

CLAYMONT MIDDLE SCHOOL CLUSTER COUNSELING PROJECT
FOR SCHOOL RELATED DELINQUENCY PREVENTION

A Project Evaluation

Submitted

to the

Prevention Committee

of the

Delaware Criminal Justice Planning Commission

Susan C. Manasse

Monitoring/Evaluation Unit - DCJPC

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58577

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ACQUISITIONS

PROJECT INFORMATION

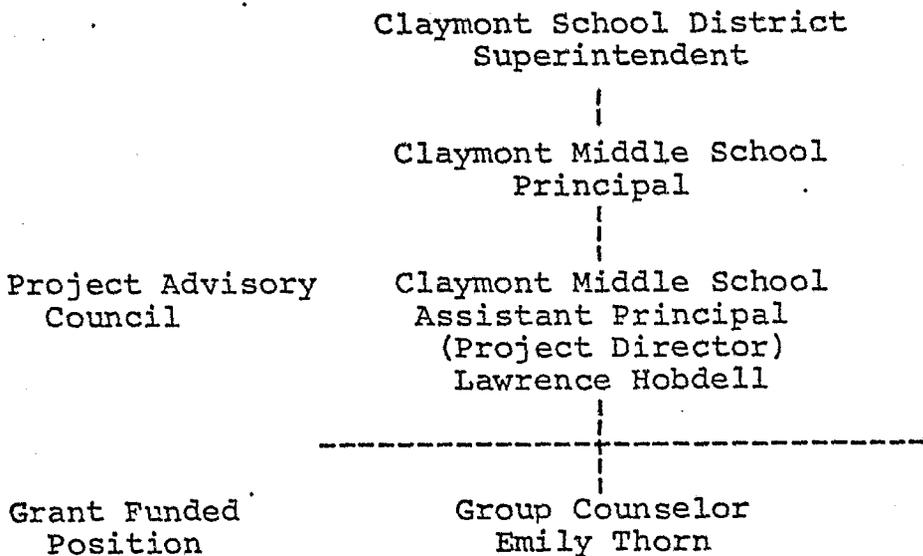
General:

Subgrant Title: Claymont Middle School Cluster
Counseling Project for School
Related Delinquency Prevention
Subgrant Number: 75-103
Implementing Agency: Claymont School District
Project Director: Lawrence A. Hobdell
Project Period: July 1, 1976 through April 29, 1977

Budget:

<u>Category</u>	<u>Federal</u>	<u>Match</u>	<u>Total</u>
Personnel	\$3,634	\$403	\$4,037
Supplies	54	6	60
Equipment	621	69	690
TOTAL	\$4,309	\$479	\$4,780

Organization:



I. INTRODUCTION

In April 1976, the Supervisory Board of the Delaware Criminal Justice Planning Commission (then the Delaware Agency to Reduce Crime) awarded \$4,309 in federal funds to the Claymont School District for implementation of the Middle School Cluster Counseling Project for School Related Delinquency Prevention.

The purpose was to:

"...reduce and ultimately eliminate the need for Family Court referrals thorough the utilization of a preventive group counseling strategy. Areas of concentration [were to] include attitudes toward self and school, resulting in a reduced number of unauthorized class absences, truancies and disruptive behavior."¹

The target group selected to receive project services consisted of one-half of the 1976-1977 sixth grade class at the Claymont Middle School. Students were selected on a random basis. Those not selected served as a control group.

The project utilized an Adlerian approach to counseling. Adlerian therapy is based upon the concept that improvement of an individual's self-esteem and self-concept will strengthen social cooperation and involvement. According to Adlerian psychology:

Every child behaves purposefully. His purposes may or may not be known to him. When they become evident [to the therapist] they may just seem illogical... But insight into these purposes serves as a guide to understanding the child.²

¹ Subgrant 75-103, an application submitted to the Delaware Agency to Reduce Crime, February 4, 1976, page 9.

² Bronia Grunwald, a paper presented at the annual meeting of the American Society of Adlerian Psychology, Chicago, Illinois, May 8, 1955, page 15. Reprinted from the American Journal of Adlerian Psychology, Vol. XI, No. 2, 1955. Published and copyright, 1955, by the American Society of Individual Psychology, Inc. Alfred Adler Institute, 159 N. Dearborn St., Chicago, IL 60601.

Once the therapist understands the particular behavior, s/he attempts to provide the same insight to the child. The reasons for the behavior must ... "be discussed with, understood and accepted by the child..."³ before change(s) can occur. In other words, once a child understands why s/he behaves as s/he does, the child's behavior will change and become more socially acceptable.

DCJPC funds were utilized 1) to employ a grant counselor on a part-time basis, 2) for supplies needed for reproduction of the testing instruments used for determining project impact, 3) for a cassette tape recorder and tapes to record counseling sessions so that they could later be refined, and 4) for furniture needed to equip the counseling room.

Only one subgrant was awarded to the school district. The project's short life span was not reflective of the project's operation and/or its impact but rather due to a decision made by DCJPC in 1976 to fund those projects that could demonstrate a direct relationship between their clientele and criminal justice system contact. The rationale behind this decision stemmed as a result of decreasing LEAA funds made available to the state, thus, the desire was to concentrate funds upon those known to be involved with the system and inability to demonstrate a definite causal relationship between prevention projects generally and a reduction of crime. Essentially, DCJPC shifted its attention from prevention programs to diversion projects.

³ Bronia Grunwalk, A paper presented at the annual meeting of the American Society of Adlerian Psychology, Chicago, Illinois, May 8, 1954, Page 20.

The approach taken during the course of this evaluation was to review DCJPC project files and to conduct interviews with persons associated with the project.

The purpose of this report is to provide the Supervisory Board and other interested parties with information concerning this project. The cost of the project in relationship to the number served and the experimental nature of the project were of particular interest to DCJPC staff. In that project activities were concluded eighteen months ago, recommendations were not made.

II. PROJECT IMPLEMENTATION AND OPERATION

Following the receipt of the award notice, the Claymont School District appointed an Advisory Council for the project consisting of the Project Director, the Director of Pupil Personnel, and one of the School's Guidance Counselors. The Advisory Council's responsibilities were as follows:

- a) to serve as the interviewing and selection committee for employment of the group counselor
- b) to provide direction to the project
- c) To conduct an innovative evaluation at the close of the project.

On August 7, 1976, the project employed Ms. Emily Thorn to serve as the group counselor. Ms. Thorn's qualifications for the position included an M.Ed from the University of Delaware in psychology, additional graduate coursework from the University of South Carolina, West Virginia University and the University of Delaware and counseling experience(s) in both public and private agencies.

The Claymont Middle School staff and faculty received orientation to the project on September 7, 1976, an in-service day prior to the opening of school. At that time, Ms. Thorn disseminated pertinent information and materials concerning the project, its procedures and purposes.

III. PROJECT OBJECTIVES AND THEIR ACCOMPLISHMENTS

Project objectives and the accomplishments in relationship to them were as follows:

1. To select one-half of the 1976-77 sixth grade class as project participants.

In September 1976, 120 children were selected at random to receive project services. The children were assigned to groups. There were ten children in each group and a total of twelve groups were established. The only "arranging" done was to ensure that each group contained a fairly equal distribution of boys to girls.

2. To administer a pre-test to all sixth graders.

In September 1976, the entire sixth grade class was tested to determine their individual self-conception. The Self Esteem Inventory Form A School/Academic Subscale was the testing instrument utilized. The same test was administered to all students at the conclusion of the counseling sessions and test scores were compared with the results of the pre-test for both the control group and the group that received counseling.

3. To initiate counseling sessions on or before the first week of October 1976.

Counseling sessions began the first week in October. Each of the twelve groups participated in a total of eighteen sessions.

The sessions were concluded on March 18, 1977. A very extensive final report was written by the group counselor which described the counseling sessions and certain case studies. (A copy of the entire report is on file in the DCJPC office). The Appendix contains brief descriptions of the content of each week's session.

4. To administer a post-test to the entire sixth grade and compile the results.

The post-test was administered to the sixth grade on March 21, 1977, three days following the conclusion of group counseling sessions. An analysis of both pre-and post test results is included in the next section.

IV. PROJECT IMPACT

Two specific standards were utilized in determining project success. These standards and the project's progress in attaining them were as follows:

1. To significantly improve the concept of school/academic endeavors and the total self-concept of the sixth graders that participated in the program by a comparison of pre- and post-test responses on the Self-Esteem Inventory, Form A.

Results of Self Esteem Inventory for the sixth grade participants are reported in Table I on the following page.

In terms of their self-concept scores, the counselled groups increased an average of 3.1 points. As the table indicates, only two of the twelve groups' scores decreased. With respect to their school/academic scores, project participants on the average remained essentially the same.

TABLE I

Summary and Evaluative Findings
on the
Self-Esteem Inventory Form A **

Group	Self Concept			School Academic		
	Sept. 1976	March 1977	Net Change	Sept. 1976	March 1977	Net Change
1	60.8	58.4	-	4.6	4.5	*
2	58.4	63.7	+	4.4	4.3	+
3	70.2	69.6	*	4.6	5.0	+
4	70.8	67.5	-	5.3	5.0	-
5	68.0	74.8	+	5.3	5.0	-
6	67.3	67.5	*	4.8	4.5	-
7	72.4	77.3	+	5.6	5.5	*
8	63.5	73.1	+	5.1	5.0	*
9	70.7	78.5	+	5.0	4.8	-
10	73.2	75.8	+	5.6	5.5	*
11	74.6	77.0	+	5.3	5.2	*
12	59.1	60.2	*	4.3	3.7	-
Avg.	67.4	70.3	+	5.0	4.8	*

** Compiled from the "Final Report on the Middle School Cluster Counseling Program".

* Indicates no significant change.

Table II, illustrates the comparison of average scores of the test and control groups.

TABLE II

Self Esteem Inventory Average Scores*

	General Self-Esteem Inventory Range		School Academic Self-Esteem Inventory Range	
	Sept. 1976	March 1977	Sept. 1976	March 1977
Test Group	67.4	70.3	4.9	4.8
Control Group	69.6	71.5	5.0	4.5

* Compiled from the "Final Report on the Middle School Cluster Counseling Program", p. 37.

The General Self-Esteem Inventory average scores of the control group increased by 1.9 points; the group receiving counseling increased by 2.9. Due to the slight difference in score increases, it would be difficult to unequivocally state that the project had a measurable effect on its students as measured by the Self-Esteem Inventory.

In terms of the school/academic scores, the comparison reveals that the counseled group's average scores dropped .1; the control group's scores dropped by an even greater number of points (5.0).

Further analysis of test scores was presented in the project's final report which broke down average scores of the counselled

group and the control groups by sex. These findings are presented in Table III.

TABLE III
Comparison of Average Scores by Sex *

	General Self Esteem Inventory				School Academic Self Esteem Inventory			
	Average Scores				Average Scores			
	Boys N=56		Girls N=54		Boys N=62		Girls N=30	
	Sept. 1976	March 1977	Sept. 1976	March 1977	Sept. 1976	March 1977	Sept. 1976	March 1977
Counseled Group	66.7	72.4	68.4	68.1	4.8	4.9	5.1	4.7
Control Group	70.4	72.0	67.9	70.2	5.0	4.6	5.0	4.5

* Compiled from the "Final Report of the Middle School Cluster Counseling Program", pg. 37.

Boys in the counselled group increased their General Self Esteem Inventory by an average of six points; boys in the control group increased their scores by only two points. The scores of girls in the group counselled remained about the same; the scores of those in the control group increased by approximately two points.

Based upon the analysis of the pre- and post testing of Claymont Middle School sixth graders, it is virtually impossible to state any conclusive evidence that the project had a demonstrable impact upon its clientele vis a vie the Self-Esteem Inventory, Form A subscale.

2. To collect identifiable categories of data on all sixth graders during the semester.

Categorical data concerning absences, tardiness and grade averages was collected. Table IV summarizes the results of that data collection.

TABLE IV

Comparison of Absences, Tardiness and Grade Averages*
Between the Counsellled and Control Groups
September 1976 through March 1977

Category	Counsellled Group	Control Group
	Percentage w/i Group	Percentage w/i Group
Three or less absences	54.5	48.9
Three or less lateness	80.0	83.7
Grade Averages of 2.5 or better	51.8	44.5

* Compiled from the Final Report of the Middle School Cluster Counseling Program".

As the table indicates, the group which received project services scored better in two of the three categories than the control group. The final report also noted that the counsellled group had 22 percent fewer referrals to the school office for disturbances than the same group had had for the year previous to project implementation. (Similar data for the control group was not available.)

2. Family Court Data.

Data relative to the number of referrals made to the Family Court was not available. Thus, it could not be determined whether the project had had an impact on this ultimate goal.

V. RELATIONSHIP TO PLAN OBJECTIVES

This project addressed the 1975 Comprehensive Plan's Community Crime Prevention program area. The specific objective which this project addressed was "to improve the quality and scope of services available"⁴ to youth.

Although the DCJPC planning objective was not quantifiable, by nature of the project's existence, the objective was attained. The Claymont Middle School Cluster Counseling Project did expand the scope of services to youth in that area. The project provided services that heretofore had not been provided by the school due to the unavailability of necessary funds. Counseling had been provided by the Guidance Department but services on the whole were not as intense as those provided by the project.

VI. CONCLUSIONS

As a result of this evaluation, the following was concluded:

1. The project performed well. It met all of its timetables and stated performance and implementation objectives.
2. There was statistical evidence to demonstrate that particularly the boys in the experimental group fared better than the boys in the control group in terms of their self-esteem.

⁴ 1975 Comprehensive Plan, Delaware Agency to Reduce Crime, as revised September 17, 1976, Wilmington, Delaware, pg. 399.

3. Teachers and school administrators were very enthusiastic about the project.

5. An attempt to measure project impact based upon scores tabulated on the Self-Esteem Inventory may or may not measure changes in the attitudes of project participants.

APPENDIX A

Class Program Outlines

THE GROUP COUNSELING PROGRAM (Continued)

12 Outlines of the Program and Some Case Studies

MONDAY FIRST - PERIOD COUNSELING GROUP It is important to read this report before the other eleven, as it will be written the most fully.
 Enrollees: Denise A., Wesley B., Joanne B., Alecia J., Charlene-K., Gary H., Dee O., Penny W., and Richard W. also Kevin T. who moved out of town in Jan.

- 10/4 - First Session - Leader brought enrollees to Counseling Room from Study Hall and explained what the program was about: to learn more about human behavior (psychology) and to learn to make the best decisions we can based on our knowledge; also to learn to help one another and to make things better for all together. We'll discuss and try to solve problems. We'll also take plenty of time to get along together and have a pleasant time together. Since the students had thought this was a study hall, the leader gave them time to finish their homework this time, announcing that after this, this time each week would be Counseling Group time. It was also announced that the program would end in February. It was also explained that the students were chosen at random and not for special problems they might have, so that all could learn to get along together and help one another. The children revealed immediately their usual (?) responses to new situations-- some argued, some asked lots of questions, some acted pleased, some acted put out, some wanted to bring up problems immediately, some were shy, etc., some started little skirmishes with each other. Most chose to finish homework. Several told me about themselves-- liked things at home, liked to baby sit, had complaints about home, had complaints about school, etc. This just about describes most of the rest of the initial sessions for the other groups. For the other groups, only additions to this information, or differences, will be recorded in those sections, for the sake of saving space.
- 10/11 - Besides getting further acquainted, we discussed why people do what they do in groups, i.e. interrupt, have conversations on the side, hit and tussle, etc., and made guesses as to why people do these things. There were many recognitions of "why," although this didn't necessarily stop the given behavior. Then the counselor introduced the "Ten About Me" game, (see p. 25 in 100 WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM - adapted from this Autobiography Game), in which each person wrote down on his own paper ten things that described himself-- looks, personality, favorite activities, etc. Then each one read his list and everyone else was permitted to add to his own list any descriptions that also fitted himself that he got from another's list, till we saw how long our lists became. The leader then collected and saved these papers. We also made "permanent" name cards so that the leader-counselor could learn names and the other children who needed to, and we also played the name game (p. 6 in 100 WAYS) to learn names and have a good time. These activities for names were also used in all the other groups.
- 10/18 - The counselor brought out several Poster Ad Books (Argus 1977 Poster Catalogues) and the group discussed making posters to decorate the bare walls of the Counseling Room (the group sat around two tables put together in the middle of the room) Using ideas from the Catalogues the students made drafts of posters on scratch paper, using slogans borrowed from the catalogue posters or slogans and pictures from their own ideas. The counselor said the slogans should be "inspiring" and not "put down" of people or of life, because we could all use an "up lift." The students agreed to this. After working on the drafts, the students played out a Dilemma from GETTING IT TOGETHER, p. 82, entitled "Should I Tell?" by discussing and answering the questions about the dilemma. When they were leaving, the counselor discovered that some one who left had taken away one of the Catalogues. Two other students promised to try to find the catalogue. The counselor said it was not necessary to tell on the student who took it; just get the catalogue back. The two students came back with it a bit later in the morning, saying it had been found out in the hall on the floor. (See Case Studies at end of this report)
- 10/25 - Began to work on final posters, using colored construction paper and crayons. Then did the "Alligator River" story in VALUES CLARIFICATION, p. 282, so that each student could take the life line or low line and judge the characters' behavior.

THE GROUP COUNSELING PROGRAM (C. Inued)

12 Outlines of the Program and Some Case Studies

MONDAY FIRST-PERIOD COUNSELING GROUP (Continued)

This permitted them to hear different ideas and to respect different ideas. It also gave the opportunity to discuss what is moral behavior. The counselor saved their lists for future use.

- 11/1 - The students wanted to begin by telling about their Hallowe'en adventures, which we did. However, the students had a very difficult time listening to one another. Each one wanted to be "at the center," with the exception of some more retiring ones who also deplored the chaos. We talked about what students do with an informal situation when no one "controls" but themselves. We talked about what it would be like if each one felt responsible for how things go.... Work on the posters was then continued.
- 11/8 - Worked on posters. Counselor pointed out that gum wrappers had been left on the floor last time. We had decided we could chew gum if we didn't litter. Students resolved to clean up before leaving after this. The counselor then brought out the students' "Ten About Me" sheets and shuffled them and read each one anonymously so that the group could guess whom it described. This produced group spirit and attention. The counselor then began the Public Interview game (p. 139 in VALUES CLARIFICATION), interviewing first Joanne B. This was well attended to, although most of the others wished that they, too, could be interviewed almost immediately. Again, everyone wanted to be "center."
- 11/15 - The posters were completed and taped up on the wall. The Alligator River votes were scored. Sinbad was seen as the worst behaved, Slug next, Abigail next, Ivan next, and Gregory next. Greg, who did no wrong, but who spurned his friend who did, was seen therefore as the best behaved. Ivan, who refused to get involved, was seen as next best. Abigail, who stole for a friend, but who wanted very much to help him, was next. Slug, who beat up the friend who spurned Abigail, came next. And Sinbad, who bribed Abigail to steal in order for him to help her, was seen as the worst. However, we all agreed that no one on this list was error-free and that it was a hard list to formulate. The opportunity to discuss and even disagree without putting one another down was a good one for the group. They also got a chance to think about moral solutions. Because there had been so much eagerness for everyone to talk at once, one of the students had suggested that we have conversations in two's or in smaller groups. We took up this suggestion and formed two's (diads) to do the exercise "Something Special" on p. 32 of 100 WAYS. (Each one found out some special things about his partner and then after five minutes each one told this about the partner.) We closed with playing "Magic Box" (p. 42 in 100 WAYS.) For this the leader made and brought in a box which revealed a mirror when you opened the lid. Each student looked into the box in turn in order to discover "the most important person in the world," and a group "announcer" announced the surprised reaction and remarks of each in turn. We put some of this on tape.
- 11/22 - We found we had to redo the first part of last week's tape. We did this and played back all that we had done. We did more Something Special diads. A cabinet in the room had a combination lock that didn't work but that many children want to play with, especially one of the least cooperative children. The counselor gave everyone time to examine the lock. One student who had not finished had a chance to finish her poster. The teacher had also taken a tally of how all the groups together rated the characters in ALLIGATOR RIVER and this tally was posted.
- 11/29 - We began to play "Getting to Know You" on p. 37 of 100 WAYS. One person would ask another six of the questions and the other would answer. Each couple picked successors, until everyone had had a chance to ask and to answer six of the questions. They were questions about oneself. This game continued for several sessions till everyone had had a turn. The children got a chance to read aloud and to reply. They liked this. They were caused to think about their lives and to share how they felt. This is likely to lead to further thought later. It

12 Outlines of the Program and Some Case Studies

MONDAY FIRST-PERIOD COUNSELLING GROUP (Continued)

happened that for this session the four boys were absent. We took the opportunity to have "girl" talk, according to the girls. We talked about dropping out of school early and why,-- choosing a mate,-- what kind of husband a woman would like,-- why girls should get a good education, etc. Several of the girls KNEW what kind of husband and father for their children they wanted, based on what they WISHED they had at home. It also followed what kind of maturity might be asked of them for these tasks.....

12/6 - We asked the boys where they had been the week before. Several were home sick. The one or two who proved to be "uncooperative" in general, seemed to have "cut." One of these two did not cut after this. In order to develop more sense of belonging to the group and of cooperating with one another, we developed a new game based on a T.V. game called "Tattle Tales." In this game people pair off and interview each other on a given topic. Then, for the game, they have to answer "yes" or "no" to questions on this topic, regarding how their partner would answer. Then their partner answers. If both answer the same they score. We kept score by couples. This went over well. At first the counselor devised the questions for each subject. Gradually some of the students devised some of the questions. This was a very good cooperation game and it also brought out thoughts and opinions from the students about their lives. We also decided at this meeting to make Christmas cards for one another and commenced to work on these, with colored construction paper and crayons. This brought out enthusiasm.

12/13 - After taking up personal problems that students wished to solve, we played more Tattle Tales. Then the group was asked to plan the rest of the session, in order to give them more experience in taking responsibility for planning. Games were chosen, such as finding as many words as possible in the word Christmas. A drawing contest was held with students competing for first place in making drawings on the black boards. The students set up their own judges for this and carried it out quite well and abided by the decisions without quarreling. The students also decided to exchange name slips for giving out Christmas presents and they did this, doing quite well organizing and running it.

12/20 - This was Christmas party day. We exchanged gifts and played various games. We discussed Christmas and how we feel about surprises and how we set up surprises. The counselor brought in several gifts for those who forgot. One boy was extremely surprised and pleased to receive a book of his very own. This was a boy who came to class very poorly dressed and quite belligerent but who seemed to desire friends and approval very much. He is the one whose family left the district right after Christmas so he did not return to the group. The other belligerent boy appreciated very much receiving a gift. He was very susceptible to attention from the counselor but could not get along at all with the other students. He was easily discouraged and angered and prone to revenge.

1/3 - We discussed New Year's resolutions, using a hidden tape to record this, as per earlier request of the students. Some tried to get passes to go to the bathroom, and otherwise disrupted. We discussed why. An attempt was made by the students to appoint their own chairman. They chose one. We discussed school rules. We discussed making excuses for not obeying school rules and why. We made self-evaluation profiles-- For these profiles each student rated himself on four continuum lines for 1975, 1976, and the guesses about the coming 1977, on Getting Along With Friends, Getting Along With Teachers, Doing School Work, and Getting Along at Home. Then we discussed these profiles. This was the only occasion when the counselor gave a speech about making an effort to do one's best in school, following upon some of the students' goofing off about the profiles. It seemed to impress the students that the counselor cared about their making an effort. They appeared pleased. This was the only time for this or it would have been this.

THE GROUP COUNSELING PROGRAM (Continued)

12 Outlines of the Program and Some Case Studies

MONDAY FIRST - PERIOD COUNSELING GROUP (Continued)

- 1/10 - Snow day (no school)
- 1/17 - We played the filmstrip (sound filmstrip) YOU AND THE LAW Part I and continued discussing the self-evaluation profiles of each student.
- 1/24 - We concluded the self-evaluation profiles and then played YOU AND THE LAW Part II. Some of the students put remarks on tape.
- 1/31 - We discussed personal problems at this session, particularly Joanne B.'s. Some students helped give recommendations for this problem. We gave answers to questions the counselor had devised regarding YOU AND THE LAW. The questions were: What are some of the reasons people (youth) break the law when they know better? What are some of the reasons people don't want laws broken? Did anyone ever break a law in a way that hurt you or made you lose something you owned? What kinds of things have you ever done for which you were unfairly punished? What kinds of things have you ever done for which you were fairly punished? If you were in charge of the community what would you do to improve the attitude of youth and grown ups to prevent crime?...about smoking, pot and taking or selling drugs...about stealing...about vandalism...about mugging? What makes people decide to do good or bad? If more people did bad than good, what would happen next, do you think?
- 2/7 - We appointed a student chairman and had a parliamentary order discussion of ideas about school passes, problems of moving from one locality to another, getting along with friends and siblings, etc. (This group gained permission from the School Principal to meet in the room on the following Friday to plan a "surprise" Valentine's Day party, which they did). Taping was done on this day.
- 2/14 - A surprise Valentine's Day Party was held, complete with room decorations and refreshments and games, all planned by the students-- especially by Penny W. and Dee O. The students seem to do very well when the plans are THEIR idea. The counselor was given many compliments and the children were most pleased that they had succeeded with the surprise.
- 2/21 - No school for students. In-service day for teachers.
- 2/28 - Another chairman was chosen and the group held discussions and also played some of their favorite games in an orderly fashion with the chairman making some of the decisions as to who would be "it" and who would be "next" etc. The experience of being chairman seemed to help the students to realize what it took to get a cooperative spirit out of each member of the group. The students expressed some dismay that this was the last of the program. They held a ending. At this final meeting of the group we finished any problem counseling that was requested. We gave back all the wall posters except for those which the students wanted the counselor to keep. The counselor had each student write in the counselor's memory book, using the slogan from the student's poster or another message if the student wished. Many students now claimed they were sorry to see the group counseling end. They said they preferred it to study hall. (Things that end are often looked back on with nostalgia!) But the sentiments seemed sincere. Joanne B. reported that things were getting much better at home. Her mother had also gone to an agency for family counseling. The counselor provided some refreshments for a "party." The children were extremely cooperative and helped to serve and clean up. A final letter to the parents was distributed (see appendix). An earlier letter to the parents had been distributed in November.

APPENDIX B

Statistical Analyses of Project Test Results
Performed by the Statistical
Analysis Center



STATE OF DELAWARE
EXECUTIVE DEPARTMENT
GOVERNOR'S COMMISSION ON CRIMINAL JUSTICE
SUITE 3 - C, TREADWAY TOWER
DOVER, DELAWARE 19901

NOV 15 1978

PHONE: (302) 678-4626

TO: Sue Manassee
FROM: Mike Rabasca *ml*
DATE: November 8, 1978
RE: Claymont Middle School Cluster Counseling Project
Evaluation

At your request, I have examined the data contained in the project evaluation with the following conclusions and notes:

The fact that control group scores were omitted makes the analysis difficult at best, but certain assumptions can be made and the validity of my observations still acceptable, in my opinion.

-Table I

Tests of statistical significance conducted on self concept examinations in September 1976 and March 1977 indicate that at the 95% confidence level a statistically significant difference in scores does exist. This means that the hypothesis that the scores of the students before and after the examination have the same mean must be rejected. The reasoning is that if the mean of the population of the test group subjected to Adlerian counseling is 67.4, then there is less than a 5 percent chance that a mean of 120 scores would be as far away as 70.3 randomly. Thus, there is sufficient reason to doubt the statement that the new mean could be 67.4. This simply means that the difference in scores is causal.

Academic scores: Note the arithmetic errors. The difference between the scores is also statistically significant at 95%.

Correlations:

Self Concept September - March

Coefficient of Correlation (r) = .806
Coefficient of Determination (r^2) = .649

School Academic September - March

Coefficient of Correlation (r) = .894
Coefficient of Determination (r^2) = .799

Self Concept - Academic September

Coefficient of Correlation (r) = .799
Coefficient of Determination (r^2) = .638

Self Concept - Academic - March

Coefficient of Correlation (r) = .793
Coefficient of Determination (r^2) = .629

Noting, however, that as self concept scores increased, school academic scores decreased, the percentage of change was determined and the scores correlated. The resultant was:

Percent of Change in Self Concept Scores correlated with percent of change in school academic scores

Coefficient of Correlation (r) = -.039
Coefficient of Determination (r^2) = .002

For all intents and purposes, this correlation of almost zero would seem to indicate that a portion of standard 1, to significantly improve the concept of school/academic endeavors had not succeeded, whereas self concept had improved, as shown from the tests of significance.

The only other alternative would be to accept the hypothesis that improvement in self concept resulted in lower school/academic scores:

One could consider the Hawthorne effect until examination of the additional tables.

Table II

There are statistically significant differences between the scores of the test and control groups at the 95% confidence level. I would hesitate to attribute these differences to the Alderian concept however since insufficient control group data is available. One might speculate that self concept training prevented a general lowering of academic performance, particularly since there is no evidence that it increased it.

Table III

It appears, in the absence of any further statistical manipulation, that the young males can be readily identified as the group causing significance in the controlled self esteem inventory. What is interesting is that the Male scores in March 1977 are nearly identical, despite counseling, to the control group, not the fact that the counseled group increased an average of 6 points; additionally, the female control group increased self esteem contrary to those under counseling. I can form no conclusion regarding academic scores other than self esteem training may have played a minor role in keeping scores from decreasing more than those in the control group.

Table IV

In the absence of control group data and data on both groups prior to September 1976, little can be said.

Conclusions:

1. Self esteem training had a statistically significant impact on general self concept scores at the 95% level of confidence in the test group.
2. The lack of correlation between changes in self concept scores and school academic scores fails to support any conclusion that increases in self concept are reflected in school academic endeavors.
3. There is no evidence to support any conclusion that self concept training alone causes self concept inventories to increase, i.e. control group scores also increased and while the test group scores increased significantly, they may have done so anyway through interaction of some other social mechanism.

In summary, there was a real, causal change in scores, whether or not it was due to training is unsupportable. It seems that perhaps some major biases may have been inadvertently introduced in the random selection.

APPENDIX C

Response to the Evaluation by Emily Thorn

Other Examples of Successful Delinquency-Reduction Programs Using the
Adlerian Counseling Approach¹

Where Adlerian programs have been implemented, there have occurred sharp² reductions in delinquent and pre-delinquent behavior, vandalism, fighting, classroom disruption, etc. Examples are the Elk Grove School District in California, the Portsmouth, Rhode Island, District schools, and the Gwinnett County, Georgia, schools.

The Elk Grove District schools, in comparison with control schools, achieved an improvement in student behavior significant to the .001 level. They were awarded exemplary project dissemination funds and the staff are now travelling throughout California to help other districts implement their methods. (Dr. John M. Platt, Consulting Psychologist, Elk Grove Unified School District, 8820 Elk Grove Blvd., Elk Grove, CA 95624.)

At the Portsmouth, Rhode Island, schools, the "RIPPS" program (Adlerian) was cited by the U.S. Office of Education as one of 150 exemplary counseling programs across the country. (Ms. Phyllis M. Grimes, School Psychologist.)

The study of the Gwinnett County schools' program is reported by R. M. Kern, in Elementary School Guidance and Counseling, noted below.

Other successful school-affiliated delinquency-reduction Adlerian programs are described by Hoffmann; Hillman; Mosak; Platt; and Taylor in the sources noted below, and by Walton in the paper enclosed, entitled Project Win Over.

Specifically for disruptive and delinquent teens, Adlerians have established a number of noteworthy schools. A successful school in Granite City, Illinois, is operated by Donna Daisy, School Psychologist for Coordinated Youth Services, 1254 Niedringhaus, Granite City, IL 62040. In the articles noted below, Corsini describes a successful school program in Hawaii; Papanek describes a highly effective residential school in New York State; Pollack describes a residential center in Vermont; and Spiel describes a school in Vienna where ... "Of 63 children with clinical records, whom the police or the social workers sent to the school, 60 of the children were restored to normality."

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1. See I. INTRODUCTION of Project Evaluation, pp. 1-2, for description of Adlerian counseling approach to delinquency-reduction.
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2. For documenting statistics, see the Journal articles listed below:
CORSINI, R. "Individual Education." J. of Individual Psy. 1977, 33-2a (supplement), esp. pp. 356-8 and 366-79.
HILLMAN; B.W. & SHIELDS, F. L. in The School Counselor, 1975, 22-3, p. 166.
HOFFMANN, F.J. "Use of the Adlerian Model in Secondary School Counseling and Consulting," Individual Psychologist, 1975, 12-2, p. 27.
KERN, R. M. in Elementary School Guidance and Counseling, 1977, 11-4, p. 284.
MOSAK, H. "Strategies For Behavior Change In Schools." The Counseling Psychologist, 1971, 3-1, p. 58.
PAPANEK, E. "Re-education and Treatment of Juvenile Delinquents," Amer. J. Psychother., 1958, p. 269-296. (statistics, p. 294-6)
PLATT, J.M. "Efficacy of the Adlerian Model in Elementary School Counseling," Elementary School Guidance and Counseling, 1971, 6-2, p. 86.
POLLACK, S. "Theory and Techniques for a Therapeutic Milieu," J. of Individual Psy. 1969, 25-2, p. 164. (data p. 166)
SPIEL, O. in J. of Individual Psy., 1956, 12-1, p. 11.
TAYLOR, W. F. & HOEDT, K. C. "Classroom related Behavior Problems." J. Counseling Psychology, 1974, 21-1, p. 3. 23

EXCERPTS FROM PROJECT WIN OVER*

Goals

1. This project is designed to reduce vandalism of schools, reduce referrals for discipline, and reduce truancy. The approach to reducing this sort of misbehavior will be based upon the principle that a "misbehaving youngster is a discouraged youngster." Discouraged by his interpretation of messages communicated to him in the school and home. Youngsters are discouraged by messages that suggest to them that adults must either do things for them or make them do things. Messages that suggest, "You are not entitled to respectful treatment, because unless we do for you, or force you, you will surely fall short."

In the school, adults endlessly make decisions as to how youngsters will spend their time and conduct themselves as if the youngsters did not have enough sense to participate in such decision making. Such action by adults in the home or school relegates youngsters to a position that they interpret as inferior (discouraging).

It is our thesis that no one is willing to be relegated to a position of inferiority. Such discouraged youngsters look for a way to compensate for their position of inferiority and this compensation often takes the form of vandalism, misbehavior that culminates in discipline, referral, and truancy.

Misbehavior is no accident. The most common purpose of vandalism is very likely to demonstrate one's power. Such a youngster operates on the private logic, "Perhaps I don't measure up in their eyes. They feel they must constantly pressure me to improve. I'm not good enough the way I am. But, at least, I can show them (the system) that they cannot control my behavior."

Less commonly, the same act (vandalism) may be performed by another youngster for the purpose of revenge. This youngster is even more discouraged. This youngster has been subjected to considerable abuse in life and operates on the private logic, "Obviously, I am not acceptable or lovable. I am hurt by life, but at least, I can hurt back."

A third possible purpose for such vandalism is to gain attention among one's peers. Such a youngster does not feel capable of or sees no opportunity to distinguish himself on the useful side of life, but has discovered how easy it is to feel superior by distinguishing himself on the useless side of life.

* Project Win Over is a Federally funded program in operation at Campbell County Comprehensive High School in Tennessee. It was designed by Dr. Francis X. Walton as a systematic attempt to utilize principles of Adlerian Psychology to win the cooperation of student where lack of cooperation had manifested itself in excessive vandalism, discipline referrals, and truancy.

Francis X. Walton, Ph.D., 660 Townes Rd., Columbia, SC 29210

Our goal is to reduce behavior which is designed to elevate oneself in socially unproductive ways, and increase behavior that is socially useful.

General Program Content

The general content of the program will consist of spreading the use of specific procedures and techniques consistent with Adlerian Psychology.

1) A five day pre-school workshop will be held for faculty and staff to acquaint them with principles and techniques of Adlerian Psychology designed to win the cooperation of children.

Dr. Francis X. Walton will direct the workshop and act as a consultant to the project.

The content of the workshop will include activities designed to teach the following: use of the class meeting to unite the class; understanding the purposeful nature of behavior; the art of encouraging youngsters; respectful disciplinary techniques that may be substituted for common techniques that maintain a superiority-inferiority relationships between adults and youngster; use of the teacher discussion groups; use of parent education groups; use of small groups for guidance of adolescents; use of small groups with adolescents to obtain feed-back on their points of view; use of child guidance and parental consultation techniques; use of teacher consultation techniques; use of classroom management techniques designed to encourage youngsters and win their cooperation; knowledge of materials that can be helpful in the achievement of project objectives; and use of contracts in making academic assignments.

2) Two one-day visits by the consultant in the fall semester and two one-day visits in the spring semester to help with the evaluation and implementation of project objectives.

3) Employment of a project director who has been trained in applications of Adlerian Psychology to school problems.

4) Use of weekly meetings of teachers in small groups to discuss methods of winning the cooperation of children. All teachers will be asked to participate in such groups but will not be required.

5) Institution of commons room in the school if some teachers and students are willing to make use of it. The commons room will be designed to encourage teachers and students to get together during free time to communicate as fellow human beings over soft drinks or coffee.

6) Use of regular small group meetings of students with selected members of the faculty and staff to obtain an understanding of the students' perception of the school institution.

7) Use by faculty and staff of opportunities to have lunch with students occasionally. Encouragement of student to occasionally invite faculty or staff members to have lunch with them.

8) Development of a school handbook of policy and procedures by representatives from the student body.

9) Use of a policy for selecting or electing student council representatives whereby a representative number of members of the student council will be drawn from youngsters with a history of poor achievement and/or misbehavior.

10) Implementation of a school council which will include representatives from the student council, the faculty, the administration, the custodial staff, the secretarial staff, and the food service staff.

11) When discussing and evaluating the school policy and the regulations, the administrators will strive to operate on the fewest number of rules that is possible to have while still maintaining social order.

12) Employment of students who are recognized as having a history of being involved in vandalism or other type misbehavior to help operate and care for the school. Funds for this item are available through federal and state work study programs.

Some students, who are identified as misbehaving for attention, will be invited to work in jobs where they may gain recognition.

Some students who are identified as misbehaving to demonstrate their power will be invited to work in jobs that call for the use of leadership or exercise of power.

Students who are identified as operating on the goal of revenge will be invited to work in jobs that are likely to increase their feelings of acceptance or belongingness.

The various jobs may include being an assistant to administration, to any teacher, librarian, coach, custodian, guidance counselor, secretary, or a member of the security force.

Faculty and staff will be trained to identify "The Four Common Goals of Misbehavior" which have been described by Rudolf Dreikurs. The misbehavior of children can be dealt with intelligently when it is understood as being direct toward one or more of these four goals. Specific means of identifying and dealing with behavior directed towards these goals are spelled out in Winning Children Over: A Manual for Teachers, Counselors, Principals and Parents by Walton and Powers.

13) Use of some class time for a class meeting in every class where a teacher will cooperate. The meeting time will be used to get the class and teacher united towards common goals.

Students will be encouraged to provide feedback and work with the teacher on developing solutions to any problems affecting the operation of the class. Students' opinions with regard to curriculum content and materials, and discipline guidelines for the operation of the class are important topics to be discussed.

14) Teachers will be trained in the use of contracts as an aid to encourage students to participate in developing assignments that are in keeping with their interest. Teachers will be asked to make use of this technique.

15) Some discouraged students who are behavior problems and/or who are achieving poorly will be invited to tutor another student. The project director will develop a pool of tutors that will be used in the high school or in the lower grades at other schools. Such students will also be invited to act as a guide to take visitors on tours of the new facilities.

16) Classes (sophomore, junior, senior) will be invited to plan and conduct a series of open house days, during the school year.

Times have been scheduled in the calendar of activities. The classes may choose which day they wish to assume responsibility for, if any, and they may choose to use suggested themes or themes which they might elect.

17) By orienting students and faculty members in the pre-school workshop, in the student council, at faculty meetings, and in assembly, the faculty and student body will be made aware that the operation of the school has moved into a new era. An era that encourages opportunities, respectful participation by all those involved in the operation of school.

18) Parent study groups will be initiated under the direction of the project director. These groups will be devoted to helping parents learn techniques designed to encourage youngsters and avoid discouraging them.

Children: the Challenge will be the text. Every group will meet 90 minutes a week for ten weeks.

Variables measured after one year of the program provided these results:

	1975	1976
Reports for discipline	127 per month	27 per month
Broken windows	38 per year	2 per year
Vandalism (defacing)	127 per month	10 per month
Vandalism (other)	32 per month	1 per month
Cost or replacement materials	\$254 per month	\$64 per month
Paddlings	90 per year	3 per year
Detention	540 per year	0 per year

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