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## An Assessment of the Need for Counseling in the Elementary Schools of Bellevue Public Schools

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AN ASSESSMENT OF THE NEED FOR COUNSELING  
IN THE ELEMENTARY SCHOOLS OF  
BELLEVUE PUBLIC SCHOOLS

A Field Project

Presented to the

Department of Educational Administration

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

University of Nebraska at Omaha

by

Algenia Hawkins Thompson

May, 1985

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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate College,  
University of Nebraska, in partial fulfillment of the  
requirements for the Specialist in Education degree,  
University of Nebraska at Omaha.

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## CHAPTER I

### Introduction

Counseling in the elementary schools is a service to help students make more adequate adjustments as individuals and as learners. Elementary school counselors are employed in schools throughout the United States and are often referred to as the residential experts on human behavior with particular emphasis and understanding of normal behavior (Cobb, 1984). Also, the training required to become a certified counselor provides them with the skills to work with other school personnel, parents and students in a variety of ways to initiate intervention.

Counseling interventions have been found to have a measurable impact on teacher-assessed behavior problems (Fortune, 1975; Lewis, 1970; Marchant, 1972; Palmo, 1972; Sugar, 1975). For example, since the maintenance of discipline in the classroom has always been a high priority in most schools, counselors have been very helpful in reducing classroom disruptions, thereby permitting the teacher to focus on academic concerns.

Another national concern in elementary schools is the number of children who are experiencing difficulty because of parental separation, divorce, or remarriage. The elementary school counselor is often a primary resource involved with these children and families. Counseling permits these students to work through their feelings and develop coping skills to deal with their problems.

There is a national concern about the overwhelming evidence that students with learning disabilities have poorer self-concepts than those who learn efficiently (Downing, 1984). The learning disabled child often faces a constant barrage of failures and frustrations. This student is usually unable to please and elicit positive responses from others. Often the consequence is a negative self-concept. Counselors are trained to work with the teachers and students to improve the academic functioning of these students and their self-concept. This is often accomplished by working with other staff in designing curriculum experiences and grouping students to ensure a pattern that recognizes individual and group differences and promotes successful experiences for the students.

Suicides among elementary school children is another serious concern of school personnel (Matter, 1984). Turkington noted that about 12,000 children aged five to fourteen are admitted to psychiatric hospitals for suicide behavior every year. This number, he states, could represent less than five percent of children who actually attempt to commit suicide (Turkington, 1983). Suicide can often be prevented by counselors who are alert to and respond directly to the child harboring the suicide thoughts (Morgan, 1981). Intervention by the elementary school counselor would involve teaching the child better coping, problem solving, and communication skills. Elementary school counselors are trained to be alert to suicide trends and sense children who

express hurt and despair which might provide clues to suicidal behavior (Matter, 1984).

There is a national concern, among elementary school personnel, for the transient student. These students often move to new communities and new schools. Allen states that:

Counselors, we believe, have a particular responsibility in helping these children adapt to their new environment. They need to identify the children, meet with them, prepare their homeroom teachers, and be certain that the teachers have the necessary skills to facilitate the child's adaptation to the class and school (Allen, 1982).

Counselors are also needed to carry out in-depth individual and group counseling if there are problems associated with the adjustment.

The national problem of child abuse and neglect is another concern that involves elementary school counselors. Often, a decision is required to determine whether child abuse or neglect has occurred. The sensitivity of a trained counselor is helpful in making this decision. The counselor's professionalism is also helpful in reporting this very sensitive matter and providing the appropriate follow-up and support for the child.

Elementary school counselors are often credible sources of information on drug and alcohol abuse. They are also helpful in identifying students with dependency problems and referring them to the appropriate resources for treatment, (according to the Parent Resource and Information on Drug Education of Omaha P.R.I.D.E., 1983).

Many other local and national organizations support the idea of elementary school guidance services. The American



Personnel and Guidance Association advocate that counselors should be available in the elementary schools to help students understand their potentialities and the educational choices required to reach these potentials (A.P.G.A., 1958). The American School Counselors Association emphasized the need for counselors in providing assistance to students in developing greater self-direction and problem-solving skills (A.S.C.A., 1964). The Nebraska School Counselors Association urged for the adoption of an elementary school guidance program in a letter to its members in August, 1984. This proposal will be presented as 005.021B.L. to the Nebraska legislature (N.S.C.A., 1984).

The back to basics movement might be facilitated by elementary school counselors since many classroom behavior problems could be referred to the counselor, thereby permitting the classroom teacher to focus on academic matters (Cobb, 1983).

Miller agrees that counseling is an integral part of the educational program. He adds that it is based on the democratic concept of the dignity and worth of the individual and that equity and justice underlie the development and expansion of guidance-counseling services in the elementary schools (Miller, 1965). Elementary school counselors can assist the school with its focus on the dignity and worth of the students by dealing with disruptive student problems, thereby permitting a classroom environment that is conducive to learning. Additional support for counseling in elementary

schools is provided by Erickson and Smith who state:

If they (children) are to compete successfully, adjust comfortably to the demands made on them, and maintain their balance and equanimity under a bombardment of new pressures...they must be prepared NOW. It is the responsibility of the school to prepare them...He (the teacher) needs assistance in maintaining the physical and emotional health of all pupils to enable them to profit from the instruction. Guidance consultants (counselors) can give the elementary school teacher the assistance he needs (Erickson, Smith, 1962).

Studies indicate that behavior exhibited during the elementary school years are good predictions of behaviors found in adulthood (Kagen, Moss, 1962). Intervention at the elementary school level is helpful in deterring or reducing the continuous development of these problems into more serious ones. A trained counselor, at the elementary level, could identify, refer, counsel or deal with these problems in the appropriate manner. Many school districts have benefited from having counselors on staff at their elementary schools.

Bellevue Public Schools employ a Community-School Counselor whose responsibility, among others, is to provide intervention services for the entire district. The counselor attempts to serve the elementary schools but reports that the frequent concerns are too numerous to provide the type of service required. Last year the Community School Counselor responded to over two hundred and forty-one serious school concerns and over two hundred court inquiries. Many of these concerns were about elementary students. The Community-School Counselor has stated that many problems are not being

identified nor are needs met since there are no trained counselors in the elementary schools.

Additional concerns relate to the transient life styles of many students. Bellevue is located near Offutt Air Force Base and services the dependent children of the military and civilian personnel assigned to this base. Over half of the student population of this district come from this group. This diverse student population includes different races, cultures, backgrounds and transient life styles. Attempting to meet the needs of these military dependent students and the concerns of the local community is a tremendous task.

Bellevue recently experienced several tragedies. Many students were affected by these tragedies either through their relationship with the victims or the perpetrator. Some students received professional counseling, but several, very close to the victims and perpetrator, were left to rely solely on the teachers and administrators for support. The perpetrator's role as scout leader in the community placed him in direct contact with several students in the elementary schools. It was reported that several of these students are experiencing problems dealing with the deaths, sentencing and general association with the perpetrator and/or victims. Some of these students have had a decline in their grades. The need for counseling intervention is apparent in these situations. While the Bellevue Public Schools have counselors assigned at the secondary levels, none are at the elementary school level.

Undoubtedly, the Bellevue Public School District children and teachers experience a myriad of daily problems. It might be helpful to have a guidance counselor on hand to intervene in these problems since the classroom teachers and administrators lack the time and training required to handle these concerns. The problems are very diverse and include suicide attempts, low self-esteem, latch key children, drug abuse, child abuse, and other problems. The question is whether these problems would be reduced or more efficiently and effectively met by having counselors on staff at the elementary schools of Bellevue Public Schools.

#### Purpose of the Study

The purpose of this study is to assess the need for guidance and counseling personnel in the elementary schools of Bellevue Public School District.

#### Definition of Terms

##### Counselor

A state certified counselor or an individual employed by the public schools for the purpose of working with students in the area of counseling.

Guidance refers to the totality of the services and activities of the counselor to help the individual to a greater and fuller life.

##### Elementary Schools

Elementary schools refer to the K-6 grades of the public schools.

### Elementary Full-time Counselor

A person employed by a school system to counsel students in grades K-6 on a full-time basis receiving full financial reimbursement for the contractual school year.

### Delimitations of This Study

1. This study will be limited to the elementary schools of Bellevue.
2. Only elementary school administrators and teachers, of this district, will be invited to participate in this study.

### Method of the Study

Specifically, this study will attempt to determine if there is a need for guidance-counseling in the elementary schools of Bellevue Public School District. The following procedure will be implemented.

1. Consultation with each elementary school administrator in the district to assess the types of student concerns.
2. Review the Community-School Counselor's records to assess the types of problems that are referred to the Community-School Counselor's office.
3. Develop a questionnaire that lists the problems occurring in the elementary schools in order to assess the frequency of their occurrence, and the professional who should assist with the problem.

4. Ask each elementary school teacher and administrator, of this district, to complete the questionnaire.
5. This information will be tabulated and analyzed to determine the perceived need for guidance-counselors in the elementary schools of Bellevue Public Schools.

### Organization of the Study

This study will be divided into five chapters. The introduction, purpose of the study, definition of terms, method of the study and the organization of the study will be found in Chapter I. Chapter II will contain a review of related literature. Chapter III will describe the procedures of the study. Chapter IV will present the findings of the study. Chapter V will contain the summary and conclusion.

## CHAPTER II

## Review of Related Literature

Review of the literature concerning the need for guidance and counseling in elementary schools reveals a consensus that guidance is a very important function. Guidance and counseling at the elementary school level represents an attempt to assist students with their adjustments as individuals and as students (Van Hoose, 1967). The concept of guidance and counseling, and its acceptance as an integral part of the total educational program, is a significant development of the past sixty years. During the 1920's secondary schools and colleges began to assist students through counseling and guidance services that are now integral parts of the educational program.

Elementary guidance activities were initially implemented by teachers. The first organized emphasis on an elementary guidance program began in the 1950's and early 1960's. Wrenn characterized this trend as an emphasis on the positive rather than the negative, and on the early identification of pupil characteristics and developmental needs rather than a focus on deviate and problem students (Wrenn, 1962).

Martha Addy wrote the following in her discussion of the need for counselors in the elementary school in 1948:

If there is to be an efficient guidance program that will function effectively for the child, then it must begin when he is in the first years of school. It must be organized and it must be a continuous one: growing, changing, and adapting to meet the needs of the individual pupil as he journeys through the elementary school,

the junior high, the senior high and college (Addy, 1948).

Similarly, Kawin made the following assertions regarding elementary counseling and guidance:

It seems obvious that the strategic area in which public schools should launch their guidance services is at the kindergarten, primary levels. . . . Efforts to prevent maladjustments during the early years constitute a much more constructive and significant mental health program than do attempts to find remedies for serious problem situations which have been allowed to develop (Kawin, 1955).

The American Personnel and Guidance Association recommended that professional counselors should be available in the elementary schools to help students assess their potentialities and to determine the educational choices that would assist in accomplishing their career goals (A.P.G.A., 1958). A 1960 White House Conference on education recommended that guidance and counseling should begin in the elementary schools. In order to identify abilities, weaknesses, and mental, physical and emotional problems, educational and vocational planning should be based on early, continuous and expanded testing and diagnostic appraisal of each child. It was further suggested at this conference that the ratio of the student to elementary counselor be six hundred to one (ASCA, 1964).

The American School Counselors Association in a position statement on Elementary School Guidance emphasized the need for counselors in the elementary schools:

Counseling can provide assistance in developing greater self direction in problem solving. For many children, counseling is essential; some find it difficult to meet developmental tasks and



others present behavior problems growing out of threats to the child's feeling of security and self-esteem. There is a need for counseling that can't be met by a teacher. The counselor by preparation and time availability can be this person (ASCA Report, 1964).

To further emphasize the need for elementary guidance services, the writer paraphrases Miller who states that guidance is an integral part of the educational program and is based on the democratic concept of the dignity and worth of the individual. These concepts underlie the development and expansion of guidance services in the elementary schools (Miller, 1965).

The impact of childhood experiences upon later functioning is illustrated in the Kagen and Moss Report of their longitudinal studies on human behavior. They write:

The most dramatic and consistent finding of this study was that many behaviors exhibited by the child during the period six to ten years of age and a few during the period three to six years old were moderately good predictors or theoretically related to behaviors during adulthood. Passive withdrawal from stressful situations, dependency on family, ease of anger arousal, involvement in intellectual mastery, social interaction anxiety, sex-role identification, and patterns of sexual behavior in adulthood were each related to reasonably analogous behavior dispositions during the early years (Kagen and Moss, 1962).

Based on the information above, the need for an organized guidance and counseling program at the elementary level is apparent. Moreover, it appears that there is at least limited recognition and partial support for the idea that the most logical and critical starting point is at the elementary school level.

Dr. George Hill of Ohio University states his position on this subject thusly:

The idea of guidance in our schools is as old as the concern of a sensitive teacher for her pupils. The practice of guidance in our schools is as old as the efforts of this teacher to help her students grow and develop to their fullest potential. Guidance services in the secondary schools and colleges came into being to meet the needs of the individual student and the individual teacher. Guidance services in our elementary schools are developing and expanding rapidly for exactly the same reason (Hill, 1961).

A study involving three thousand elementary school teachers in Indiana was performed to determine if there was a need for guidance-counseling in their elementary schools. Seventy-one guidance functions were addressed. The teachers were first asked to rate the extent to which these functions were needed in the elementary program, and secondly, to indicate who they felt should perform each of the functions. Four categories of school personnel were provided for their consideration. These were the elementary school teacher, the elementary school counselor, the elementary school principal, and other school personnel defined to include social workers, school psychologist, psychometrist, or school nurse. A total of nine hundred ninety-two teachers returned the questionnaire. The respondents were in general agreement that there is a need for guidance in the elementary schools and that an elementary school counselor will be required to implement the guidance program (Koeppel, 1964).

Dorothy Watson relates a teacher's look at guidance in the elementary schools as follows:

One of my most painful memories as a teacher is of Laura. She was overweight, tall for her age, and two years older than her classmates. Laura spoke hesitantly and had a nervous giggle which irritated me. She was the loneliest child I have ever known. One day she brought a bag of small change to school, offered it to Fred, and asked if he would be her friend. I couldn't reach Laura, and my efforts with her parents--even her grandparents--were stalemated. Finally, I turned for help to my principal. I gave up on Laura long before my principal did, but by June we both admitted defeat. Our resources and patience were exhausted (Koplitz, 1970).

The need for a trained elementary school counselor is clearly evidenced by experiences such as the above.

Erickson and Smith state:

If they (children) are to compete successfully, adjust comfortably to the demands made on them, and maintain their balance and equanimity under a bombardment of new pressures. . . .they must be prepared now. It is the responsibility of the school to prepare them. . . .He (the teacher) needs assistance in maintaining the physical and emotional health of all pupils to enable them to profit from the instruction. Guidance consultants (counselors) can give the elementary school teacher the assistance he needs (Erickson and Smith, 1962).

Cobb and Richards discussed the efficacy of counseling services in decreasing behavior problems in a recent article in the Elementary Guidance and Counseling Journal. Their comments are thusly:

The maintenance of discipline in the classroom has always been a high priority for school administrators and teachers. A recent Gallup poll revealed a nationwide "back to basics" movement that has reduced everyone's tolerance for classroom disruption (Brodnsky, 1977). Parents have now joined the ranks of those concerned about creating a more "studious" classroom environment. Although part of the answer can be found in training teachers to be better classroom managers, the elementary school counselor should be a natural ally in

the teacher's struggle with behavior problems. Such problems, for many children, extend well beyond the classroom (Cobb and Richards, 1983).

Recent studies of developmental psychology suggest that the childhood latency period (the elementary school years) may entail emotional vulnerabilities as extensive, if not more so, than adolescence (Coleman, 1978). Elementary school children are quite aware of stresses that they confront and their affective vulnerabilities and level of distress may even exceed those of the adolescent (Webb, 1982). This study clearly indicated the need for elementary school counselors.

There is evidence to support the conclusion that more help is needed for elementary school children than is presently being provided in some school district. Research indicates that potential school dropouts and potential delinquents can be identified during elementary school years and that such problems can be prevented through a broader program of school services and activities, especially at the elementary school levels. An elementary guidance program with the establishment of broad, comprehensive, developmental guidance services designed to help the student develop academically, socially, and personally is needed. This program should include the following: 1) The early identification of individual differences so that the necessary educational program may be designed to meet the needs of the students, 2) Assistance to students in developing a positive self-image through efforts to improve their self-understanding, self-direction, and skills in problem solving and decision making, 3) Assisting teachers and other staff members to understand

the growth and development of students more clearly, and to create a learning climate which facilitates that development, 4) Assisting parents to understand the educational career, personal and social development of their children, 5) Cooperation and work with all school personnel and parents to bring the school's total effort for every student into focus, 6) Coordination and utilization of the resources of the school, home, and community to exercise the student's opportunities for successful achievement in school, and 7) Contribution to ongoing educational planning by examining the student's learning conditions and seeking improvement in the learning climate (Wasil, 1980).

## CHAPTER III

### Procedures and Design of the Study

The purpose of this chapter is to describe the procedures followed in assessing the need for counselors in Bellevue Public Elementary Schools. A survey instrument was used in this study. The method employed to determine the types of concerns to be considered are as follows.

#### Development of the Instrument

The instrument used in this study was a questionnaire constructed to include the types of student concerns, the frequency of these concerns, and the perception of the respondents as to which professional should address these concerns.

Building administrators were consulted prior to the construction of the survey instrument to ascertain the types of student concerns with which they were confronted. These concerns were listed on the questionnaire for respondents to rate according to the frequency which the concern occurred (often, sometimes, never). Respondents were then asked to identify the professional who could best handle or assist with concerns that were rated as occurring often or sometimes. The classroom teacher, principal, school counselor, school psychologist and home-school coordinator were the professionals from which the respondents could select to handle the concerns.

## Description of the Survey Population

There are eleven elementary schools (K-6) administrators and 164 elementary school teachers in this district. Each elementary school teacher and administrator was invited to participate in this survey.

## Administration of the Instrument

A questionnaire was developed for utilization in the collection of the data. The writer contacted the personnel office of this district to verify the number of elementary school teachers and principals. Survey instruments were distributed to each building administrator who distributed and collected them in their building. The building administrator returned the survey forms to the writer.

## The Treatment of Data

Mean ratings, percentages and actual frequencies were calculated for the concerns both individually and by category to determine the rate of occurrence under each category (often, sometimes, never). The concerns judged to occur often or sometimes were then categorized according to the professional that the respondent perceived to be in the best position to assist the classroom teacher to handle the concern. Mean ratings, actual frequencies and percentages were computed for each professional. The results were displayed on tables included in the next chapter for comparison purposes.

## CHAPTER IV

### The Analysis of Data

This investigation was designed to assess whether there is a need for counselors in the elementary schools of Bellevue Public Schools. The analysis of data obtained through the implementation of a questionnaire will be presented in this chapter. Also, a discussion of the types of problems or concerns that occur sometimes or often and the professional who should respond to their problems or concerns will be provided.

Analysis of the data in this chapter will be divided into two major sections. The first section will discuss the types of problems that occur in this district and the extent of their occurrence, often, sometimes, never. This data will be presented on tables with summaries. Statistical data include the mean, percentage and actual frequency of occurrence for each problem or concern. The total for each category will be given in percentages and actual frequencies. The lower the means, the more frequently the problem occurs as the frequency was established so that often is represented by one, sometimes, by three, and never by five. A second table representing only those problems or concerns that 50% or more of the respondents perceived occurring often, sometimes and never will be provided. The same statistical displays will be presented for this information. Total percentages and frequencies will be provided for each category.



The second section of this chapter considers the professionals who should respond to problems or concerns in the elementary schools of this district. The respondents' choice of the professionals listed on the questionnaire who should address the concerns that occur often or sometimes, were the classroom teacher, principal, school counselor, school psychologist and the home-school coordinator. This data will be presented on charts with summaries. Statistical data will include percentages and actual frequencies for each concern and for the professional who should respond. Total percentages and actual frequencies will be presented for each category of professionals. Another chart will include problems occurring sometimes, and often, and the professional who should respond to these concerns. Percentages and actual frequencies for each problem and professional will be presented along with totals for each category. A third chart displays data relevant to the professional whom 50% or more respondents felt should respond to problems/concerns. Statistical data will be presented in the same format as for all charts.

#### Types of Student Problems or Concerns

Table I consists of 50 student concerns to which 159 elementary school teachers and administrators responded. The frequency of occurrence for these concerns was often, sometimes, or never. Often was assigned the value of one, sometimes, the value of three, and never, the value of five. The lower the mean, the more frequently the problem was

perceived by respondents to be occurring. The actual frequency is the number of respondents to the question; the percentage represents the portion in relation to the whole based on the given rate in every hundred of responses.

Problems such as attention demanding and divorced parents received the lowest means, indicating that they were perceived to have occurred more frequently. The actual frequency of occurrence for attention demanding concerns was 103 with a 64.8 percentage and a mean of 1.365. Divorced parents received the frequency of 91 with a percentage of 57.2 and the mean of 1.440. Suicide was perceived as the problem which occurred less frequently in this district. The actual frequency for this concern was 133 with a percentage of 83.6 and the mean of 2.824.

The statistical data by category for frequency of concerns based on 159 cases was as follows: often received a frequency rate of 1159 with the percentage of 15, sometimes the frequency rate of 5350 and the percentage of 68. Never was given the actual frequency rate of 1375 and the percentage of 17%. See Table I.

Table II displays the type of student concerns that occur 50% of more of the time often or sometimes. Aggressive behavior and the concerns that follow was perceived to have occurred sometimes. This concern received a mean rating of 1.729, with the actual frequency of 118 and 74.2%. Lying was given a mean rating of 1.862, with the actual frequency of 137 and 86.2%. Destructiveness received a mean rating of 2.138, with an actual frequency of 123 and 77.4%. Frequent

Table I  
TYPES OF CONCERNS

QUESTIONNAIRE

Types of Student Concerns	(1) Frequency of Occurrence			
	A Often	B Sometimes	C Never	Means
1. Aggressive behavior (Bully)	23.3% 37 (AF)	74.2 118.0	83.6 4.0	1.792
2. Lying	13.8 22.0	86.2 137.0	0.0	1.862
3. Destructiveness	5.0 8.0	77.4 123.0	17.0 27.0	2.138
4. Attention demanding	64.8 03.0	34.0 54.0	1.3 2.0	1.365
5. Frequent mood swings	10.1 16.0	76.1 121.0	13.8 22.0	2.038
6. Jealousy	8.2 13.0	76.1 121.0	15.7 25.0	2.075
7. Stealing	3.1 5.0	86.8 138.0	10.1 16.0	2.069
8. Latch key	44.0 70.0	43.4 69.0	12.6 20.0	1.686
9. Divorced parents	57.2 91.0	41.5 66.0	1.3 2.0	1.440

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
10. Drug/Alcohol Usage (Parents or Child)	3.1 5.0	59.7 95.0	37.1 59.0	2.340
11. Abuse-Neglect	5.0 8.0	81.8 130.0	12.6 20.0	2.094
12. Foster care	1.9 3.0	71.1 113.0	27.0 43.0	2.252
13. Suicide	1.3 2.0	15.1 24.0	83.6 133.0	2.824
14. Timid	18.9 30.0	79.9 127.0	1.3 2.0	1.824
15. Compulsive	15.7 25.0	76.1 121.0	8.2 13.0	1.925
16. Absenteeism	11.3 18.0	81.1 129.0	7.5 12.0	1.962
17. Truancy	1.9 3.0	51.6 82.0	46.5 74.0	2.447
18. Tardies	23.9 38.0	72.3 115.0	3.8 6.0	1.799
19. Blames others for his problems	31.4 50.0	65.4 104.0	3.1 5.0	1.717
20. School phobia	2.5 4.0	56.6 90.0	40.9 65.0	2.384
21. Withdrawn	3.8 6.0	85.5 136.0	10.7 17.0	2.069
22. Under achiever	28.3 45.0	71.7 114.0	0.0	1.717

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
23. Immature	46.3 64.0	59.7 95.0	0.0	1.597
24. Hyperactive	23.9 38.0	72.3 15.0	3.8 6.0	1.799
25. Lack of confidence	15.1 24.0	83.0 132.0	1.9 3.0	1.868
26. Excessive fears	1.9 3.0	59.1 94.0	39.0 62.0	2.371
27. Insecurity	0.6 1.0	10.7 17.0	83.0 132.0	1.937
28. Anxiety	8.8 14.0	83.0 132.0	8.2 13.0	1.994
29. Dependent	15.7 25.0	79.2 126.0	5.0 8.0	1.893
30. Passive	6.9 11.0	84.3 134.0	8.8 14.0	2.019
31. Submissive	3.1 5.0	81.8 130.0	15.1 24.0	2.119
32. Mistrust	2.5 4.0	77.4 123.0	20.1 32.0	2.176
33. Low self-esteem	0.6 1.0	18.2 29.0	78.6 125.0	1.830
34. Guilt ridden	1.3 2.0	58.5 93.0	40.3 64.0	2.390

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
35. Peer conflicts (often)	34.0 54.0	62.9 100.0	3.1 5.0	1.692
36. Frequently unhappy	0.6 1.0	3.8 6.0	81.1 129.0	2.094
37. Depressed	1.3 2.0	73.6 117.0	24.5 39.0	2.220
38. Temper tantrums	8.2 13.0	78.0 124.0	12.6 20.0	2.050
39. Inattentive	37.7 60.0	57.2 91.0	4.4 7.0	1.654
40. Hostile	8.2 13.0	76.7 122.0	14.5 23.0	2.050
41. Unmotivated	23.9 38.0	69.8 111.0	5.7 9.0	1.805
42. Disobedient	17.6 28.0	78.6 125.0	2.5 4.0	1.824
43. Disruptive	22.6 36.0	74.2 118.0	25.0 4.0	1.786
44. Fights	7.5 12.0	85.5 136.0	6.3 10.0	1.975
45. Irresponsible	23.2 37.0	72.3 115.0	3.8 6.0	1.792
46. Impertinence	8.2 13.0	83.0 132.0	6.9 11.0	1.950

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
47. Angry	10.1 16.0	85.5 136.0	3.8 6.0	1.925
48. Profane	8.2 13.0	72.3 115.0	18.2 29.0	2.075
49. Boisterous	13.8 22.0	79.9 127.0	5.7 9.0	1.906
50. Cruel	4.4 7.0	80.5 128.0	13.8 22.0	2.069
GRAND TOTAL (FR) (%)	194.0 6.0	2518.0 78.0	519.0 16.0	

Top Number - Percentage  
Bottom - Actual Frequency

Frequency	Value
Often	1
Sometimes	3
Never	5

Table II

## STUDENT CONCERNS THAT OCCUR

50% OR MORE OF TIME

## QUESTIONNAIRE

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
1. Aggressive behavior (Bully)	0.0	74.2% 118.0	0.0	1.792
2. Lying	0.0	86.2 137.0	0.0	1.862
3. Destructiveness	0.0	77.4 123.0	0.0	2.138
4. Attention demanding	64.8 103.0	0.0	0.0	1.365
5. Frequent mood swings	0.0	76.1 121.0	0.0	2.038
6. Jealousy	0.0	76.1 121.0	0.0	2.025
7. Stealing	0.0	86.8 138	0.0	2.069
8. Latch key	0.0	0.0	0.0	1.686
9. Divorced Parents	57.2 91.0	0.0	0.0	1.440



QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
10. Drug/Alcohol Usage (Parents or Child)	0.0	59.7 95.0	0.0	2.340
11. Abuse-Neglect	0.0	81.8 130.0	0.0	2.094
12. Foster care	0.0	71.1 113.0	0.0	2.252
13. Suicide	0.0	0.0	83.6 133.0	2.824
14. Timid	0.0	79.9 127.0	0.0	1.824
15. Compulsive	0.0	76.1 121.0	0.0	1.925
16. Absenteeism	0.0	81.1 129.0	0.0	1.962
17. Truancy	0.0	51.6 82.0	0.0	2.447
18. Tardies	0.0	72.3 115.0	0.0	1.799
19. Blames others for his problems	0.0	65.4 104.0	0.0	1.717
20. School phobia	0.0	56.6 90.0	0.0	2.384
21. Withdrawn	0.0	85.5 136.0	0.0	2.069
22. Under achiever	0.0	71.7 144.0	0.0	1.717

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
23. Immature	0.0	59.7 95.0	0.0	1.597
24. Hyperactive	0.0	72.3 115.0	0.0	1.799
25. Lack of confidence	0.0	83.0 132.0	0.0	1.868
26. Excessive fears	0.0	59.7 94.0	0.0	2.371
27. Insecurity	0.0	0.0	83.0 132.0	1.937
28. Anxiety	0.0	83.0 132.0	0.0	1.994
29. Dependent	0.0	79.2 126.0	0.0	1.893
30. Passive	0.0	34.3 134.0	0.0	2.019
31. Submissive	0.0	81.8 130.0	0.0	2.119
32. Mistrust	0.0	77.4 123.0	0.0	2.176
33. Low self-esteem	0.0	0.0	78.6 125.0	1.830
34. Guilt ridden	0.0	58.5 95.0	0.0	2.390
35. Peer conflicts (often)	0.0	62.9 100.00	0.0	1.692

## QUESTIONNAIRE (Cont 'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
36. Frequently unhappy	0.0	0.0	81.1 129.0	2.094
37. Depressed	0.0	73.6 117.0	0.0	2.220
38. Temper tantrums	0.0	78.0 124.0	0.0	2.050
39. Inattentive	0.0	57.2 91.0	0.0	1.654
40. Hostile	0.0	76.7 122.0	0.0	2.050
41. Unmotivated	0.0	69.8 111.0	0.0	1.805
42. Disobedient	0.0	78.6 125.0	0.0	1.824
43. Disruptive	0.0	74.2 118.0	0.0	1.786
44. Fights	0.0	85.5 136.0	0.0	1.975
45. Irresponsible	0.0	72.3 115.0	0.0	1.792
46. Impertinence	0.0	83.0 132.0	0.0	1.950
47. Angry	0.0	85.5 136.0	0.0	1.925
48. Profane	0.0	72.3 115.0	0.0	2.075

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Means
	A Often	B Sometimes	C Never	
49. Boisterous	0.0	79.9 127.0	0.0	1.906
50. Cruel	0.0	80.5 128.0	0.0	2.069
GRAND TOTAL (FR) (%)	194.0 6.0	2518.0 78.0	519.0 16.0	

Top Number - Percentage  
Bottom - Actual Frequency

Frequency	Value
Often	1
Sometimes	3
Never	5

mood swings was given the mean rating of 2.038, with 76.1%, and actual frequency of 121. Jealousy received the mean rating of 2.025, the actual frequency of 121 and the percentage of 76.1. Stealing was given the mean rating of 2.069, the actual frequency of 138 and 86.8%. Drug/alcohol usage was given the mean rating of 2.340, with 59.7% and the actual frequency of 95. Abuse-neglect was given an actual frequency of 130, mean rating of 2.094 and percentage of 81.8. Foster care received a mean rating of 2.252, the actual frequency of 113 and 71.1%. Timid received the mean rating of 1.824, the actual frequency was 127, and the percentage was 121. Compulsive was given a mean rating of 1.925, the actual frequency was 121 and 76.1%. Absenteeism was given the mean rating of 1.962, the actual frequency was 129, with a percentage of 81.1%. Truancy received the actual frequency of 2.447, the percentage was 51.6%, and the actual frequency was 82. Tardies was given the mean rating of 1.799, the actual frequency was 115, and the percentage was 72.3%. Blames others for his problem was given the mean rating of 1.717, the actual frequency was 104, and the percentage was 65.4. School phobia received the mean rating of 2.384, the actual frequency was 90, and the percentage was 56.6%. Withdrawn was given a mean rating of 2.069, actual frequency of 136, and the percentage was 85.5%. Under achiever was given the mean rating of 1.717, the percentage was 71.4, and the actual frequency was 144. Immature was given the mean rating of 1.597, the actual frequency was 95, and the percentage

59.7. Hyperactive was given the mean rating of 1.799, the actual frequency was 115, and the percentage 72.3. Lack of confidence received the mean rating of 1.868, the actual frequency was 132, and the percentage was 83.0%. Excessive fears received the mean rating of 2.371, with the actual frequency of 94, and the percentage 59.7. Anxiety was given a mean rating of 1.994, the actual frequency was 132, and the percentage was 83.0%. Dependent was given a mean of 1.893, the actual frequency was 126, and the percentage was 79.2. Passive received a mean of 2.019, the actual frequency was 134, and the percentage 84.3. Submissive was given a mean rating of 2.119, the actual frequency was 130, and the percentage was 81.8. Mistrust was given a mean rating of 2.176, the actual frequency was 123, and the percentage was 77.4. Guilt ridden was given a mean rating of 2.390, the actual frequency was 95, and the percentage was 58.5. Peer conflict was given a mean rating of 1.692, the actual frequency was 100, and the percentage was 62.9. Depressed was given a mean rating of 2.220, the actual frequency was 117, and the percentage was 73.6. Temper tantrums was given a mean rating of 2.050, the actual frequency was 117, and the percentage was 73.6. Inattentive was given a mean rating of 2.150, the actual frequency was 125, and the percentage was 78.1. Hostile was given the mean rating of 1.654, the actual frequency was 91, and the percentage was 57.2. Ummotivated was given a mean rating of 1.805, the actual frequency was 111, and the percentage was 69.8. Disobedient was given a mean rating of 1.824, the actual

frequency was 125, and the percentage was 78.6. Disruptive received the mean rating of 1.786, the actual frequency was 118, and the percentage was 74.2. Fights were given the mean rating of 1.975, the actual frequency was 136, and the percentage was 85.5. Irresponsible was given the mean of 1.792, the actual frequency was 115, and the percentage was 72.3. Impertinence received the mean of 1.950, the actual frequency was 132, and the percentage was 83.0. Angry was given the mean rating of 1.925, the actual frequency was 136, and the percentage 85.5. Profane was given the mean of 2.075, the actual frequency was 115, and the percentage was 72.3. Boisterous received the mean rating of 1.906, the actual frequency was 127, and the percentage 79.9. Cruel received the mean rating of 2.069, the actual frequency was 128, and the percentage was 80.5.

Concerns that were perceived to occur often were those of attention demanding and divorced parents. Attention demanding received the mean rating of 1.365, the actual frequency was 103, and the percentage 64.8. Divorced parents received the mean rating of 1.440, the actual frequency was 91, and the percentage was 57.2.

Suicide, insecurity, low self-esteem, and frequently unhappy were perceived to never occur. Suicide was given the mean rating of 2.824, the actual frequency was 133, and the percentage was 83.6. Insecurity was given the mean rating of 1.937, the actual frequency was 132, and the percentage was 83.0. Low self-esteem was given a mean rating

of 1.830, the actual frequency was 125, and the percentage was 78.6. Frequently was given a mean rating of 2.094, the actual frequency was 129, and the percentage was 81.1.

The majority of the problems presented occurred sometimes. See Table II. The statistical breakdown for the section addressing problem occurring fifty percent of the time or more is as follows: Often received 6%, with an actual frequency of 194. Sometimes was given 78%, with the actual frequency of 2518, and never was given 16% with an actual frequency of 519. See Table II for means.

#### Professional Who Should Respond to the Concern

The next step in analyzing the data was to divide the 50 concerns into five categories based upon the respondents' selection of the professional whom they felt should respond to the concern.

Table III presents all 50 concerns, and the professional who should respond to each concern. Among the professionals are classroom teacher, principal, school counselor, school psychologist, and home-school coordinator. Thirty-three percent of the respondents indicated that the teacher should respond (Relative Frequency - 2407), 14% indicated that the principal should respond (RF - 1036), 32% showed that the school counselor should respond (RF - 2347), 12% elected the school psychologist (RF - 880), and 8% (RF - 565) selected the home-school coordinator.



Table III

## PROFESSIONAL WHO SHOULD RESPOND TO PROBLEMS

## QUESTIONNAIRE

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
1. Aggressive behavior (Bully)	33.3% 53.0	32.1% 51.0	25.8% 41.0	5.0% 8.0	1.3% 2.0
2. Lying	61.0 97.0	6.9 11.0	27.0 43.0	4.4 7.0	0.6 1.0
3. Destructiveness	15.7 25.0	42.1 67.0	25.2 40.0	5.0 8.0	1.3 2.0
4. Attention demanding	67.3 107.0	3.1 5.0	22.6 36.0	3.8 6.0	1.3 2.0
5. Frequent mood	33.3 53.0	0.0	33.3 53.0	23.3 37.0	1.9 3.0
6. Jealousy	69.8 111.0	2.5 4.0	15.1 24.0	1.3 2.0	1.9 3.0
7. Stealing	18.9 30.0	37.1 59.0	30.2 48.0	5.0 8.0	4.4 7.0
8. Latch key	15.1 24.0	5.0 8.0	21.4 34.0	0.6 1.0	51.6 82.0
9. Divorced parents	11.9 19.0	1.3 2.0	66.0 105.0	6.3 10.0	12.5 20.0
					3.497
					3.006

## QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
10. Drug/alcohol usage (Parents or child)	3.1 5.0	3.1 5.0	40.3 64.0	7.5 12.0	25.2 40.0
11. Abuse-neglect	2.5 4.0	11.3 18.0	23.3 37.0	5.0 8.0	52.2 83.0
12. Foster care	8.8 14.0	5.0 8.0	18.9 30.0	3.1 5.0	47.2 75.0
13. Suicide	0.6 1.0	0.6 1.0	21.4 34.0	31.4 50.0	1.3 2.0
14. Timid	0.6 1.0	67.9 108.0	1.9 3.0	21.4 34.0	8.2 13.0
15. Compulsive	35.2 56.0	5.7 9.0	38.4 61.0	14.5 23.0	0.0
16. Absenteeism	3.0 8.2	39.0 62.0	10.1 16.0	0.0	36.5 58.0
17. Truancy	2.5 4.0	31.4 50.0	7.5 12.0	1.9 3.0	29.6 47.0
18. Tardies	27.7 44.0	49.1 78.0	3.1 5.0	18.2 2.9	0.0
19. Blames others for his problems	33.3 53.0	3.8 6.0	50.9 81.0	9.4 15.0	0.0
20. School phobia	14.5 23.0	1.3 2.0	30.2 48.0	27.7 41.0	0.6 1.0
21. Withdrawn	25.2 40.0	1.9 3.0	44.0 70.0	20.1 32.0	0.6 1.0
					2.862
					3.761
					3.239
					1.981
					1.686
					2.195
					2.987
					2.434
					2.264
					2.314
					2.214
					2.447

QUESTIONNAIRE (Cont 'd)

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
22. Under achiever	57.9 92.0	1.9 3.0	20.8 33.0	19.5 31.0	0.0 2.019
23. Immature	64.8 103.0	2.5 4.0	18.2 29.0	10.7 17.0	3.1 5.0 1.830
24. Hyperactive	17.6 28.0	3.1 5.0	21.4 34.0	47.2 75.0	7.5 12.0 3.145
25. Lack of confidence	71.7 114.0	0.0	22.6 36.0	3.8 6.0	0.6 1.0 1.579
26. Excessive fears	8.8 14.0	0.0	35.8 57.0	30.8 49.0	0.0 2.396
27. Insecurity	37.7 60.0	0.0	47.2 75.0	8.8 14.0	1.9 3.0 2.239
28. Anxiety	28.3 45.0	1.9 3.0	49.7 79.0	13.2 21.0	0.6 1.0 2.371
29. Dependent	54.7 87.0	0.6 1.0	28.9 46.0	6.9 11.0	3.8 6.0 1.893
30. Passive	44.7 71.0	1.9 3.0	30.2 48.0	13.2 21.0	2.5 4.0 2.044
31. Submissive	44.0 70.0	1.9 3.0	30.2 48.0	10.7 17.0	2.5 4.0 1.937
32. Mistrust	31.4 50.0	1.3 2.0	43.4 69.0	6.3 10.0	1.9 3.0 1.987
33. Low self-esteem	39.0 62.0	0.6 1.0	49.1 78.0	8.2 13.0	0.6 1.0 2.233

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
34. Guilt ridden	8.8 14.0	0.0	45.3 72.0	19.5 31.0	1.3 2.0
35. Peer conflicts (often)	28.3 45.0	18.2 29.0	43.4 69.0	5.0 8.0	2.5 4.0
36. Frequently unhappy	20.1 32.0	0.1 1.0	50.3 80.0	10.1 16.0	4.4 7.0
37. Depressed	6.9 11.0	1.3 2.0	41.5 66.0	30.8 3.0	1.9 3.0
38. Temper tantrums	18.2 29.0	14.5 23.0	35.2 56.0	20.8 33.0	1.9 3.0
39. Inattentive	68.6 109.0	1.3 2.0	15.1 24.0	10.1 16.0	1.3 2.0
40. Hostile	8.8 14.0	18.2 29.0	41.5 66.0	18.9 30.0	0.6 1.0
41. Unmotivated	47.2 91.0	2.5 4.0	26.4 42.0	8.2 13.0	2.5 4.0
42. Disobedient	31.4 40.0	40.3 64.0	18.9 30.0	1.3 2.0	4.4 7.0
43. Disruptive	28.3 45.0	38.4 61.0	23.9 38.0	4.4 7.0	2.5 4.0
44. Fights	17.6 28.0	54.7 87.0	17.6 28.0	2.5 4.0	2.5 4.0
45. Irresponsible	57.2 91.0	5.0 8.0	25.8 41.0	0.6 1.0	7.5 12.0
					1.849

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
46. Impertinence	49.1 78.0	15.7 25.0	18.9 30.0	3.1 5.0	3.8 6.0
47. Angry	31.4 50.0	4.4 7.0	47.8 76.0	10.7 17.0	1.3 2.0
48. Profane	18.9 30.0	43.4 69.0	17.6 28.0	0.6 1.0	3.8 6.0
49. Boisterous	61.0 97.0	15.7 25.0	12.6 20.0	4.4 7.0	1.3 2.0
50. Cruel	18.9 30.0	11.9 19.0	40.3 64.0	16.4 26.0	2.5 4.0
GRAND TOTAL (FR) (%)	2407.0 33.0	1036.0 14.0	2347.0 32.0	880.0 12.0	565.0 8.0

Valid Cases - 159  
Missing - 6

Frequency Value  
Often - 1  
Sometimes - 3  
Never - 5

Table IV analyzes the problems that occur 50% of the time. (See Table II.) Respondents indicating that classroom teacher should respond were 64% (RF - 1121), principal 11% (RF - 195), school counselor 15% (RF - 266), school psychologist (0), home-school coordinator 9% (RF - 165).

Problems to which the classroom teacher should respond are lying 61.0% (RF - 97), attention demanding 67.3% (RF - 107), jealousy 69.8% (RF - 111), absenteeism 8.2% (RF - 113), under achiever 64.8% (RF - 103), withdrawn, 57.9% (RF - 92), lack of confidence 71.7% (RF - 114), dependent 54.7% (RF - 87), inattentive 68.6% (RF - 109), irresponsible 57.2% (RF - 91), and boisterous 71.0% (RF - 97).

Other professionals selected by the respondents were as follows. Respondents felt that the principal should respond to problems of being timid 67.9% (RF - 108), and fights 54.7% (RF - 87). School counselors should respond to problems related to latch key 66.0% (RF - 105), blame others for problem 50.9% (RF - 81), frequently unhappy 50.3% (RF - 80). The school psychologist was not listed as one who should respond to problems occurring with this frequency. The home-school coordinator was indicated to respond to latch key concerns 51.6% (RF - 82), and abuse-neglect concerns 52.2% (RF - 83).

In assessing who should respond to over half (79.5%) of the concerns, the following information was ascertained (see Table V):

Table IV

PROBLEMS OCCURRING 50% OF TIME,

WHO SHOULD RESPOND

## QUESTIONNAIRE

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern					
	A Often	B Sometimes	C Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator	Means
1. Aggressive behavior	0.0	74.2% 118.0	0.0	0.0	0.0	0.0	0.0	0.0	1.792
2. Lying	0.0	86.2 137.0	0.0	61.0% 97.0	0.0	0.0	0.0	0.0	1.862
3. Destructiveness	0.0	77.4 123.0	0.0	0.0	0.0	0.0	0.0	0.0	2.138
4. Attention demanding	64.8 103.0	0.0	0.0	67.3 107.0	0.0	0.0	0.0	0.0	1.365
5. Frequent mood swings	0.0	76.1 121.0	0.0	0.0	0.0	0.0	0.0	0.0	2.038
6. Jealousy	0.0	76.1 121.0	0.0	69.8 111.0	0.0	0.0	0.0	0.0	2.075
7. Stealing	0.0	86.8 138.0	0.0	0.0	0.0	0.0	0.0	0.0	2.069
8. Latch key	0.0	0.0	0.0	0.0	0.0	66.0% 105.0	0.0	51.6% 82.0	1.686
9. Divorced parents	57.2 91.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.440

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern					
	A	B	C	A	B	C	D	E	
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	School Psychologist	Home-School Coordinator	
10. Drug/school usage (Parents or Child)	0.0	59.7 95.0	0.0	0.0	0.0	0.0	0.0	0.0	2.340
11. Abuse-neglect	0.0	81.8 130.0	0.0	0.0	0.0	0.0	0.0	52.2 83.0	2.094
12. Foster care	0.0	71.1 113.0	0.0	0.0	0.0	0.0	0.0	0.0	2.252
13. Suicide	0.0	0.0	83.6 133.0	0.0	0.0	0.0	0.0	0.0	2.824
14. Timid	0.0	79.9 127.0	0.0	0.0	67.9 108.0	0.0	0.0	0.0	1.824
15. Compulsive	0.0	76.1 121.0	0.0	0.0	0.0	0.0	0.0	0.0	1.925
16. Absenteeism	0.0	81.1 129.0	0.0	8.2 113.0	0.0	0.0	0.0	0.0	1.962
17. Truancy	0.0	51.6 82.0	0.0	0.0	0.0	0.0	0.0	0.0	2.447
18. Tardies	0.0	72.3 115.0	0.0	0.0	0.0	0.0	0.0	0.0	1.799
19. Blames others for his problems	0.0	65.4 104.0	0.0	0.0	0.0	50.9 81.0	0.0	0.0	1.717
20. School phobia	0.0	56.6 90.0	0.0	0.0	0.0	0.0	0.0	0.0	2.384
21. Withdrawn	0.0	85.5 136.0	0.0	57.9 92.0	0.0	0.0	0.0	0.0	2.069



QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern					
	A	B	C	A	B	C	D	E	
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	School Psychologist	Home-School Coordinator	
22. Under achiever	0.0	71.7	0.0	64.8 103.0	0.0	0.0	0.0	0.0	1.717
23. Immature	0.0	59.7 95.0	0.0	0.0	0.0	0.0	0.0	0.0	1.597
24. Hyperactive	0.0	72.3 115.0	0.0	0.0	0.0	0.0	0.0	0.0	1.799
25. Lack of confidence	0.0	83.0 132.0	0.0	71.7 114.0	0.0	0.0	0.0	0.0	1.868
26. Excessive fears	0.0	59.7 94.0	0.0	0.0	0.0	0.0	0.0	0.0	2.371
27. Insecurity	0.0	83.0 132.0	83.0 132.0	0.0	0.0	0.0	0.0	0.0	1.937
28. Anxiety	0.0	83.0 132.0	0.0	0.0	0.0	0.0	0.0	0.0	1.994
29. Dependent	0.0	79.2 126.0	0.0	54.7 87.0	0.0	0.0	0.0	0.0	1.893
30. Passive	0.0	84.3 134.0	0.0	0.0	0.0	0.0	0.0	0.0	2.019
31. Submissive	0.0	81.8 130.0	0.0	0.0	0.0	0.0	0.0	0.0	2.119
32. Mistrust	0.0	77.4 123.0	0.0	0.0	0.0	0.0	0.0	0.0	2.176
33. Low self-esteem	0.0	78.6 125.0	78.6 125.0	0.0	0.0	0.0	0.0	0.0	1.830

Types of Student Concerns	Frequency of Occurrence		Professional Who Should Address the Concern					
	A Often	B Sometimes	C Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
34. Guilt ridden	0.0	58.5 93.0	0.0	0.0	0.0	0.0	0.0	2.390
35. Peer conflicts	0.0	62.9 100.0	0.0	0.0	0.0	0.0	0.0	1.692
36. Frequently unhappy	0.0	0.0	81.1 129	0.0	0.0	50.3 80.0	0.0	0.0
37. Depressed	0.0	73.6 117.0	0.0	0.0	0.0	0.0	0.0	2.220
38. Temper tantrums	0.0	78.0 124.0	0.0	0.0	0.0	0.0	0.0	2.050
39. Inattentive	0.0	57.2 91.0	0.0	68.6 109.0	0.0	0.0	0.0	0.0
40. Hostile	0.0	76.7 122.0	0.0	0.0	0.0	0.0	0.0	2.050
41. Unmotivated	0.0	69.8 111.0	0.0	0.0	0.0	0.0	0.0	1.805
42. Disobedient	0.0	78.6 125.0	0.0	0.0	0.0	0.0	0.0	1.824
43. Disruptive	0.0	74.2 118.0	0.0	0.0	0.0	0.0	0.0	1.786
44. Fights	0.0	85.5 136.0	0.0	0.0	54.7 87.0	0.0	0.0	1.975
45. Irresponsible	0.0	72.3 115.0	0.0	57.2 91.0	0.0	0.0	0.0	1.792

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A Often	B Sometimes	C Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
46. Impertinence	0.0	83.0 132.0	0.0	0.0	0.0	0.0	0.0	0.0
47. Angry	0.0	85.5 136.0	0.0	0.0	0.0	0.0	0.0	0.0
48. Profane	0.0	72.3 115.0	0.0	0.0	0.0	0.0	0.0	0.0
49. Boisterous	0.0	79.9 127.0	0.0	61.0 97.0	0.0	0.0	0.0	0.0
50. Cruel	0.0	80.5 128.0	0.0	0.0	0.0	0.0	0.0	0.0
GRAND TOTAL (FR)	194.0	2518.0	519.0	1121.0	195.0	266.0	0.0	165.0
(%)	6.0	78.0	16.0	64.0	11.0	15.0	0.0	9.0

Valid Cases - 159  
Missing - 6  
Percent = 79.5

Table V

PROFESSIONAL WHOM RESPONDENTS INDICATED  
SHOULD RESPOND OVER 50% OF THE TIME

QUESTIONNAIRE

Types of Student	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
1. Aggressive behavior	0.0	0.0	0.0	0.0	0.0
2. Lying	61.0 97.0	0.0	0.0	0.0	0.0
3. Destructiveness	0.0	0.0	0.0	0.0	0.0
4. Attention demanding	67.3 107.0	0.0	0.0	0.0	0.0
5. Frequent mood swings	0.0	0.0	0.0	0.0	0.0
6. Jealousy	69.8 111.0	0.0	0.0	0.0	0.0
7. Stealing	0.0	0.0	0.0	0.0	0.0
8. Latch key	0.0	0.0	0.0	0.0	51.6 82.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern			
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist
9. Divorced parents	0.0	0.0	66.6 105.0	0.0
10. Drug/alcohol usage (Parents or child)	0.0	0.0	0.0	0.0
11. Abuse-neglect	0.0	0.0	0.0	52.2 83.0
12. Foster care	0.0	0.0	0.0	0.0
13. Suicide	0.0	0.0	0.0	0.0
14. Timid	0.0	67.9 108.0	0.0	0.0
15. Compulsive	0.0	0.0	0.0	0.0
16. Absenteeism	8.2 113.0	0.0	0.0	0.0
17. Truancy	0.0	0.0	0.0	0.0
18. Tardies	0.0	0.0	0.0	0.0
19. Blames others for his problems	0.0	0.0	50.9 81.0	0.0
20. School phobia	0.0	0.0	0.0	0.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern			
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist
21. Withdrawn	57.9 92.0	0.0	0.0	0.0
22. Under achiever	64.8 103.0	0.0	0.0	0.0
23. Immature	0.0	0.0	0.0	0.0
24. Hyperactive	0.0	0.0	0.0	0.0
25. Lack of confidence	71.7 114.0	0.0	0.0	0.0
26. Excessive fears	0.0	0.0	0.0	0.0
27. Insecurity	0.0	0.0	0.0	0.0
28. Anxiety	0.0	0.0	0.0	0.0
29. Dependent	0.0	54.7 87.0	0.0	0.0
30. Passive	0.0	0.0	0.0	0.0
31. Submissive	0.0	0.0	0.0	0.0
32. Mistrust	0.0	0.0	0.0	0.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern				
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
33. Low self-esteem	0.0	0.0	0.0	0.0	0.0
34. Guilt ridden	0.0	0.0	0.0	0.0	0.0
35. Peer conflicts (often)	0.0	0.0	0.0	0.0	0.0
36. Frequently unhappy	0.0	0.0	50.3 80.0	0.0	0.0
37. Depressed	0.0	0.0	0.0	0.0	0.0
38. Temper tantrums	0.0	0.0	0.0	0.0	0.0
39. Inattentive	68.6 109.0	0.0	0.0	0.0	0.0
40. Hostile	0.0	0.0	0.0	0.0	0.0
41. Unmotivated	0.0	0.0	0.0	0.0	0.0
42. Disobedient	0.0	0.0	0.0	0.0	0.0
43. Disruptive	0.0	0.0	0.0	0.0	0.0
44. Fights	0.0	54.7 87.0	0.0	0.0	0.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Professional Who Should Address the Concern			
	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist
45. Irresponsible	57.2 91.0	0.0	0.0	0.0
46. Impertinence	0.0	0.0	0.0	0.0
47. Angry	0.0	0.0	0.0	0.0
48. Profane	0.0	0.0	0.0	0.0
49. Boisterous	0.0	0.0	0.0	0.0
50. Cruel	61.0 97.0	0.0	0.0	0.0
GRAND TOTAL (FR %)	1121.0 64.0	195.0 11.0	266.0 15.0	165.0 9.0

Valid Cases - 159  
Missing - 6

Frequency Value  
Often - 1  
Sometimes - 3  
Never - 5



Classroom teachers should respond to concerns of lying 61.0 (97), attention demanding 67.3% (107), jealousy 69.8% (111), absenteeism 8.2% (113), withdrawn 57.9% (92), under achiever 64.8% (103), lack of confidence 71.7% (114), dependent 54.7% (87), inattentive 68.6% (109), irresponsibility 57.2% (91), and boisterous 61.0% (97).

The principal was indicated to need to address problems related to being timid 67.9% (108) and fights 54.7% (87). The school counselor was indicated to respond to concerns related to divorced parents 66.6% (105), student's blame of others for his problem 50.9% (81) and frequently unhappy 50.3% (80). The school psychologist was not indicated as a professional who needed to respond to these concerns. The home-school coordinator was indicated as one to respond to problems of latch key 51.6% (82) and abuse and neglect 52.2% (83).

Statistical data by category summary is as follows:

	<u>Frequency</u>	<u>Percent</u>
Classroom teacher	1121	64
Principal	195	11
School counselor	266	15
School psychologist	0	0
Home-school coordinator	165	9

Table VI addresses the question of who should respond to concerns that occur sometimes and often. The percentage of problems occurring is as follows:

	<u>Frequency</u>	<u>Percent</u>
Often	194	3
Sometimes	5218	88
Never	519	9

Table VI

WHO SHOULD RESPOND TO CONCERNS THAT  
OCCUR SOMETIMES AND OFTEN

## QUESTIONNAIRE

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A (1) Often	B (2) Sometimes	C (3) Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
1. Aggressive behavior (Bully)	0.0	74.2% 118.0	0.0	33.3% 53.0	32.1% 51.0	25.8% 41.0	5.0% 8.0	1.3% 2.0
2. Lying	0.0	86.2 137.0	0.0	61.0 97.0	6.9 11.0	27.0 43.0	4.4 7.0	0.6 1.0
3. Destructiveness	0.0	77.4 123.0	0.0	15.7 25.0	42.1 67.0	25.2 40.0	5.0 8.0	1.3 2.0
4. Attention demanding	64.8 103.0	0.0	0.0	67.3 107.0	3.1 5.0	22.6 36.0	3.8 6.0	1.3 2.0
5. Frequent mood swings	0.0	76.1 121.0	0.0	33.3 53.0	0.0	33.3 53.0	23.3 37.0	1.9 3.0
6. Jealousy	0.0	76.1 121.0	0.0	69.8 111.0	2.5 4.0	15.1 24.0	1.3 2.0	1.9 3.0
7. Stealing	0.0	86.8 138.0	0.0	18.9 30.0	37.1 59.0	30.2 48.0	5.0 8.0	4.4 7.0
8. Latch key	0.0	0.0	0.0	15.1 24.0	5.0 8.0	21.4 34.0	0.6 1.0	51.6 82.0
								3.497

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A	B	C	A	B	C	D	E
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	School Psychologist	Home-School Coordinator
9. Divorced parents	57.2 91.0	0.0	0.0	11.9 19.0	1.3 2.0	66.0 105.0	6.3 10.0	12.6 20.0
10. Drug/alcohol usage (parents or child)	0.0	59.7 95.0	0.0	3.1 5.0	3.1 5.0	40.3 64.0	7.5 12.0	25.2 40.0
11. Abuse-neglect	0.0	81.8 130.0	0.0	2.5 4.0	11.3 18.0	23.3 37.0	5.0 8.0	52.2 83.0
12. Foster care	0.0	71.1 113.0	0.0	8.8 14.0	5.0 8.0	18.9 30.0	3.1 5.0	47.2 75.0
13. Suicide	0.0	0.0	83.6 133.0	0.0	0.0	0.0	0.0	0.0
14. Timid	0.0	79.9 127.0	0.0	0.6 1.0	67.9 108.0	1.9 3.0	21.4 34.0	8.2 13.0
15. Compulsive	0.0	76.1 121.0	0.0	35.2 56.0	5.7 9.0	38.4 61.0	14.5 23.0	0.0
16. Absenteeism	0.0	81.1 129.0	0.0	8.2 113.0	39.0 62.0	10.1 16.0	0.0	36.5 58.0
17. Truancy	0.0	51.6 82.0	0.0	2.5 4.0	31.4 50.0	7.5 12.0	1.9 3.0	29.6 47.0
18. Tardies	0.0	72.3 115.0	0.0	27.7 44.0	49.1 78.0	3.1 5.0	18.2 29.0	0.0
19. Blames others for his problems	0.0	65.4 104.0	0.0	33.3 53.0	3.8 6.0	50.9 81.0	9.4 15.0	0.0
20. School phobia	0.0	56.6 90.0	0.0	14.5 23.0	1.3 2.0	30.2 48.0	27.7 44.0	0.6 1.0
								2.214

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A	B	C	A	B	C	D	E
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	School Psychologist	Home-School Coordinator
21. Withdrawn	0.0	85.5 136.0	0.0	25.2 40.0	1.9 3.0	44.0 70.0	20.1 32.0	0.6 1.0
22. Under achiever	0.0	71.7 114.0	0.0	57.9 92.0	1.9 3.0	20.8 33.0	19.5 31.0	0.0
23. Immature	0.0	59.7 95.0	0.0	64.8 108.0	2.5 4.0	18.2 29.0	10.7 17.0	3.1 5.0
24. Hyperactive	0.0	72.3 115.0	0.0	17.6 28.0	3.1 5.0	21.4 34.0	47.2 75.0	7.5 12.0
25. Lack of confidence	0.0	83.0 132.0	0.0	71.7 114.0	0.0	22.6 36.0	3.8 6.0	0.6 1.0
26. Excessive fears	0.0	59.7 94.0	0.0	8.8 14.0	0.0	35.8 57.0	30.8 49.0	0.0
27. Insecurity	0.0	0.0	83.0 132.0	0.0	0.0	0.0	0.0	0.0
28. Anxiety	0.0	83.0 132.0	0.0	28.3 45.0	1.9 3.0	49.7 79.0	13.2 21.0	0.6 1.0
29. Dependent	0.0	79.2 126.0	0.0	54.7 87.0	0.6 1.0	28.9 46.0	6.9 11.0	3.8 6.0
30. Passive	0.0	84.3 134.0	0.0	44.7 71.0	1.9 3.0	30.2 48.0	13.2 21.0	2.5 4.0
31. Submissive	0.0	81.8 130.0	0.0	44.0 70.0	1.9 3.0	30.2 48.0	10.7 17.0	2.5 4.0
32. Mistrust	0.0	77.4 123.0	0.0	31.4 50.0	1.3 2.0	43.4 69.0	6.3 10.0	1.9 3.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A	B	C	A	B	C	D	E
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	School Psychologist	Home-School Coordinator
33. Low self-esteem	0.0	0.0	78.6 125.0	0.0	0.0	0.0	0.0	0.0
34. Guilt ridden	0.0	58.5 93.0	0.0	8.8 14.0	0.0	0.0	19.5 31.0	1.3 2.0
35. Peer conflicts (often)	0.0	62.9 100.0	0.0	28.3 45.0	18.2 29.0	43.4 69.0	5.0 8.0	2.5 4.0
36. Frequently unhappy	0.0	0.0	81.1 129.0	0.0	0.0	0.0	0.0	0.0
37. Depressed	0.0	73.6 117.0	0.0	6.9 11.0	1.3 2.0	41.5 66.0	1.9 3.0	1.9 3.0
38. Temper tantrums	0.0	78.0 124.0	0.0	18.2 29.0	14.5 23.0	35.2 56.0	20.8 33.0	1.9 3.0
39. Inattentive	0.0	57.2 91.0	0.0	68.6 109.0	1.3 2.0	15.1 24.0	10.1 16.0	1.3 2.0
40. Hostile	0.0	76.7 122.0	0.0	8.8 14.0	18.2 29.0	41.5 66.0	18.9 30.0	0.6 1.0
41. Unmotivated	0.0	69.8 111.0	0.0	57.2 91.0	2.5 14.0	26.4 42.0	8.2 13.0	2.5 4.0
42. Disobedient	0.0	78.6 125.0	0.0	31.4 40.0	40.3 64.0	18.9 30.0	1.3 12.0	4.4 7.0
43. Disruptive	0.0	74.2 118.0	0.0	28.3 45.0	38.4 61.0	23.9 38.0	4.4 7.0	2.5 4.0
44. Fights	0.0	85.5 136.0	0.0	17.6 28.0	54.7 87.0	176.0 28.0	2.5 4.0	2.5 4.0

QUESTIONNAIRE (Cont'd)

Types of Student Concerns	Frequency of Occurrence		Professional Who Should Address the Concern				
	A	B	C	A	B	C	E
	Often	Sometimes	Never	Classroom Teacher	Principal	School Counselor	Home-School Coordinator
45. Irresponsible	0.0	72.3 115.0	0.0	57.2 91.0	5.0 8.0	25.8 41.0	0.6 1.0 7.5 12.0 1.849
46. Impertinence	0.0	83.0 132.0	0.0	49.1 78.0	15.7 25.0	18.9 30.0	3.1 5.0 3.8 6.0 1.686
47. Angry	0.0	85.5 136.0	0.0	31.4 50.0	4.4 7.0	47.8 76.0	10.7 17.0 1.3 2.0 2.327
48. Profane	0.0	72.3 115.0	0.0	18.9 30.0	43.4 69.0	17.6 28.0	0.6 1.0 3.8 6.0 1.799
49. Boisterous	0.0	79.9 127.0	0.0	61.0 97.0	15.7 25.0	12.6 20.0	4.4 7.0 1.3 2.0 1.541
50. Cruel	0.0	80.5 128.0	0.0	18.9 30.0	11.9 19.0	40.3 64.0	16.4 26.0 2.5 4.0 2.415
GRAND TOTAL (FR) (%)	194.0 3.0	5218.0 88.0	519.0 9.0	2357.0 35.0	1044.0 16.0	2008.0 30.0	764.0 11.0 542.0 8.0

Valid Cases - 159  
Missing - 6

Frequency	Value
Often	- 1
Sometimes	- 3
Never	- 5

According to this data the majority of the concerns identified should be addressed by the classroom teacher or the school counselor. Of these two professionals, the classroom teacher received 35% (FR - 2357) and the school counselor 30% (RF - 2008), and were identified as the professionals who should respond to the concerns.

Other professionals who should address these concerns received the following value, principal 16% (RF - 1044), school psychologist 11% (RF - 764), home-school coordinator 8% (RF - 542).

## CHAPTER V

## Summary, Conclusion, Recommendations

The purpose of this study was to assess whether there is a need for counselors in the elementary schools of Bellevue Public Schools. Review of related literature revealed consistent support from authorities for counselors in the elementary schools. Many felt that this was essential in order to avert future problems as many problems exhibited by children during the elementary school years are moderately good predictors of related problems in adulthood.

The first section of this study assessed the types of student concerns and the frequency to which the respondents felt they occur in the elementary schools of Bellevue Public Schools. The study revealed that 15% of the concerns presented occur often, 68% occur sometimes, and 17% of these concerns never occurred.

The second part of the study was to identify the professional who could best assist the classroom teacher resolve the concerns or problems. Professionals included the classroom teacher, principal, school counselor, school psychologist and home-school coordinator as possible options. The data reveals that for problems occurring most frequently, the classroom teacher should be the person to solve children's problems.

A review of all of the concerns to determine which professional should respond revealed that respondents indicated that the classroom teacher respond 33%, principal 14%, school



psychologist 12%, and home-school coordinator 8%. There is no clear majority opinion as to the professional who should respond to the problems, however, it is significant that the classroom teacher and the school counselor assumed a commanding lead in the number of responses to these concerns.

In assessing which professional should respond, over 50% of the time, the classroom teacher received 64%, the principal 11%, the school counselor 15%, home-school coordinator 9% and psychologist 0%. It was clear that respondents felt the classroom teacher was the professional who should respond to problems over 50% of the time.

The final analysis assessed who should respond to concerns that occur sometimes and often. The classroom teacher received 35%, principal 16%, school counselor 30%, school psychologist 11%, home-school coordinator 11%. The findings in this data are very similar to that provided from assessing who should respond to the total number of concerns. The results of these findings were classroom teacher 33%, principal 14%, school counselor 32%, school psychologist 12%, home-school coordinator 8%.

### Conclusion

Contrary to the writer's expectations, there was no majority opinion to support the need for counselors in the elementary schools of Bellevue Public Schools. Data tends to indicate that both the elementary school teacher and the school counselor should address concerns or problems in this

district. This study also revealed that the respondents see little need for intervention by other professionals.

#### Recommendations

1. Classroom teachers should be advised of the specific functions of resource personnel in the district so as to better utilize their services.

2. An additional study that deals with specific guidance functions should be considered.

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## REFERENCES

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## APPENDIX A

ASSESSMENT OF THE NEED FOR COUNSELOR SERVICES  
IN THE ELEMENTARY SCHOOLS OF BELLEVUE PUBLIC SCHOOLS

Instructions

1. If you participated in the counseling workshops conducted by the Child Savings Institute, mark Numeric Grid, Section one, Number one.  
If you did not participate in this workshop, mark Numeric Grid, Section one, zero.
2. Test A - Record your responses to the list of more or less frequent problems or concerns children bring to school or experience in school on Test A. Mark the frequency to the extent, in your judgment, the problem or concern exists in your classroom or school as:  
A - often  
B - sometimes  
C - never
3. Test B - For Test B, return to the list of problems or concerns. For every response marked often or sometimes, select the profession that should or could best assist with the concern or problem.  
Mark A \_\_\_\_\_ Classroom Teacher  
B \_\_\_\_\_ Principal  
C \_\_\_\_\_ School Counselor  
D \_\_\_\_\_ School Psychologist  
E \_\_\_\_\_ Home-School Coordinator  
Record your responses under the Test B section
4. Please return the completed answer sheet and the questionnaire to your principal's office.





# QUESTIONNAIRE (Cont'd)

Test A

Test B

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A Often	B Sometimes	C Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
16. Absenteeism								
17. Truancy								
18. Tardies								
19. Blames others for his problems								
20. School phobia								
21. Withdrawn								
22. Under achiever								
23. Immature								
24. Hyperactive								
25. Lack of confidence								
26. Excessive fears								
27. Insecurity								
28. Anxiety								
29. Dependent								
30. Passive								
31. Submissive								
32. Mistrust								
33. Low self-esteem								
34. Guilt ridden								
35. Peer conflicts (often)								

# QUESTIONNAIRE (Cont'd)

Test A

Test B

Types of Student Concerns	Frequency of Occurrence			Professional Who Should Address the Concern				
	A Often	B Sometimes	C Never	A Classroom Teacher	B Principal	C School Counselor	D School Psychologist	E Home-School Coordinator
36. Frequently unhappy								
37. Depressed								
38. Temper tantrums								
39. Inattentive								
40. Hostile								
41. Unmotivated								
42. Disobedient								
43. Disruptive								
44. Fights								
45. Irresponsible								
46. Impertinence								
47. Angry								
48. Profane								
49. Boisterous								
50. Cruel								

# GENERAL ANSWER SHEET TYPE A

FRONT PAGE (SIDE NO. 1)

TEST-MARKING DIRECTIONS: Use a No. 2 pencil.  
Fill in response-oval completely. Mark only one oval  
per question. If you change your mind, erase your first  
mark completely, then make new mark. Examples

X ☐ A ☒ B ☐ C ☐ D ☐ E Y ☐ A ☐ B ☐ C ☐ D ☒ E

## TEST A

- 1 ☐ A ☐ B ☐ C ☐ D ☐ E
- 2 ☐ A ☐ B ☐ C ☐ D ☐ E
- 3 ☐ A ☐ B ☐ C ☐ D ☐ E
- 4 ☐ A ☐ B ☐ C ☐ D ☐ E
- 5 ☐ A ☐ B ☐ C ☐ D ☐ E
- 6 ☐ A ☐ B ☐ C ☐ D ☐ E
- 7 ☐ A ☐ B ☐ C ☐ D ☐ E
- 8 ☐ A ☐ B ☐ C ☐ D ☐ E
- 9 ☐ A ☐ B ☐ C ☐ D ☐ E
- 10 ☐ A ☐ B ☐ C ☐ D ☐ E
- 11 ☐ A ☐ B ☐ C ☐ D ☐ E
- 12 ☐ A ☐ B ☐ C ☐ D ☐ E
- 13 ☐ A ☐ B ☐ C ☐ D ☐ E
- 14 ☐ A ☐ B ☐ C ☐ D ☐ E
- 15 ☐ A ☐ B ☐ C ☐ D ☐ E
- 16 ☐ A ☐ B ☐ C ☐ D ☐ E
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- 44 ☐ A ☐ B ☐ C ☐ D ☐ E
- 45 ☐ A ☐ B ☐ C ☐ D ☐ E
- 46 ☐ A ☐ B ☐ C ☐ D ☐ E
- 47 ☐ A ☐ B ☐ C ☐ D ☐ E
- 48 ☐ A ☐ B ☐ C ☐ D ☐ E
- 49 ☐ A ☐ B ☐ C ☐ D ☐ E
- 50 ☐ A ☐ B ☐ C ☐ D ☐ E

## TEST B

- 51 ☐ A ☐ B ☐ C ☐ D ☐ E
- 52 ☐ A ☐ B ☐ C ☐ D ☐ E
- 53 ☐ A ☐ B ☐ C ☐ D ☐ E
- 54 ☐ A ☐ B ☐ C ☐ D ☐ E
- 55 ☐ A ☐ B ☐ C ☐ D ☐ E
- 56 ☐ A ☐ B ☐ C ☐ D ☐ E
- 57 ☐ A ☐ B ☐ C ☐ D ☐ E
- 58 ☐ A ☐ B ☐ C ☐ D ☐ E
- 59 ☐ A ☐ B ☐ C ☐ D ☐ E
- 60 ☐ A ☐ B ☐ C ☐ D ☐ E
- 61 ☐ A ☐ B ☐ C ☐ D ☐ E
- 62 ☐ A ☐ B ☐ C ☐ D ☐ E
- 63 ☐ A ☐ B ☐ C ☐ D ☐ E
- 64 ☐ A ☐ B ☐ C ☐ D ☐ E
- 65 ☐ A ☐ B ☐ C ☐ D ☐ E
- 66 ☐ A ☐ B ☐ C ☐ D ☐ E
- 67 ☐ A ☐ B ☐ C ☐ D ☐ E
- 68 ☐ A ☐ B ☐ C ☐ D ☐ E
- 69 ☐ A ☐ B ☐ C ☐ D ☐ E
- 70 ☐ A ☐ B ☐ C ☐ D ☐ E
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- 87 ☐ A ☐ B ☐ C ☐ D ☐ E
- 88 ☐ A ☐ B ☐ C ☐ D ☐ E
- 89 ☐ A ☐ B ☐ C ☐ D ☐ E
- 90 ☐ A ☐ B ☐ C ☐ D ☐ E
- 91 ☐ A ☐ B ☐ C ☐ D ☐ E
- 92 ☐ A ☐ B ☐ C ☐ D ☐ E
- 93 ☐ A ☐ B ☐ C ☐ D ☐ E
- 94 ☐ A ☐ B ☐ C ☐ D ☐ E
- 95 ☐ A ☐ B ☐ C ☐ D ☐ E
- 96 ☐ A ☐ B ☐ C ☐ D ☐ E
- 97 ☐ A ☐ B ☐ C ☐ D ☐ E
- 98 ☐ A ☐ B ☐ C ☐ D ☐ E
- 99 ☐ A ☐ B ☐ C ☐ D ☐ E
- 100 ☐ A ☐ B ☐ C ☐ D ☐ E

GRID-MARKING

EXAMPLE

NUMERIC GRID

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

SEX

☐ Male  
☐ Female

DATE OF  
BIRTH

Mo. Day Yr.  
19

NAME GRID

First Name

Last Name

PRINT NAME

## REAR PAGE (SIDE NO. 2)

TEST F

101	A	B	C	D	F	251	A	E	C	D	F	201	A	B	C	D	F	751	A	E	C	D	F
102	A	B	C	D	F	252	A	E	C	D	F	202	A	B	C	D	F	752	A	B	C	D	F
103	A	B	C	D	F	253	A	B	C	D	F	203	A	B	C	D	F	753	A	B	C	D	F
104	A	B	C	D	F	254	A	B	C	D	F	204	A	B	C	D	F	754	A	B	C	D	F
105	A	B	C	D	F	255	A	B	C	D	F	205	A	B	C	D	F	755	A	B	C	D	F
106	A	B	C	D	F	256	A	B	C	D	F	206	A	B	C	D	F	756	A	B	C	D	F
107	A	B	C	D	F	257	A	B	C	D	F	207	A	B	C	D	F	757	A	B	C	D	F
108	A	B	C	D	F	258	A	B	C	D	F	208	A	B	C	D	F	758	A	B	C	D	F
109	A	B	C	D	F	259	A	B	C	D	F	209	A	B	C	D	F	759	A	B	C	D	F
110	A	B	C	D	F	260	A	B	C	D	F	210	A	B	C	D	F	760	A	B	C	D	F
111	A	B	C	D	F	261	A	B	C	D	F	211	A	B	C	D	F	761	A	B	C	D	F
112	A	B	C	D	F	262	A	B	C	D	F	212	A	B	C	D	F	762	A	B	C	D	F
113	A	B	C	D	F	263	A	B	C	D	F	213	A	B	C	D	F	763	A	B	C	D	F
114	A	B	C	D	F	264	A	B	C	D	F	214	A	B	C	D	F	764	A	B	C	D	F
115	A	B	C	D	F	265	A	B	C	D	F	215	A	B	C	D	F	765	A	B	C	D	F
116	A	B	C	D	F	266	A	B	C	D	F	216	A	B	C	D	F	766	A	B	C	D	F
117	A	B	C	D	F	267	A	B	C	D	F	217	A	B	C	D	F	767	A	B	C	D	F
118	A	B	C	D	F	268	A	B	C	D	F	218	A	B	C	D	F	768	A	B	C	D	F
119	A	B	C	D	F	269	A	B	C	D	F	219	A	B	C	D	F	769	A	B	C	D	F
120	A	B	C	D	F	270	A	B	C	D	F	220	A	B	C	D	F	770	A	B	C	D	F
121	A	B	C	D	F	271	A	B	C	D	F	221	A	B	C	D	F	771	A	B	C	D	F
122	A	B	C	D	F	272	A	B	C	D	F	222	A	B	C	D	F	772	A	B	C	D	F
123	A	B	C	D	F	273	A	B	C	D	F	223	A	B	C	D	F	773	A	B	C	D	F
124	A	B	C	D	F	274	A	B	C	D	F	224	A	B	C	D	F	774	A	B	C	D	F
125	A	B	C	D	F	275	A	B	C	D	F	225	A	B	C	D	F	775	A	B	C	D	F
126	A	B	C	D	F	276	A	B	C	D	F	226	A	B	C	D	F	776	A	B	C	D	F
127	A	B	C	D	F	277	A	B	C	D	F	227	A	B	C	D	F	777	A	B	C	D	F
128	A	B	C	D	F	278	A	B	C	D	F	228	A	B	C	D	F	778	A	B	C	D	F
129	A	B	C	D	F	279	A	B	C	D	F	229	A	B	C	D	F	779	A	B	C	D	F
130	A	B	C	D	F	280	A	B	C	D	F	230	A	B	C	D	F	780	A				