Foundation, 1965.

New York City Youth Board. Reaching the Fighting Gang. New York: Author, 1960.

President's Commission of Law Enforcement and Administration of Justice. Challenge in a Free Society. Washington: U. S. Government Printing Office, 1967.

Wheland, Ralph. "Report of the Committee on the Judiciary." Congressional Report, 85th Congress, 1st Session, Report 130, 1958.

C. PERIODICALS

Asbell, Bernard. "Let the Children Teach," Redbook Magazine, CXXXVI, (February, 1966), 52-53.

Buell, Bradley, Paul T. Beissler, and John M. Wedemeyer. "Reorganizing to Prevent and Control Disordered Behavior," Mental Hygiene, XLII, No. 2 (April, 1958), 155-194.

Gandy, J. M. "Preventive Work with Street-Corner Groups," Annals of the American Academy of Political and Social Science, CCCXXII, 1959, 107-116.

Kobrin, S. "The Chicago Area Project--A 25-Year Assessment," Annals of the American Academy of Political and Social Science, CCCXXII, 1959, 19-29.

Kohler, Mary C. "An American Views Some European Approaches to Juvenile Delinquency," National Institute of Mental Health, V, 1960, Appendix VI, 12.

Miller, W. B. "Preventive Work with Street-Corner Groups: Boston Delinquency Project," Annals of the American Academy of Political and Social Sciences, CCCXXII, 1959, 107-116.

Rabinow, Isaac. "Agency-operated Group Homes," Child Welfare, XXXII (August, 1964), 425-442.

D. UNPUBLISHED MATERIALS

Juvenile Delinquency Evaluation Project of the City of New York: "The All-Day Neighborhood Schools," Juvenile Delinquency Evaluation Interim Project, XVII, 1959, Mimeographed.

MacCormick, Ann, Norman Sherwood, and Ralph Weber. "A Report of the Juvenile Institutions Project," The Osborne Association and the National Council on Crime and Delinquency, in press.

Trevett, Nina B. Annual Report of the Executive Director." Commissioners Youth Council. Mimeographed, 1960.

West, J. A. "Vocational Rehabilitation in Juvenile Delinquency," The Oklahoma Vocational Rehabilitation Service, 1964, 1-43.

E. LECTURES

Schecter, Mary Frances. "Advances in Health Sciences with Focus on Youth: The Family of Today," Lecture presented at U. S. Department of Health and Education Institute held in Will Rogers Building, Oklahoma City, Oklahoma, November 17, 1965.

Weber, James R. "Alternatives to Training Schools," Lecture presented at Governor's Conference at Western Hills Lodge, Wagoner, Oklahoma, February, 1967.

Appendix A

The raw score for each of the eleven variables for the students of the control group.

Code:

1. Grade Point Average for 1967-68
2. Reading Achievement Score for 1967-68
3. Arithmetic Achievement Score for 1967-68
4. Spelling Achievement Score for 1967-68
5. Number of Half-days in Attendance for 1967-68
6. Intelligence Quotient
7. Grade Point Average for 1966-67
8. Reading Achievement Score for 1966-67
9. Arithmetic Achievement Score for 1966-67
10. Spelling Achievement Score for 1966-67
11. Number of Half-days in Attendance for 1966-67

Student	Grade	1	2	3	4	5	6	7	8	9	10	11
Carver - Control												
1	9	1.3	27	15	48	235	88	1.0	24	12	30	225
2	9	1.6	26	22	50	282	93	2.2	23	12	38	280
3	9	0.7	12	0	33	287	69	1.5	6	7	7	247
4	9	1.8	19	21	47	308	94	1.8	20	15	45	306
5	9	2.0	25	19	49	330	84	2.0	24	26	34	324
6	9	2.0	8	15	45	324	78	2.3	12	6	9	300
7	9	1.6	9	19	36	142	93	1.6	16	16	27	140
8	9	2.3	16	19	34	334	92	2.5	16	13	23	330
9	9	1.8	10	20	35	304	98	1.8	11	6	20	301
10	9	2.0	19	17	36	310	82	2.0	14	12	20	308
11	9	1.0	17	11	30	238	68	1.9	8	6	7	224
12	9	1.7	11	8	26	280	72	1.5	10	6	13	270
13	9	2.5	14	23	28	348	75	2.2	5	3	7	345
14	9	2.0	19	22	35	348	89	2.2	16	12	23	320
15	9	1.1	9	17	29	289	77	1.6	15	9	16	264
Roosevelt - Control												
16	8	1.3	13	7	38	304	86	2.2	19	8	28	317
17	9	2.2	13	15	18	320	89	1.7	15	8	13	284
18	9	1.3	14	22	53	343	79	1.6	14	8	37	345
19	9	0.7	15	12	21	285	66	0.5	14	7	18	281
20	8	1.0	7	7	20	286	69	1.3	8	7	19	295
21	9	2.6	13	34	27	335	89	3.6	18	21	12	343

Student	Grade	1	2	3	4	5	6	7	8	9	10	11
Roosevelt - Control (Continued)												
22	8	1.6	9	10	7	326	76	2.2	8	7	9	325
23	9	1.1	22	33	53	308	89	1.3	18	11	29	268
24	9	3.1	31	34	42	344	113	2.0	16	13	17	290
25	9	2.4	27	33	37	316	102	1.9	29	18	23	212
26	9	3.3	38	37	47	346	105	3.4	43	23	39	349
27	9	2.0	37	34	25	346	100	1.8	24	14	7	334
28	9	1.8	32	36	30	350	99	1.0	31	16	14	288
29	9	1.0	18	16	31	328	92	1.8	14	12	19	289
30	9	2.6	20	36	42	319	90	2.0	15	14	18	312
31	9	1.2	23	16	32	261	99	1.2	14	6	17	291
32	9	2.2	36	37	35	338	100	2.0	19	11	16	326
33	9	1.3	23	36	31	243	98	1.5	33	17	23	264
34	9	1.8	13	25	46	304	87	2.5	9	6	15	312
35	9	1.8	34	28	45	328	94	1.7	25	7	15	321
36	9	0.5	23	29	39	248	83	2.0	18	6	15	301
37	9	1.6	7	15	24	336	76	1.0	14	7	9	309
38	9	2.0	18	21	47	348	95	1.7	26	14	30	336
39	9	3.3	44	42	54	314	124	3.6	55	28	55	312
40	9	2.0	21	30	34	330	91	1.9	18	14	12	325
41	9	2.0	14	11	24	303	92	1.1	12	11	10	264

Appendix B

The raw score for each of the eleven variables for the students of the experimental group.

Code:

1. Grade Point Average for 1967-68
2. Reading Achievement Score for 1967-68
3. Arithmetic Achievement Score for 1967-68
4. Spelling Achievement Score for 1967-68
5. Number of Half-days Attendance for 1967-68
6. Intelligence Quotient
7. Grade Point Average for 1966-67
8. Reading Achievement Score for 1966-67
9. Arithmetic Achievement Score for 1966-67
10. Spelling Achievement Score for 1966-67
11. Number of Half-days in Attendance for 1966-67

Student	Grade	1	2	3	4	5	6	7	8	9	10	11
Carver - Experimental												
1	9	2.1	24	17	46	324	83	2.5	19	8	24	320
2	9	2.3	17	8	31	328	76	1.2	10	9	10	335
3	9	1.9	39	10	45	338	104	1.8	37	8	33	315
4	9	1.9	15	8	38	326	80	1.9	17	4	19	305
5	9	1.3	14	13	10	334	74	1.5	12	6	14	319
6	9	1.0	22	15	34	258	91	1.6	21	3	28	247
7	9	1.4	14	12	34	259	68	2.0	8	2	17	238
8	9	1.0	11	25	40	127	77	0.5	8	3	10	121
9	9	2.6	21	14	38	342	99	1.8	15	3	23	280
10	9	2.2	14	12	26	294	78	1.2	12	9	7	244
11	9	1.6	14	10	24	287	81	2.3	15	4	13	281
12	9	2.6	13	22	33	324	82	1.6	19	11	19	290
13	9	2.1	12	17	39	293	94	1.3	19	0	18	271
14	9	2.1	22	11	32	346	94	2.0	18	7	16	301
15	9	1.6	28	12	47	248	69	1.1	12	10	9	210
16	9	2.5	14	7	26	330	71	2.2	8	8	20	305
Roosevelt - Experimental												
17	9	1.1	17	20	29	276	81	1.0	12	10	15	275
18	8	1.0	9	9	27	242	73	0.0	0	6	0	201
19	9	1.9	17	26	29	324	93	1.7	12	13	9	312
20	9	0.3	12	10	24	244	101	0.6	15	11	16	248
21	9	1.5	33	15	36	274	98	1.7	26	18	31	279

Student	Grade	1	2	3	4	5	6	7	8	9	10	11
Roosevelt - Experimental (Continued)												
22	9	0.7	32	22	41	273	105	1.9	36	10	21	212
23	9	1.4	9	17	24	313	75	1.4	15	10	17	300
24	9	1.5	12	22	24	310	73	0.6	0	5	0	246
25	9	1.3	12	8	21	285	78	1.0	6	5	14	248
26	9	1.8	20	26	36	334	84	1.9	7	11	20	312
27	9	1.6	15	20	28	312	76	1.0	10	11	12	263
28	9	0.5	27	28	50	158	100	1.6	51	61	68	198
29	9	1.3	17	18	32	324	84	1.5	10	13	11	311
30	9	1.5	21	16	39	328	85	0.7	3	6	9	164
31	9	1.5	16	11	39	302	92	0.1	19	9	16	158
32	9	0.9	13	17	43	342	90	1.3	19	12	22	312
33	9	0.8	14	15	23	340	72	0.4	10	10	15	303
34	9	1.1	25	20	37	332	100	1.6	23	16	15	309
35	9	0.7	6	15	32	320	67	0.3	9	81	6	287
36	9	2.1	28	19	25	324	89	1.5	14	12	16	283
37	8	1.0	12	8	27	300	79	1.8	19	7	19	312
38	9	1.7	15	21	31	276	89	2.6	22	15	26	288
39	8	0.7	11	15	36	229	93	2.3	18	20	12	263
40	9	1.9	37	17	45	303	109	0.7	36	11	30	254
41	9	2.2	29	18	42	334	94	1.7	33	9	10	318
42	9	1.5	13	28	42	348	89	1.8	17	15	25	332
43	9	1.7	18	25	23	336	84	0.8	12	7	9	281

Student	Grade	1	2	3	4	5	6	7	8	9	10	11
Roosevelt - Experimental (Continued)												
44	9	0.8	13	9	29	251	90	1.2	14	12	25	258
45	9	1.3	11	19	25	268	71	1.4	13	14	10	261
46	9	2.5	35	33	42	331	104	2.6	51	20	29	328
47	9	1.6	22	25	47	340	104	1.4	29	9	21	326
48	9	0.6	11	17	24	300	73	0.5	19	9	10	287

Appendix C

Society wages a constant battle for the minds of the American youth, and many of our youth are making gallant strides forward in the areas of the realization of their rights to freedom and the pursuit of happiness and his responsibilities to society. However, there are others who are bewildered by the extreme pressures that are exerted upon them, and little by little these pressures take their toll as evidenced by the display of character and personality traits that are totally inadequate to cope with even the very basic elements of life. Although many of the project students have not reached this deplorable stage in life, many of them will, if there is not someone to guide and influence their future actions.

You have a tremendous responsibility, on one hand, and a tremendous opportunity on the other, to be that "someone" to guide these students through the medium of counseling. In many instances the counseling will be supportive or preventive in nature. The project child is in great need of this because, in too many cases, he has been rejected by his parents, teachers, and even by his peer group. Each child needs the support of a mature adult and should be made to feel that his problems are not an interruption of the work of the adult, but rather the primary concern of that adult. Where and when you choose to give counsel may be as

significant as the session itself. If you feel that the classroom permits enough privacy for a certain type of counseling, even though other students are present, then this could be considered to be the time and place to counsel. At other times it may be advisable to make a home visit a joint venture of visiting with the parents and child at the same time.

Often you will get referrals from the regular teachers of your students because of minor infractions of school rules, minor disturbances in the classroom, and scholastic under-achievement. This is as it should be because the project teacher has a direct personal concern for the proper adjustment of the child in the school environment as a whole.

Participation of the students in planning and carrying out the activities of a teaching-learning situation is essential in promoting their growth. Behavior and attitude changes are brought about by doing rather than by passive listening. Many different techniques must be used to fulfill individual needs. Some students learn by one method, some by another.

You are encouraged to engage the students in activities which will lead students to think through their interests and concerns, to analyze, ask why, develop ideas and make decisions.

Reading. Reading can be one of the most important media through which proper attitudes can be developed. Ample reading time should be allowed in the weekly schedule.

Films. Films are available; use them to illustrate, clarify, or develop ideas.

Guest Speakers or Resource Persons. Resource persons should be carefully chosen for specific purpose. They can be one of the best sources of accurate information. They are, also, often living testimonies of success which will inspire the individual student to seek a higher degree of achievement.

Buzz Sessions. Sometimes discussion in several small groups simultaneously is valuable. This procedure extends participation and provides the more shy an opportunity to participate. Groups should be composed of about three to five persons.

Field Trips. Why just talk about a subject? Why not go see it first?

Games. Many practical lessons of life can be learned and emphasized through games. Often delinquent students refuse to participate in almost any type of activity that is related to education in its traditional setting. Game time should be a planned activity. There should be a purpose for every game that is played. To the casual

observer the purpose may not be apparent, and the students may not always realize that a purpose exists. Study the reactions of the individual student as he is interacting in a somewhat informal setting.

Arts and Crafts. Through arts and crafts the student has an opportunity to express himself in another way. He is also learning by doing which makes a more lasting impression on him.

Vary the routine of the class rather often since the attention span and interest level of the project student is below normal.