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## Counselor-Disciplinarian

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COUNSELOR-DISCIPLINARIAN

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BY

CAROLYN J. BUTLER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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CHAPTER I

INTRODUCTION

## BACKGROUND

As a classroom teacher and later as an administrator, the problem of discipline in a humane setting intrigued the writer. Often times discipline was misconstrued to mean punishment for disturbing a class or for not being able or desirous of demonstrating any self control. While examining the area of discipline through the last few years, it became apparent that the typical approaches that had been encountered to deal with students who experienced discipline problems just were not effective.

It appeared to be logical that some effort had to be made to include discipline in the learning process for it ever to become an effective tool. As punishment, the usual disciplinary measures of detention, corporal punishment, and suspensions were not adequate. Students were being deterred briefly from class disruptions, but no real energy was being expended to prevent or to remediate the breakdown in self-discipline.

After several counseling courses, counseling of students appeared to be a valuable tool for helping students remediate their own personal problems; also via counseling, the prospect of students understanding their own behavior and dealing with their misbehavior in a positive manner seemed to be the answer to alleviating some of the discipline problems encountered in the classroom.

From the administrative viewpoint, the counseling process had to be united with the disciplinary process for it to become effective. Lack of personnel through budget cuts gave impetus to the idea that the logical place for this combination was in the role of Dean. If disciplinary problems were to be dealt with in a form other than pure punishment, counseling had to be incorporated into the process.

## PURPOSE

This study sought to determine if counseling and the administering of discipline by the same person was feasible. In the course of this study questions like these were raised. Do students respond in a positive manner to a person who tries to help them as well as one who must mete out the discipline? Does rapport with students deteriorate if a counselor must also discipline? Do students avoid sharing their problems with the counselor, if they fear disciplinary reprisals?

As a Dean of Students for the year 1975-1976 during which this study took place, an attempt to answer such questions was made via case studies. The case study approach was utilized in order to evaluate the counselor-disciplinarian role. Conclusions were reached through the use of suspension reports, number of suspensions, grades, and other appropriate material as pertained to each student. The conclusions were subjective in nature.

Little material was available in research that supported the supposition that it is possible to discipline a child and to counsel that same child without destroying the rapport that counselors deem necessary for positive results.

The case study students were considered some of the most difficult students to work with; therefore the results were not



as promising as those that might have been obtained working with more problem free youngsters. It was hoped that recommendations of a positive nature would result from the study.

## PROCEDURE

The question of combining counseling with discipline posed a far greater focus on the very essence of each topic. In relating counseling and discipline it was necessary to evolve a philosophy of man which would provide the framework for a philosophy of counseling and also of discipline. It was crucial for an understanding of the roles of counseling and discipline to compose a statement of the congruency of the beliefs in both areas.

The case studies involved seven eighth grade students in a middle school composed of approximately seven hundred seventh and eighth grade students. Located in a suburban setting of a large city in which 87% of the students were bused, the student body was integrated and very diverse in socio-economic backgrounds.

A log of all counseling sessions was kept as well as a record of any teacher referral causing disciplinary action. Regular counseling sessions were designed to concentrate on development of a positive self-concept and self-discipline. Appropriate disciplinary actions were taken when required, but counseling always accompanied the sessions. Emphasis was placed on the process of relating the particular incident to its consequences, its ramifications for other students, and by what processes could the student have altered the situation.

CHAPTER II

COUNSELING AND DISCIPLINE

## PHILOSOPHY OF MAN

Developing basic beliefs about the meaning of the existence of man was necessary before the question of what constitutes counseling or what the essentials in disciplinary actions are could be asked. If man were not unique or changing, it would not be a difficult task to make endless lists of rules for every situation both in counseling and in disciplining; but it is extremely critical that the uniqueness of each person follow with personalized counseling and discipline.

Man exists and has meaning in his existence. He decides and has the responsibility to decide just what that meaning will be.

Man exists in community with his fellow man. It is only in community that his uniqueness can be valued as it is compared with the other members of the community.

Man exists, is basically good, and is influenced by his heredity and his environment.

Man requires love and gives love within the community.

Man is a unity of the physical, psychological, mental, and spiritual aspects of his nature. The spiritual nature of man's being separates him from the animals.

Man is composed of an integrated affective and cognitive domain.

Man is more than the sum of his parts, i.e. his spiritual being enables man to transcend himself.

Man is free to make responsible decisions within the framework of the meaning of his life.

Man has the capacity for rational thinking, but he is often irrational.

Man has the capacity to grow and to become a unified, self-actualized person, who can think and act because of concern for others rather than just himself; thereby achieving a wholeness of being.

## COUNSELING

Counseling is a word that means a variety of things to a wide variety of people. The goals of counseling must of necessity flow out of the basic belief system about man and his existence. The chief goal of counseling must be to help the client function and use his abilities in an ever changing world. Uppermost must be the tenet that each person is unique and must function within his own uniqueness. As Carl Rogers says in the forward of Person to Person, "The assumption is that the subjective human being has an importance and a value which is basic: that no matter how he may be labeled or evaluated he is a human person first of all, and most deeply."

Each therapist or counselor must develop his own goals of counseling to fit the particular environment in which he is operative. A person in a private counseling situation must function somewhat differently than the therapist in a structured situation such as a school or hospital. Even with the differences of environment some of the basic assumptions relating to a very basic belief in man must be emphasized.

Albert Ellis states that man is unique and is both rational and irrational. His counseling theory is based on this premise which leads to a cognitive approach of problem solving in which the rationality of man is considered good and irrationality bad.

His counseling theory stresses the ability of man to use his rational thinking process to achieve harmony with his environment.

Edmund Williamson calls his view of man personalism which is the concept of the whole person. "Man continues to strive to become himself."<sup>1</sup> He believes that man is rational and "capable of learning to solve his problems".<sup>2</sup> "Man is born with the potential for both good and evil and that the meaning of life is to seek good and reject-or at least control evil."<sup>3</sup>

Williams affirms the uniqueness philosophy of man. He does state that this uniqueness of an individual cannot develop unless in a group situation because it is only in a group that an individual can compare himself with others and determine his own uniqueness. Education is a necessary means in helping a person actualize himself fully, as is counseling within education.<sup>4</sup>

Henry Murray has as part of his personality theory, what he calls a uniqueness theory. In this theory Murray says that each man is unique and is motivated by the need to reduce tensions in his life which are caused by himself and society. Man is capable of reducing the tensions in his own unique way.

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<sup>1</sup>E.G. Williamson, Vocational Counseling, (New York: McGraw-Hill, 1965), 180.

<sup>2</sup>Ibid., p. 182.

<sup>3</sup>Ibid., p. 183.

<sup>4</sup>E.G. Williamson, "The Societal Responsibilities of Counselors", Illinois Guidance and Personnel Association Newsletter, (Winter 1963) 5-13.

Viktor Frankl's existentialist logotherapy proceeds from a spiritual view of man. The counselor helps bring to awareness the unconscious spiritual factors of the patient's personality. He also is to stimulate concrete meaning for the possibilities in life and help with an analysis of the concrete human existence. He has three basic premises in which counseling should operate. Man is a unity of three dimensions; physical, psychological, and spiritual. Human existence is freedom as man always decides questions in the light of his instincts, his inherited disposition, and his environment. Finally, man is responsible to himself, his conscience, and his God.

C.H. Patterson in Theories of Counseling and Psychotherapy says that counseling and psychotherapy are equivalent terms. He defines counseling as a process whereby a counselor helps individuals overcome obstacles to their personal growth and helps the client achieve optimum development of his personal resources. By emphasizing personal resources, Patterson is stating a belief in the uniqueness of the person.

Fritz Perls, founder of Gestalt Therapy, suggests that counseling should facilitate organismic balance. By this, he means that the nature of man as an organism is such that man is a unity of body, mind, and soul; organismic balance would imply that the organism's parts are in a balanced relationship. The counselor assists the client to become aware of his ability to endure unwanted emotions and to respond to them in a positive manner. Perls emphasizes the here and now; therefore, counseling



should focus on the issues of today.

Carl Rogers' emphasis is on the client. His client centered therapy represents a concern with the way things appear to the individual in relationship with his phenomenal world. He says that man is basically rational, socialized, forward moving, realistic, orderly, unique, and worthwhile. He suggests such goals as assisting students to become individuals who are able to take action and to be responsible for those actions;

"who are capable of intelligent choice and self-direction;  
 who are critical learners, able to evaluate the contributions made by others;  
 who have acquired knowledge relevant to the solution of problems;  
 who, even more importantly, are able to adapt flexibly and intelligently to new problem situations;  
 who have internalized an adaptive mode of approach to problems, utilizing all pertinent experience freely and creatively;  
 who are able to cooperate effectively with others in these various activities;  
 who work not for approval of others, but in terms of their own socialized purposes".<sup>5</sup>

Carl Rogers in Freedom to Learn reiterates his position when he states that if a person is free from defensiveness, "his reactions may be trusted to be positive, forward moving, constructive ...".<sup>6</sup>

Jack Willers writing in the Peabody Journal of Education says, "Since our own perspectives, especially of our own selves, are the primary determinants of behavior from within, these perceptions must change if our behavior is to change, if learning is

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<sup>5</sup> Carl R. Rogers, Person to Person: The Problem of Being Human, (New York: Pocket Books, 1974), 52-53.

<sup>6</sup> Carl R. Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill, 1969), 290.

to take place".<sup>7</sup> To facilitate this learning the student should be helped to recognize and create alternatives and to clarify values, conditions, consequences, and beliefs; a counseling function.

Humanism is a "Greek conception that man can play a major role in shaping his own destiny, that man is in nature and nature in man, that the individual carries infinite worth, and that infinity may take an infinity of worthwhile forms. Inherent in the human condition itself is the capacity for surprise, wonder, and unknown potentiality".<sup>8</sup> The school of thought called humanism blends quite easily with the idea of a counselor assisting a student or client to reach toward his own potential and to recognize his own infinite worth.

Many more counseling theorists, philosophers, and branches of education all stress the value, uniqueness, and worth of each individual. Counseling goals also stress the development of the worth of each individual.

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<sup>7</sup>Jack Conrad Willers, "Humanistic Education: Concepts, Criteria and Criticism", Peabody Journal of Education, (Peabody College, October 1975), 41.

<sup>8</sup>Robert Primack, "A Philosopher's Challenges to Humanists", Peabody Journal of Education, (Peabody College, October 1975), 17.

## COUNSELING PHILOSOPHY

School counseling can incorporate all of the theorists' positions and must do so if the individuality of each student is to be enhanced. Always, the basic belief that each student is of value and worthwhile must be in operation. The uniqueness of each child will imply that each student is treated as an individual, worthy of time and effort expended in assisting the child to utilize the maximum of his potential.

The goals of counseling should be the following:

Since each child has meaning to his existence, the counselor should help the child understand his existence and help him take responsibility for deciding what the meaning of his existence will be.

Each child exists in community with his fellow man and is unique in this community. The counselor should assist each child feel his uniqueness in whatever setting the child functions.

Each child is basically good and is influenced by his heredity and his environment. The counselor should assist each child achieve a sense of his own goodness within his environment.

Each child requires love and wants to give love. The counselor should help each child feel loved and valued and allow him the opportunity to express his love to his fellow man.

Each child is a unity of the physical, psychological, mental, and

psychological aspects. Within the school structure the spiritual aspect of the child might have to be waived.

Each child has an affective and cognitive domain. The counselor should assist each child to be comfortable with his feelings and with his mental functioning. It is further hoped that each child will be helped to integrate the two domains within himself.

Each child is more than the sum of his affective, cognitive, mental, psychological, and physical parts. His spiritual nature sets him apart from animals and defines his value. The counselor should assist each child to appreciate his value and the different aspects of his nature.

Each child is free to make responsible decisions within the framework of his own life and its meaning. The counselor should assist each child make responsible decisions.

Each child is a rational thinking person, but he is often irrational. The counselor should assist each child to understand the meaning of his rational self, but at the same time be able to reassure the child that it is possible to act and think irrationally at times.

Each child has the capacity to transcend himself and to become self-actualized where the child thinks of others before himself. The counselor should assist the child in this process by helping him discover the possibilities and options that are available to help others and thereby achieve a sense of well-being because of his actions towards others.

Even though the counselor does not have the time to do all

of the above efficiently and effectively, the counselor should keep two goals firmly in mind when working with a child. The child is unique and very worthwhile and as each child is attempting to find meaning to his existence, the counselor can help the child reach his goal by helping him become a responsible person who can make decisions with other people in mind, not just himself. If the child can feel and do this, he will have a good self-concept and achieve a sense of self-discipline.

## DISCIPLINE

Like counseling, discipline means a variety of things to a wide variety of people. Discipline is often confused with punishment. Discipline can be punishment, but punishment cannot be discipline. Discipline should be directed at the behavior of the child whereas punishment is often directed at the child. Discipline should be in harmony with the total goals of education. It should be a sound procedure or process completely immersed in the educational process of the school. Punishment which is applied to the child will never be effective as long as it is used in a sense of retribution.

Theories of discipline and particular punishment can be traced through history. Knute Larson and Melvin Karpas in Effective School Discipline suggest there are five theories that have influenced thinking on discipline. All of the theories are operant today even with modern research. Originally discipline was most definitely defined as punishment. It was vindictive in nature and related to revenge. Punishment was administered until the person doing the punishing was satisfied. This theory is based on the idea that the gods were vengeful and had to be satisfied.

The next step in the evolution of discipline is closely related to the first stage. This can be titled retribution. Retribution was defined as the natural law and was tied in with the

religious structure. The premise was that a person who does evil must "suffer fitting consequences".<sup>9</sup>

Using punishment as a deterrent to a crime uses fear as its basis. This is closely related to the idea of 'original sin'. The punishment had to take place publicly and this tended to reinforce the retributive function of the punishment.

Punishment evolved into the idea that it should be remedial in that the behavior causing the need for the punishment should be changed. "Behavior is considered to be an outgrowth of the total life history of the individual, and diagnosis and cure are the desired processes. The aim of this theory is to restore the individual to socially acceptable behavior patterns."<sup>10</sup> This theory is used a great deal today and has a place in the public school.

The idea of using preventive measures to stop an inappropriate behavior before it begins is a result of modern research on child development and in the behavioral sciences. The aim is to prevent situations that would call for the use of remedial tools to eradicate the undesired behavior. This is an idealistic approach to discipline, but it certainly has its place in today's society. To coordinate the effort of the school, home, and community resources would be a tremendous job and this would all be necessary long before the child even started attending school; the preventative concept would imply that this be done. This idea stresses the

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<sup>9</sup>Knute G. Larson and Melvin R. Karpas, Effective Secondary School Discipline, (Englewood Cliffs, New Jersey: Prentice-Hall, 1967) 145.

<sup>10</sup>Ibid., 145-146.

home and family structure. It is idealistic in that the child comes to school without the emphasis on preventative discipline and the school must attempt to remediate the adverse behaviors that were not prevented.

In today's society all of the previously discussed views are found in operation in the public schools as discipline policies. From the very rigid to the very free and uncontrolled like Summerhill, discipline policies span the wide range of beliefs about the need for control or the development of self-discipline.

An emphasis on assisting the child to develop self-discipline and also to remediate undesirable behavior should be the two major goals of discipline policies. Many schools use the deterrent idea especially when retention in a grade is used as a model for other students which implies that the student shouldn't want that to happen to him. The general controversy involves just how much in the line of restraints and punishments are necessary to achieve the goals of developing self-discipline and correcting undesirable behavior.

Much of the research has been done in connection with the classroom setting which suggests an emphasis on the teacher. The teacher can assist the child meet the goals by reinforcing proper behaviors. The problem is that many teachers do not know how to reinforce positive behaviors and sometimes reinforce the very behaviors that they would like to extinguish. Some of the suppositions made by Thorndike and D.F. Skinner as to the laws of reinforcement suggest the following: behavior which achieves desirable results will continue and recur, any behavior



which is learned via reinforcement can be eliminated or altered by using the reward system, rewards for positive behavior must be granted immediately, and the rewards do not have to be material in substance as each child requires different kinds of rewards and reinforcers. This is where the problem in this scheme arises in that the child must be known intimately in order to assess the proper reinforcer. In the secondary schools where teachers see about 150 students per day the problem of knowing each child well enough to use the proper reinforcer is very difficult. This is why many teachers unconsciously reinforce the very behavior they abhor.

Don Dinkmeyer and Don Dinkmeyer Jr. define both discipline and punishment in an article in Phi Delta Kappan. "Punishment, which is the imposition of authority, should be avoided because it is not an educational procedure. Discipline involves learning, growth, and a belief that one is able to decide for oneself and accept the consequences of one's behavior."<sup>11</sup> A very important difference between punishment and the equivalent of discipline, logical consequences, is made by the Dinkmeyers. "Logical consequences and punishment can be contrasted as follows:

1. Logical consequences help students see the reality of the social order. Punishment exhibits to students the power of personal authority.
2. Logical consequences are related to the misbehavior. Punishment is rarely logical or related to the misdemeanor.
3. Logical consequences contain no element of moral judgment. Punishment implies moral judgment.
4. Logical consequences are done in a friendly and firm manner. Punishment is an open or implied threat.

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<sup>11</sup> Don Dinkmeyer and Don Dinkmeyer Jr. "Logical Consequences: A Key to the Reduction of Disciplinary Problems", Phi Delta Kappan (vol. 57, no. 10, June 1976), 665.

5. Logical consequences present choices for the student. Punishment demands compliance.
6. Logical consequences increase ability to evaluate a situation, to learn from experience, and to make responsible decisions. Punishment and threats of punishment do not foster self-discipline."<sup>12</sup>

James Dobson presents a more conservative approach to the discipline problem in the schools. Even though Dobson supports a definition of discipline similar to other writers in that "discipline is directed at the objectionable behavior"<sup>13</sup>, he stresses a more structured approach of control being exerted on the child rather than a developmental process leading towards self-discipline. He suggests that a critical factor in child management is the developing of respect for the parents. Problems occur because of a breakdown in mutual respect between parents and child or teacher and child. Rules should be defined well in advance so that there will be no doubt about what is considered appropriate behavior and what is not appropriate behavior. When a child deliberately challenges or disobeys the rules, he should be given good reason to regret it.

A classroom setting that encourages order is crucial in that children feel a safety in order. Children love justice and do not mind and in fact expect immediate retribution for misbehavior. A classroom that is chaotic and unorganized is nerve-racking to the children. The teacher is the responsible party and must maintain a strict attitude in order to teach the students in the class proper behavior.<sup>14</sup>

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<sup>12</sup>Ibid.

<sup>13</sup>James Dobson, Dare to Discipline, (Wheaton:Tyndale Publishers, 1971) 36.

<sup>14</sup>Ibid., p.125.

In a study by Flora Roebuck in which Roger's theoretical formulations, Truax and Carkhuff and Carkhuff and Berenson devised and validated instruments and procedures were used to measure levels of interpersonal conditions within classroom settings. Teachers possessing or acquiring interpersonal facilitative skills likely will enhance student achievement in personal, academic, and social skills. The parameters in this study consisted of empathic understanding in the interpersonal processes, communication of respect in interpersonal processes, and facilitative genuineness in interpersonal processes. "To the extent that the teacher creates such a relationship with his class, the student will become a self-initiated learner, more original, more self-disciplined, less anxious, and other directed."<sup>15</sup>

Hyman Eigerman suggests that the maladjusted child should be taken out of the classroom, so it is important to realize that discipline per se is thought of in the public schools as a procedure for dealing with inappropriate behavior of so called normal children. Robert Havighurst puts the proportion of problem children which includes both aggressive and withdrawn children at five to ten percent of the school age population. Many of these children are in the public schools and in regular classes. The 1970 report of the Joint Commission on Mental Health says that about three percent of the student population is psychotic or severely disturbed, and that another eight to ten percent are in need of services which are not available in the regular classroom or school. This presents another entirely separate problem.

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<sup>15</sup>Flora Roebuck, "Human Thoughts and Humane Procedures-Effective Behaviors", Peabody Journal of Education, (October 1975),14.

## DISCIPLINE PHILOSOPHY

Discipline and punishment must be kept separate in as far as their functions are different. Discipline is tied to the educational processes while punishment is administered by an exterior force to the child. The goal of discipline in an educational process would be that of assisting the child to become a self-disciplining person without the need for exterior controls. When a child has not developed this skill to his fullest potential, the child needs to be aware of the logical consequences of his misbehavior. As long as the disciplinary action is just, the child will accept it.

To aid in the acquisition of self-disciplinary skills, one device would be the use of discretionary decision making as to the exact disciplinary action that should be taken. The student must become aware of his deficits in self-discipline and how to reach the goal of being a self-disciplined person. Choice and personal decision making help the student understand just why his behavior is unacceptable and just what must be done to correct it. As the student takes part in the process of determining his own disciplinary action, it will truly be an integral part of the educational process. Naturally, the student should become more self-disciplined as he grapples with the consequences of his behavior and how his misbehavior could be corrected.

Always, the uniqueness of each student and the worth and value of each must be an integral part of the process. The final decision as to the proper disciplinary action will be acceptable to the student as long as it is a just action and is not retributive in scope.

Each child has meaning in his existence. Because each person must decide and has the responsibility for deciding what the meaning of his life will be, any disciplinary action must help the student decide just what his behavior means and to take responsibility for his actions.

Each child must exist within the community of others. His uniqueness must be stressed in any disciplinary action as well to help the student understand how his uniqueness affects others.

Each child is basically good and is influenced by his heredity and his environment. The disciplinarian must always seek to help the child believe that he is good and no matter what his background, he can improve his behavior.

Since each child wants to give love as well as to receive love, the disciplinarian must allow the child to develop his understanding of what this means. The disciplinarian must have the child believe that any action taken is out of love and concern for the child, not for retribution.

Because each child is aspiring to be an integrated person, any disciplinary action taken must help the child maintain a balance of the physical, psychological, mental, and spiritual aspects of his nature.

Each child is composed of an integrated affective and cognitive

domain; therefore, any action designated as disciplinary must help the child achieve this integration and assist him through the disciplinary process to understand this.

Since each child is free to make responsible decisions within the framework of the meaning of his life, any disciplinary action must be process orientated to help the child make responsible decisions. The disciplinarian must assist the child in understanding that responsible decisions will add meaning to his life and enhance his every action.

Each child has the capacity for rational thinking. It is critical that a disciplinarian assist the student in using his logical thinking processes and in using discretionary decision making based on the thinking processes, the child will achieve better behavior. The irrationality of each person allows for inappropriate behavior, but via the disciplinary educational process the child would achieve a better understanding of his own irrationality and attempt to change his irrational behavior.

As each child becomes a more integrated person, making responsible decisions, he will be able to think of others and become a self-actualized person. Atypical behavior should diminish as the child seeks to understand his relationship with others and the implications of inappropriate behavior on others.

## SUMMARY

The goals of counseling, recognizing that a child is a unique being and worthy of time and energy expended in his behalf to help him sense a feeling of self-worth and value and to help him become a responsible decision making person with self-discipline, are compatible with the goals of discipline. If discipline is viewed as part of the educational processes in the school in which a child becomes more adept at self-discipline, it is very similar to the stated goals of counseling.

Since the goals of both counseling and discipline are similar if not equivalent, then it would appear that a logical extension of this congruency would be that the same person could help the child achieve a sense of his own worth and to become a self-disciplined person. In any disciplinary action counseling is a concomitant part of the process. It is used both before and after the fact, which would indicate an acknowledgement of the idea that counseling could in fact be termed both preventative and remedial just as it was suggested that discipline is both preventative and remedial or corrective.

The next logical extension of the merger of counseling and discipline is that the same person should be able to work with a student in both areas since they are related and interchangeable. The only portion of the counseling that is negative at all is the

possibility that students would not come freely of their own volition and would not have a choice in discontinuing the relationship if desired. This previous statement is based on the idea of teacher referral not student referral. Most authorities want to divorce disciplinary action from counseling activities because the relationship is not always voluntary.

This in fact could hinder slightly the relationship between the student and the counselor-disciplinarian, but it does not appear to be a major obstacle. It is an obstacle, but it can be overcome, if the counselor-disciplinarian uses the skills of interpersonal interaction in which he should have been trained to establish a workable relationship.

As long as the goals of self-discipline, self-control, self-worth and self-concept are emphasized, the outcome of the counselor-disciplinarian relationship with the student should be positive.



CHAPTER III

CASE STUDIES

## CASE STUDY PROCEDURES

Early in the 1975-1976 school year, records were examined to determine several students who had experienced many difficulties during the 1974-1975 school year for possible candidates for intensive counseling as well as to plan personal objectives for the students. These students had problems behaviorally as well as academically.

After a few weeks it was obvious that several students who had not been selected as potential behavioral problems had presented themselves by being referred from teachers as classroom disrupters. From these two approaches, seven students were selected for the study. Due to the large numbers of students who experienced difficulties and who had to be counseled and/or disciplined, it was hoped that a schedule of at least one session per week in addition to the times the students were sent out of class could be adhered to. It was found that the necessary sessions were held when the students were referred to the office and the other sessions were held if at all possible; but time did not allow for the complete adherence to this schedule.

An attempt was made to investigate the records or discuss the problems encountered by the selected students for the previous school year. Some information was not available; therefore, a thorough evaluation was difficult to make.

The students were hostile at the beginning of the program as they exhibited a very negative attitude for office personnel and school in general. After explaining the objectives of being available as a friend and demonstrating a trust level, it appeared that some acceptance on the part of the students occurred. Naturally, it was hoped that more acceptance would occur by the end of the program. The students were not aware that special goals of increased feelings of self-worth and an improved situation involving self-discipline were set by the counselor-disciplinarian.

A student evaluation was planned for administration toward the end of the school year, but due to unforeseen problems such as the unavailability of some of the students, this was impossible.

In all cases some contact with the home was made. In some instances this was the first time that a parent became involved with the child in attempting to alleviate the school problems. A problem solving approach was utilized in order to remove as many problems for the students as possible so that increased time could be spent in attainment of the goals. Many of these students had so many and varied experiences that the problem solving technique was only minimally successful; although it did alleviate some of the minor pressures.

Social agencies, physicians, teachers, parents, and any other significant others were called upon to get help for the students as a particular need presented itself. Most contacts were helpful in that the child could have another adult to relate to on a positive level. Caseworkers from the Department of Children and Family Services were extremely cooperative as well as the teachers.

If a serious situation arose, contact could be made immediately. Sometimes this became frustrating as time elapsed before the need could be met. In many instances the caseworkers were overloaded so valuable time was lost as well as family cooperation, but a positive contact had still been made in the child's interest.

Records of the discipline referrals and consequent disciplinary actions have been kept meticulously. At the same time a general and very personal log was kept of each counseling session. The case studies are very personal and of necessity reveal very confidential material. The students were aware that notes and records were kept and this was done with their complete approval. An attempt has been made to retain the confidentiality by the use of first names only. It is hoped that any reader will also keep the confidentiality factor in mind.

## BETTY

Betty lived with her mother who was illiterate. She was the fifth child of eight born May 18, 1961. She lived in an inner city neighborhood and was supported financially by Aid to Dependent Children. She also had involvement with the Department of Children and Family Services. Betty experienced academic difficulties. During the seventh and eighth grades she functioned in a tutorial program which allowed her to gain somewhat in the academic arena.

Betty spent the summer of 1966 in the Head Start program and was retained in the first grade. She was placed in the second, third, sixth, and seventh grades. She has had much help via the Title I program, but in May of 1976 she scored below level on several reading measures. On the Slosson Oral Reading she scored at 6.1 in grade equivalents. The Gray Oral showed her functioning at the 4.5 level. Her total reading score on the SRA achievement series was 3.9 and the Gates McGinnite gave a score of 4.5 on the comprehension section and 3.6 on the vocabulary.

Being placed rather consistently, low grades, and difficulty in reading has not helped Betty achieve a positive attitude about school and herself. Behavior problems did not really materialize to the extent that they were during the 1975-1976 school year. She did experience some problems in the seventh grade, but they were

minimal. She appeared to be a loner in her relationship with other students. Her behavior problems were often accompanied by the sullen, withdrawn attitude that she presented to her peers and to her teachers. She was not an aggressive child and preferred to run away from problems rather than to confront them. She was suspended seventeen days during the 1974-1975 school year. She had a rather long bus ride as she attended school almost ten miles from her home. Missing the bus was a typical excuse for being absent and in most cases it was interpreted as being truant. She had twenty-one such excuses for 1974-1975.

With the past record of excessive absences and truancies an attempt was made to monitor her absences during the 1975-1976 school year. With the help of the Attendance Officers for the school district, home contact was initiated and conversation with the mother was finally accomplished. There was no phone in the home, so it was a real effort for Betty's mother to call, but she did make several attempts.

Betty's mother tended to excuse many of Betty's absences because of illness. Some of the excuses seemed rather vague and could not be verified, but they were accepted as being fact because the mother had made the effort to contact the school, which she had not done in the past.

Betty was first sent to the office for supposedly stealing eighty cents in physical education class on August 29, 1975. Betty was removed from the class temporarily even though it was determined that she did not steal the money. During the conference

it was determined that Betty needed an advocate and that she would probably benefit from an intensive program in counseling for the year. Two goals of helping Betty achieve a better self-concept and self-discipline were set.

At the next session emphasis was given to the concept that Betty encountered problems because of specific actions and what the consequences of those actions were. She said that she was frequently blamed for things she did not do, so it was suggested that she think about the reasons why people blamed her for incidents.

After some thought, Betty suggested that people accused her of things because they did not like her, yet at the same time she expressed no particular problems with either students or teachers. At this session she revealed that she was a ward of the Department of Children and Family Services. She thought it might be a good idea for her to work on smiling a little more as perhaps this caused people not to like her.

On September 15, 1975 Betty ran away from school. Office personnel went after her and after much discussion she agreed to return to school. After arriving at school, she related that there had been an incident in the cafeteria in which she had sat down in a chair that had been saved for another student and words were exchanged. She said she could not cope with the feelings of rejection by the other students, so she ran away. During this conference, Betty revealed that she was under the friendly supervision of the court and that she was on her third and last chance so she really wanted to be able to handle personal situations

that occurred at school.

On the seventeenth the counseling session evoked an intense feeling that no one cared for her. She was dejected so the discussion was directed toward positive things about Betty such as her lovely facial features and beautiful smile, when she allowed herself to smile. The suggestion was made that she use a mirror to look at herself with the idea of looking deep inside herself.

Immediately Betty was truant and in a subsequent counseling session she said she did not like to look at herself in a mirror. The observation was made that Betty completely rejected herself yet said she was satisfied with herself. The tack taken at this point, since she seemed unable to deal with problems with herself, was to discuss other things that Betty liked so that a possible connection could be made in which she could become more aware of her own potential yet concentrate on positive feelings. She expressed a great deal of love and caring for babies and small children. The discussion went into the responsibilities of raising children and marriage. She said she wasn't going to get pregnant before she was married. At this point it was agreed that she would think about things she liked to do and what she hoped to do in the future.

Betty was truant on October 14, 1975. When a conference was held upon her return, she stated that she was truant because the bus driver did not like her and had 'chewed her out' for something she had not done. Again, this appeared like the lack of ability to see the consequences of her behavior.



At the next session, she was more positive and talked about the things she liked to do. She wanted to be a lunch room supervisor in an elementary school near her home and to babysit. The program at the Area Vocational Center for Child Care was explained to Betty and she seemed interested. Plans were discussed about taking several of the girls to view the program.

Again Betty missed school. In the conference, she said she had been dizzy and that the bus situation was better so that wasn't the reason she had missed. She did say that she had to stay home to babysit sometimes. Since she had no small brothers or sisters, it had to be elsewhere.

On Halloween, Betty and a few other girls went to the Area Vocational Center. Betty's eyes just lit up at the sight of all the three and four year olds. She entered right into the games and songs and was just enthralled. Betty helped two little girls during the costume parade through the building and she seemed so good with them. Plans for the future?

Betty got an F in Home Economics as she did not get any of her supplies. The school budget allowed for purchases of this kind, but no notice was given. She was barely passing everything else.

In the middle of November, Betty dashed into the office and was very upset. It seemed as if she had tangled with a teacher in science. That situation was worked out, but in the meantime she was accused of throwing paper clips in another class. She was in another class so it was impossible for her to have done this incident. The teacher was at fault and there was no excuse for it,

but it certainly did not help Betty feel that she was cared for. She also told that she had been accused of breaking into a house in her neighborhood. She denied it and again was concerned, but did not appear to accept the consequences of her association with the student who accused her. Lawinia has been instrumental in getting Betty into trouble several times, yet Betty cannot break the association.

Shortly after this situation, she and another girl had words and both were called into the office for a conference. Betty stayed home the next day as she 'thought' she had been suspended. Betty used excuses like this to justify her absences when she knew she had not received a conference stating she was suspended or a letter informing her of the infraction or suspension. It seemed that Betty stayed home whenever she encountered a problem that she couldn't cope with. This might indicate that she felt comfortable at home as she had never been a runaway.

The next day Betty again appeared in the office. She was very upset because she had broken her pencil and the science teacher had not allowed her to take a test. Betty could not accept the consequences of her own actions as the class rule was that two pencils must be sharpened and ready for a test and if a student did not have two pencils, he could get them free in the office. The real basis for Betty's being so upset was that her mother was taken to the hospital that morning. Betty had not run from school and she had not stayed home which was an improvement for Betty as it would have been easier to have stayed home.

Early in December, Betty refused to do as asked in vocal music so she was sent to study hall. Betty had not faced the consequences of her belligerent attitude. Almost immediately, she was truant. The Attendance Officers were sent three days in a row before she would return to school. Everytime Betty got into a mess, whether major or minor, she did not attend school.

Betty's grades were improving, along with her attitude. It was a real pleasure to tell her caseworker that she had made strides in classroom behavior and academic achievement, but was still missing school. Just a few days later, Betty had to be brought to school by the Attendance Officers. During the conference her absenteeism was discussed and she was informed that her caseworker had called and was concerned about her missing school. Betty appeared very withdrawn and acted totally unconcerned about the interest of the caseworker. Something must have happened over the Christmas vacation as she was very withdrawn.

Betty's name was brought up in a conference with some girls who had been fighting. Upon discussion of the event with Betty, she seemed to be very proud that she had not been forced into the fight situation.

Betty's Language Arts teacher exhibited a paper that Betty had done in which she hadn't missed a single item. She was very pleased that she received praise for the perfect paper. She can perform sometimes, but she did get three F's on her report card.

Betty was caught smoking which usually demanded a suspension

of three days. In lieu of Betty's attendance problems, Betty received an in-school suspension under office supervision. She appeared to be genuinely concerned about her behavior because she actually cried.

The Attendance Officers had to be sent to the home and Betty's mother said she was ill. In the meantime forms for verification of attendance for ADC arrived and in the consent form where the parent must sign giving their consent to release records, it was discovered that Betty's mother had made a mark and it had to be witnessed. Betty's mother was totally illiterate.

During a regular session Betty said that everyting was going just fine. Two days later Betty walked out of Art. Betty felt the art teacher wouldn't help her because she just did not like her and the art teacher said that Betty had to learn to wait her turn for help. Betty required almost instantaneous acknowledgment by an adult. This seemed to reinforce to Betty that she was not worthwhile unless an adult noticed her. She twisted the consequences of her behavior to justify her own reactions. She really did not understand the logical consequences of her own behavior.

Betty hit a girl who bumped into her in the hall. The incident was discussed and both girls apologized. It appeared that each accepted responsibility for her actions. The girl had not apologized to Betty for bumping into her so Betty popped her.

Betty came in and said how well her grades and school work were going. She did get passing grades on the third quarter.

Betty was out again and mother did not call so the Attendance

Officers went to the home. Mother told them that she was sick. The next day Betty was at school, but she and two other girls left at 1:00 and headed for town. They hid and refused to go back to school when approached by car. It was almost a ten mile walk to their neighborhood. Again, Betty allowed friends to influence her. In a later discussion about the event, Betty stated that no one would even notice that she was gone so why did it matter if she left.

April consisted of many truancies with much home contact via the Attendance Officers and mother calling school. Betty would run out the back door so that she would not have to attend school when the Attendance Officers arrived at the home. During one conference with Betty, she was told that she would 'be strung up by her toenails' if she didn't get to school. She smiled for once and it was hoped that she would continue to come to school which she did until she blew up at the art teacher again. The situation was similar to the other encounter they had had, but this time she called the teacher some rather horrible things and told her to "kiss my ass... you white bitch". When she got to the office, she was so upset that it was almost impossible to talk to her. While attempting to calm her down, the teacher arrived and was furious, needless to say. At this point, Betty ran out the door. In the driveway of the school she threw all of her books and refused to stop and talk. The Attendance Officers were notified so they could inform her mother that she was on the way home. In a conversation with the mother, she assured the office that Betty would attend school regularly if it could be

arranged for her to get out of the art class. Betty was told to stay home until she cooled off, two days, and that she would be removed from art.

Betty missed almost the entire month of May. Contacts with the home got excuses ranging from 'going to the VD clinic', 'no clean clothes', and just ill. Each time mother called or the Attendance Officers went to the home. On one occasion when they brought her to school, she said that one of her friends had told her that she had already been retained in the eighth grade so it was no use to attend school. Again Betty relied on unreliable friends and was suffering the consequences. Betty was not retained as she was already overage and had done sufficient classwork before the many absences in May to at least get passing marks.

In summary, Betty's attendance improved during the first semester, but became progressively worse the second semester as compared to the previous school year, 1974-1975. Also, referrals to the office from the teachers declined and Betty was suspended once this past year as compared to three times during 1974-1975. The one time was an in-school suspension whereas the others were out of school. Betty did improve academically in that she at least passed and did not have to be placed in the ninth grade. She still functioned at the second to third stanine on her SRA achievement series.

A student evaluation was ready for Betty to respond to, but she did not attend school during the month of May so it was impossible to use this form of evaluation. The personal evaluation of the program for Betty was that the goal of improving Betty's self-

concept was not achieved, but some progress, even if minimal was achieved. Betty had a long way to go before she realized the consequences of her own behavior. She appeared to make genuine efforts to achieve this goal. If the influence of her so-called friends could have been neutralized, Betty might have progressed more in this area.

Betty could profit from positive reinforcement from all of her significant others, but it appeared doubtful that she would receive this as her sullen exterior kept people from reaching out to her and giving her the support she needed. Her home life was not supportive of educational ends and it seemed apparent that Betty would not complete high school.

The question needed to be asked as to whether counseling and the meting out of disciplinary actions by the same person was a valid approach with Betty. The question could only be answered subjectively as data such as attendance and office referrals by teachers contain many variables other than the role functioning of the counselor-disciplinarian. Some subjective criteria could be utilized in attempting to answer this question.

Did Betty consult the counselor-disciplinarian on her own without being referred? The answer to this was yes. Did Betty evidence a trust level with the counselor-disciplinarian? Except for her reliance on her friends, it appeared that Betty had developed a level of trust. Did Betty resent being disciplined by the counselor-disciplinarian? As long as the consequences for her particular behaviors were logical and just, she responded in

in a positive manner. Betty had an intense awareness of what she thought was justice and was quick to cite instances of poor judgment in others. She would also tell the counselor-disciplinarian that some action was unjust if she felt it was.

Did this type of situation help Betty? This question is difficult to answer because Betty did not reach the level of hostility towards school in one year and it is rather shortsighted to think that the behavior could be modified in one year with the time variable. To say that Betty benefited from the relationship would be easy to say and difficult to prove. Subjectively, Betty improved and did benefit from the relationship and did not evidence any problems in coping with a person performing a dual role.



## DEXTER

Dexter lived with his mother and grandmother. He was the fourth of seven children. His mother was very cooperative and interested in Dexter's well being. His mother remarried and has more children in the home than were listed on the records. Dexter was born in Chicago on October 29, 1962. He has not been retained, but did not work up to his ability. He was overshadowed by a brother one year older all through school. This brother was very intelligent, performed well in school, and was quite athletic. Dexter was small in stature and has resorted to a clown role to get the attention from the other kids and teachers that he desired.

Attendance has never been a problem with Dexter as he missed eight days during each of the last two years, 1974-1975 and 1975-1976. He had a long bus ride from the inner-city to a remote school, but he never missed the bus.

Dexter's main problems as evidenced at school resulted from his poor academic achievement and his behavioral antics. Dexter had few problems in school, even with his clowning, as he was so likeable. He was referred to the office many times for such things as 'goofing off', 'spit balls', 'playing around', 'pitching pennies', and various other behaviors.

Academically Dexter received mostly D's and F's on his report

cards. He has had Title I reading, but still scored significantly below the norm on several reading measures. On the Slosson Oral reading measure, Dexter performed at the 3.4 (grade equivalent) level. The Gray Oral indicated a 2.7, the SRA Total Reading was 4.1, and on the Gates McGinnite he scored at the 2.2 in the Comprehension section and at 3.7 in vocabulary. He did express an interest in mathematics, but performed very sporadically.

The first encounter with Dexter occurred when he was referred to the office by his social studies teacher for making continuous noises. During the discussion Dexter stated that he really wanted to make it at school and was willing to work at it. He said that he would be in court on September 8, 1975 as he had been implicated in a filling station robbery, but he stated that he had not done it. The court put him on friendly supervision anyway, but did not file charges against him.

In the meantime he was referred to the office again for noises in social studies and he was placed in a tutorial program rather than return to his regular class. He stated that he would not get into anymore trouble. At this time it was determined that Dexter did not have a good self-concept and also lacked self-discipline so he would be a likely candidate for intensive counseling during the 1975-1976 school year.

All through the remainder of September, Dexter was not referred to the office for any misbehavior, so efforts were made to concentrate on the self-concept. He said that nothing bugged him, but he was glad that his older brother, Wayne, was gone so that he would not have to be compared to anyone else. The plan was for

Dexter to decide who he was. He had great difficulty describing himself. All he could come up with was that he was black, athletic, and small in stature.

He was referred to the office for shooting spit balls and being tardy to class. A conference was held with the teacher and Dexter. In expressing eagerness to work with Dexter, the teacher was able to convince Dexter that she cared and from then on Dexter experienced no more problems in the language arts class.

Dexter was truant on October 14. In a discussion of this event when he returned to school, he explained that a group of the guys had met at the Donut Shop for some fun. Dexter's mother was very cooperative and seemed relieved that she had someone to contact at school to help Dexter. Dexter was not truant for the remainder of the year.

Another parent conference was held when Dexter and another boy got into an argument in math. The parent conference seemed to settle the matter for Dexter as he liked having his mother involved. Regular sessions continued with the emphasis on defining Dexter's identity. October was an easy month for Dexter as he experienced few disciplinary problems. He seemed able to control himself. In early November, the regular counseling sessions turned to things that Dexter thought were good about him. He stated that he was very good at basketball and was pleased with his own evaluation.

All of a sudden Dexter encountered problems in the classroom such as being tardy and disruptive. During a conference it was discovered that he had been cut from the basketball team. It appeared

that Dexter could not handle his 'defeat' in sports and maintain control in the classroom. He felt he was cut because he did not compete adequately, but in a conversation with the coach, he stated that Dexter did not follow directions.

Dexter got a grade warning slip in science for not doing the class assignments. He immediately became disruptive in the class and had to make a choice between a swat and a suspension. He chose the suspension and a parent conference was held. In order for Dexter to regain some of the lost self-confidence, it was arranged for him to become an office helper and a substitute hall monitor. He was reliable and efficient.

In early January Dexter was accused of putting his hands down a girls jeans. In a conference with the girl and Dexter, it was decided that the episode was a 'set up' and Dexter got caught. His mother was informed of the incident and willingly lent her support.

Twice in February Dexter got into trouble for skipping out of study hall and for playing around in study. He was put on a double or nothing warning system in which he would get twice the 'punishment' the next time he was referred to the office. Again to rebuild the damage that Dexter caused himself by these episodes, it was arranged that he would help the custodian during his study hall time. This gave him something he could be proud of and at the same time got him away from the influence of others in the study hall. He finally received a swat for inappropriate behavior. This did not destroy the relationship at all.

March consisted of problems such as pitching pennies in the restroom, talking, not working, and generally being disruptive.

ness of this occurred because Dexter was not receiving the individual attention that he needed and that he responded positively to. Several reasons existed for this, but the main one was lack of time to just sit down and talk with Dexter. Dexter did pop into the office frequently for such things as an 'ice pack' for an imagined injury. He just needed tender loving care.

Dexter still experienced a lack of self-control and this was evidenced by a very serious incident in which Dexter was a party to an attempted molestation of a girl on the track during the physical education class. The other fellow was mainly to blame, but Dexter was involved. This precipitated the need for him to return to court. After school was out, a phone call was received from the caseworker of the girl involved and she said that the girl was going to change her story, despite witnesses, and say that Dexter did it all. The outcome of the court appearance was unknown.

This entire episode just about destroyed Dexter. He threw food in the cafeteria so he was assigned to eat in the office until school was out. This wasn't really a punishment as he did receive some individual attention that he needed. His mother was very supportive so it would appear that Dexter will survive. Dexter did pass into the ninth grade.

It would have been easy to say that Dexter's self-concept improved without the presense of a very competent brother and with the assistance of counseling, until the serious event when the girl was molested. At this point he deteriorated even with

the reward of helping the custodians clean lockers and carry paper during the last few days of school.

Dexter still lacked self-discipline even though he was doing much better. He was easily influenced by his peers. Dexter would probably make it as he was very likeable with a ready smile. He could do better academically, but it was doubtful if he would as he would now be in the situation of attending the same high school as his brother. His brother has been very successful both in sports and academically at the high school. Dexter needed to grow in order for his true athletic ability to show.

Dexter did have a very supportive mother who cared about him. This should be a factor in achieving some school success. His family stressed school performance and behavior so this was not a new concept that Dexter had never encountered.

His attitude of being a clown has been a defense and cover for his lack of academic abilities and his inability to compete with the older brother.

Dexter responded positively to the counselor-disciplinarian and evidenced no problems in dealing with the dual role embodied in one person. He frequently sought out the office on his own yet did not explode or get angry when the need for disciplinary action arose.

## MARLENE

Marlene was the middle child of three girls. Her older sister was physically handicapped. Marlene was born December 26, 1961. She lived with her mother and sisters in a new scattered housing home. Mother said she wanted to get the girls out of the low rent housing project. It was very neat and clean when the family was visited at Thanksgiving time. Her father was not in the home but he did maintain some contact with Marlene.

Attendance problems have never existed for Marlene until she ran away from home during this school year. She was able to maintain a C average. Her reading scores were all at or near the seventh grade in grade equivalents. On the Slosson she rated a 7.4 and on the Gray 7. She liked to participate in class discussions and quickly offered to enter discussions. Sometimes this caused her problems as she appeared to want to control the discussion or class.

Marlene was a tall, beautiful girl with a good voice and athletic abilities. She was worldly wise and often knew exactly which girl was pregnant. She frequently upset teachers while attempting to gain control of the class. Marlene was a very dominant person and exerted much influence with the girls. They were either scared of her or her friends or were devoted to her. She had a temper that would flare when provoked that could scare

anybody. Marlene seemed rather proud of her temper and the influence that she exerted. She did realize that the burst of temper could and did get her into trouble many times. Her bravado coupled with the temper got her into situations where she could not extricate herself.

Towards the middle of September 1975, Marlene began to reveal some of these things as she was sent out of a class twice, once for laughing and disrupting the class and the other time for calling the teacher, "Skinny" and then laughing at him. She did not seem to be malicious with her comments, just having a good time, but of course she could not be allowed to continue disrupting classes. In the early conferences, Marlene expressed a desire to control her temper better and thought she would welcome some assistance in doing this, so conferences were set up to deal with this aspect of Marlene's behavior. She did not appear to suffer from a poor self-concept.

It did not take very long for Marlene's temper to blast out as she and another girl got into a fight. They were close friends, but something had triggered this fight. Both girls were suspended as it was a real knock down and drag out fight and they needed a time to cool off. Upon Marlene's return, counseling sessions started again.

She was chosen to play a lead role in the school musical. The home economics teacher was making her a beautiful long dress, the vocal teacher was taking her home after practices, and she was learning to dance. She was very excited about the whole thing. Many conferences were held which dealt with making and keeping



commitments. She assured everyone that she would follow through. She related that her temper was under control, grades were good, and she expressed no difficulties at home. She even got kicked by a boy in a class and instead of popping him as she would usually do, she just ignored him.

She was very interested in the Area Vocational Center and she eagerly accompanied the other girls for a visit. She also helped with a bus problem. She could exert the necessary control to get some potential fights or problems settled on the long bus rides from the inner city. She had a slight problem in language arts in that she had some fun at the teacher's expense by chewing on her cheek and making the teacher think she had gum. This was typical behavior for Marlene and she seemed to enjoy every minute of it.

She related that one of her friends was pregnant, so discussions on planned parenthood and responsibilities of parenthood were held. She insisted that she wasn't going to get pregnant. At the same time she was working on temper control by using breathing exercises for relaxation. When she would run into the office in an agitated state, she would lie down and start the breathing exercises. She thought they were funny until she experienced relaxation and the drop in the level of her anger.

She was sent out of class in early November for sassing the teacher. She told him that she did not know his class rules when she really did. Again, she was just trying him to see how much control of the class she could get. A conference was held

with the teacher and Marlene. The teacher seemed to realize the control that Marlene had with the black kids and by gaining Marlene's confidence, they could work together for a better classroom atmosphere.

Marlene slipped in controlling her temper and was vacillating on the musical. Something was happening inside Marlene as she evidenced a great uneasiness. She seemed to be taunting the vocal teacher with the threat of quitting the musical. Finally on October 10, 1975 she did quit the play. It was difficult to get another girl to replace her in the musical. Again conferences were held to discuss commitments and what they meant. The next day she appeared and she wanted to discuss drugs, sex, and her friends. She presented a picture of being under a lot of pressure.

The next day, she and the girl that she had had a fight with started taunting the girls physical education teacher. It ended up with the other girl wrapping a belt around her hand and attempting to hit the teacher. Upon being called to the gym the boys gym teacher had control of Mary. Marlene made no attempt to pull away or to resist in any fashion. This was a very serious matter and Marlene was suspended for ten days and had to see the Director of Secondary Education with the recommendation that she be returned to her present school. Mary was placed in the Secondary Readjustment program. Marlene returned to school in early December and she was placed in the tutorial program in order to catch up on her school work. She ate her lunch in the office where discussions were held daily. She expressed concern as to whether the vocal music teacher still liked her. She said that she had a court date

on December 12 in which possibly she would be placed in a foster home. She called after the hearing and said that the court felt she was improving at school and would not consider alternate placement for awhile. She did not know that conversations with her caseworker had taken place. Her next court date was in February of 1976.

Marlene ran away and was gone for four days. When she was found, she was placed in juvenile detention and was later placed in a foster home and would attend another middle school. The foster home was contacted several times for an update. Within the first week they had received a letter from the school stating that Marlene had been having problems with her temper and her mouth. The Dean at the other school said that Marlene was going downhill daily and now called herself Salona. On February 4, 1976 the foster home parent had to take her to juvenile detention as they were having many problems with her. On February 13th she stole \$500 and ran away. Marlene's mother came to school on the 16th and said that she had not been found yet. She was located on the 23th and was placed in juvenile detention. She was later placed at the Illinois Soldier and Sailors Home in Bloomington. The kids who lived near Marlene said that she was pregnant and that the father of the child was her own mother's boyfriend.

An evaluation of Marlene's situation or a prognosis for the future was very difficult. It was probable that Marlene had become involved with the mother's boyfriend about the time that

and quit the play. He lived with them. This might have been the reason why Marlene was so interested in discussions on sex and birth control.

As to whether one person can play the role of counselor and disciplinarian with Marlene's case, it must be examined subjectively. She did accept the disciplinary actions with no resistance, just as long as she felt them justified. She sought counseling when she wanted and she exercised some trust by the invitation to her home and by revealing some confidences. There would appear to be no problem with Marlene relating to the person in the dual role.

## DONNA

Donna was a beautiful girl and the baby of a family of five. She was born April 12, 1962 seven years after the last of four boys. This situation along with an alcoholic father has caused Donna to grow up being pampered and protected. Her one brother was a hair dresser and Donna has had her hair done for several years. She looked much older than she really was because her hair was always the latest style and bleached. She dressed in the latest fashions with lots of eye make-up and was perfectly groomed.

Donna's father has never allowed her to be disciplined in any way as for example he believed that swatting girls would impair their ability to have children. She somewhat experienced a hypochondriac mother, but the mother was very cooperative and attempted to instill some self-discipline in Donna.

Donna has experienced some medical problems and these came to a head during the 1975-1976 school year. She had been diagnosed as having mild epileptic seizures with the possibility of major seizures. Her mother saw that she took her medication regularly and that she got the medical attention she needed.

Academically Donna has never been retained although she did attend Head Start. She could pass her school work, but she had difficulty staying on task and was easily influenced by her peers,

especially the boys. Donna started the 1975-1976 school year in regular sections, but ended up in all tutorial groups, not because she couldn't perform, but because she wasn't.

Donna was sent to the office early in September 1975 for excessive talking in vocal music. This same kind of thing happened almost daily in all classes. No one teacher sent her to the office, so it did not appear to be a personality conflict with any teacher. During one of the conferences she agreed that she was having serious problems. This was after several conferences, a parent conference, detentions, and finally a suspension. It took all of this before Donna realized that she needed to discuss some of her problems and attempt to deal with them.

Donna definitely had a very poor self-concept even with all of the attention she got at home as her attention getting devices were mentioned over and over again in her folder by previous teachers. Her self-discipline was almost nil. She had always had what she wanted so she did not know how to put off gratification of any need or desire. She finally agreed that her self-discipline was lacking, but expressed that she did not know how to control her actions. It sounded as if she really felt that she could not exercise any control over her self.

During regular sessions, Donna began to open up and expressed such hurt and pain that she really couldn't cope with things. She was very concerned about her father and his alcoholism and did not know how to handle the situations when he and her mother got into it. Arrangements were made with the local Alateen group for Donna to

attend some of their sessions, but then she would not go.

On October 3rd Donna rushed into the office and asked to talk. She was very tense and upset. Her mother was called and she came over. In discussing the situation, it was suggested that Donna go home with her mother and that they have a long talk. Her mother called later in the day and said that after they got home, Donna retreated to her room and refused to discuss anything.

On October 7th Donna again wanted to talk. She said that home and school problems were better, but that she had missed two periods. She stated that she was not pregnant just had not had her medicine for low thyroid. She was very tense. Since the social worker was at school that day, Donna was introduced to her and they talked. She finally had to go home as she just could not function at school.

The family had a big fight and Donna came in and told about it. In the meantime things were not going smoothly in her classes as she was still talking incessantly, not doing her work, and was frequently tardy to class. On October 10th it had gotten so bad that Donna was again suspended. In the pre-suspension conference, Donna stated that she did not know why she couldn't stop all of the goofing off and disturbing classes. She felt she just couldn't stop and seemed to realize that she was having serious problems internally.

At the end of October things were better for awhile, but Donna did express that she wanted to go live with a married brother so she could get away from home. A phone call was placed to

the mother and to the sister-in-law. Both were not surprised that she wanted to do this, but during a conference with them, Donna agreed to try living at home a little longer.

November went a little better as far as the classroom situation was concerned. Frequently she expressed the need to go to the office. She had been in the hospital for thorough testing as she had been experiencing painful headaches. She had an EEG which confirmed the earlier diagnosis of epilepsy. She told how her father called her horrible names and she stated that she believed that she must be that way if he called her that (such things as a whore, etc.). She would appear very upset, yet she never cried. She did not want to talk to the social worker and wanted her told, but she did not want to have to tell her. She expressed more confidence in the counselor-disciplinarian.

An attempt was made to isolate Donna from her audience so that there would be no respondents to her attention getting devices. This seemed to compound the medical problems as she wanted to work in the isolated situation, but her physical self was rebelling against this. She was a very disturbed girl and needed professional help.

December was bringing everything to a head as she could not cope with anything. Her mother was in the hospital so she wanted Donna kept at school, yet Donna would be in pain and want to go home. She spent many days just resting in the nursing area.

Immediately upon return to school after Christmas vacation,



and started being sick and having to go home almost daily. If she stayed at school, she would go to class without any materials, be ready, cause disturbances by bothering other students, etc.

January 26th was the only day that Donna was not tardy or sick. Things really started going down hill after this. She was kicked out of every special class such as art and had made all F's so something had to be done to get her moving with her school work. It was arranged for her to do all of her academic work in a small group tutorial situation involving no more than four students. She could not handle even that. She started being dizzy and sick. Finally one day she really broke down and cried as she was so upset. Her mood swings were so intense and fast. She laughed hysterically, ran down the halls, shouted to other students- no matter where, and then she would be sick. In the discussion on the day that she cried, such things as her dosage of medicine, Alateen, and just everything else was talked about. Finally a phone call was placed to the home and the mother came for her.

The next day Donna walked out of a class and came to the office. At this point it was obvious that something had to be done to get some help for Donna, so she was suspended for ten days. This meant that she would have to see the Director of Secondary Education and a disposition of her case made. A letter was sent to him so that he would be appraised of the situation. Mother called very upset and crying. At this point the suggestion was made about mental health counseling and the possibility of home study so that Donna could catch up on her school work.

Donna was to return to school after the conference with the Director of Secondary but her mother called and said that she had fainted. She did return to school on February 16th. She made it for fifteen minutes and came in upset and wanted to see a psychiatrist. She now has faced the fact that something is desperately wrong within her. She went home, but returned the next day and she was found hiding in the restroom rather than going to class. She said she was going to press her parents to get her mental health counseling and to go on home study. She saw her family doctor that afternoon.

Donna and her mother came to school and the process for getting Donna on home study was explained. Her mother made immediate arrangements and Donna came to school to say good-bye to her friends.

Donna did very well on home study. Her home study teacher said she had completed all of the work she had missed plus she had moved ahead in many areas. She was very cooperative with the teacher and did a thorough job with the school work. In conversations with her mother, she stated that Donna was much calmer and had had no more fainting or dizzy spells. Donna was tested by a neurologist and was carefully monitored on her medication. She was not getting the needed mental health counseling. She refused and her parents did not force her.

Arrangements were made for Donna to have someone ready to turn to at her high school. The counselor selected was a very perceptive person who would be supportive but firm. She agreed

to be available if Donna sought her out. Donna came to school the day after school was out for the summer vacation. She expressed some apprehension about high school and being able to cope with it all, but thought she could make it. She expressed some regret that she was not getting the intensive mental health counseling that she needed.

An attempt to evaluate even subjectively whether or not Donna achieved the goals of a better self-concept and more self-discipline would be absurd as she was unable to cope with much of anything much less improving her self-concept and self-discipline. The only positive thing about the efforts expended was that Donna was able to accomplish some school work and not be retained in the eighth grade. She certainly felt no hesitation in seeking out the counselor-disciplinarian and readily complied with any disciplinary actions that were taken.

The problems that Donna had in her home coupled with her own medical problems in conjunction with her mental health will not be overcome quickly if at all. Possibly the discipline problems that she experienced in school brought some of the other problems into focus so that she might be able to deal with them.

## LORRY

Lorry was born June 7, 1960 in Hastings, Nebraska. She was the fifth child out of six. The first four children were by the first husband, Lorry and a sister by the second husband, and her mother has now married for the third time. Lorry had attended some seventeen schools since starting the first grade. She was in five different schools in the second grade alone. Many of these have been in Decatur, but some time was spent in Arizona and other cities in Illinois. She has performed at C level academically, but was behind because of the extensive moving. Her eighth grade year was the only school year that she completed in one place. Her sixth grade SRA achievement series was the only complete test data that was available. She scored in the fourth to fifth stanine in every test area.

Attendance records were not available, but drawing upon the experiences of this past school year, she must have missed school frequently. She experienced quite a serious ear infection this year and was not treated medically for almost two months and then only after pressure was put on the mother. Lorry missed 85½ days during the 1975-1976 school year. Some of this time was suspension time.

Lorry's first encounter with the office was precipitated by some very vicious backtalk to the principal. Since Lorry did not

late a phone, she took a letter home with her in which her mother was requested to contact the school or Lorry would have to be suspended. Her mother did not phone, write, or come to school so Lorry was suspended.

When she returned, a conference was held so that she could start afresh. Lorry really talked. She told about a car wreck she was in the night before. The conversation was led to the topic of school and what she hoped to gain from school. She stated that she was new in the school and knew no one and she would just as soon stay at home. She did say that some girl by the name of Julie had looked down her nose at Lorry and that she would just have to beat her up. Lorry expressed the desire to be the first person in her family to graduate from high school. Since she was already behind (would be sixteen in June) it would be a struggle for her.

From this point until January all the problems that Lorry encountered were very minor. She had a couple of referrals for talking, but everything was quiet. Regular counseling sessions continued with Lorry revealing that Julie was still bugging her. Lorry was a bleached blonde and very tough acting while Julie was slender, had long black hair, and many material possessions that Lorry did not have. Julie managed to make Lorry feel worthless rather quickly. As early as September it was evident that there would be trouble at the bus lines between Lorry and Julie. Several sessions were spent attempting to defuse the impending conflict, but to no avail. Lorry stated that she knew it wouldn't

be long until she exploded at Julie. Lorry got so upset by Julie's condescending attitude that she went to pieces. On this particular occasion Lorry had to be taken home as she could not handle the situation.

The next day a phone call was received indicating that Lorry was intimidating another girl. In the discussion Lorry didn't even know the girl so it was believed that this was a set up as the girl was a friend of Julie's.

Early in October Lorry came in for a regular session. She said things were better. Julie hadn't been after her and home problems were not as intense. Lorry had very crooked teeth and she was quite conscious of them. The nurse agreed to see what could be done about them. Lorry had decided to examine her anger to see where the foundation of it originated. She said she was hostile and explosive. The two usual goals of improving self-concept and self-discipline have not been set with Lorry as she had so many other problems that even a slight improvement in class work or in controlling her temper would be worth the effort.

The next two sessions were very productive. Things with Julie were simmering and everything at home was going smoothly. She expressed a need for some additional reading and math help. It was arranged for her to go to the math tutors and the reading teacher for supplementary help.

The very next day Lorry refused to take a test in math and said that she wasn't going to class again. She forced the situation by not going to class and had to be suspended. For some

reason she had become very hostile. She had said she liked her math teacher so that didn't appear to be the problem.

When she returned, she went directly to the office and told all about her boyfriend who had just left for the service. She was uptight as she didn't know where she stood with him and she expressed a need for security. Her uneasiness about the boyfriend was probably the reason for her misbehavior in math class.

The next session was better in that Lorry was a little more objective. She talked about getting married at Christmas when her boyfriend graduated from boot training in New Jersey. Birth control, maturity, and the responsibilities of a marriage were discussed. In conjunction with the marriage she talked about her desire to make good grades and not be absent because this was what he wanted of her. Tried to get the topic around to what she wanted and needed.

The next session centered on her nephew. It seemed that Lorry's brother had fathered a child by a girl of thirteen. The court put her under supervision and would not allow the brother to see either her or the child. The girl was to get off of supervision and they were going to Texas to get married. Lorry loved the little boy and couldn't wait until she got to keep him. The discussion stressed responsibility and self-discipline. She vacillated from fantastic insights to great immaturity.

As a reward for being at school and getting along, Lorry served as an office helper. Immediately after leaving the office she went to class without her book, paper, pencil, and homework.

She was promptly sent back to the office. Again the conference stressed responsibility and self-discipline. She expressed complete disinterest.

The next day, November 20th she rushed into the office so upset that she couldn't go to class. It seemed that she had not heard from the boyfriend and with Christmas approaching she didn't know what to do. Since she was so distraught, it came as no surprise that she got into trouble in the classroom.

She really lost her cool and marched out of a class and told the teacher where he could go. Then she refused to discuss anything and finally walked out of the conference. Lorry was not quiet and displayed the angry behavior in front of other students, so she was suspended. The Director of Secondary was contacted to see if Lorry could be put into high school as she was so much older than the other girls and to see if she was married out of state at fifteen would the marriage be recognized in Illinois. The answer to both points was a firm no. She would continue in the eighth grade.

Lorry had begun to miss a lot of school because of an ear infection. When she was at school she spent much time resting in the nursing area. Finally one phone call was accepted by the mother at her place of employment. She was not very happy about the call and expressed disinterest in Lorry's medical need.

Immediately after Christmas vacation, Lorry ran into the office to relate that she had not gotten married. He said they would wait until summer when he finished his special training. She was very



excited and anxious to move ahead in her school work. She even planned to attend summer school so that she could get ahead in high school. She was still sick and had not seen a doctor for the ear infection. The situation was discussed with the nurse in which it was suggested that a petition for neglect be filed with DCFS. The nurse felt this would not get Lorry the medical attention she needed. She had seen the dentist via the school clinic, but there were no possibilities for medical help.

When Lorry still missed school by the end of January, the Attendance Officers were sent in hopes that some medical treatment would be instituted. She did return and had received some medical attention, but she was so upset about the brother's child that school was a waste of time. It seemed that they did go to Texas but the girl moved in with another guy and the brother returned to Decatur with the boy. Lorry wanted to stay home and babysit with him. She even planned on marrying the boy's godfather so that she could keep him. Lorry meant well, but just did not know how to solve her problems. She thought that marriage would take care of everything.

Lorry arrived at school with a black eye. She said she hit her eye on a card door, but that her mother did not know about it. She went home sick again today and missed many days in February.

Upon her return she expressed fear that her brother's boy was going to be taken away from him by DCFS as he hasn't been contributing to his support. Lorry was griefstricken and blew up in her science class. That same afternoon Lorry supposedly

hit Julie on the bus line. The bus supervisor was within ten feet of the incident and he said that Lorry did not hit Julie. The parents refused to believe the teacher and called the police. Julie's mother called at home and demanded that Lorry be suspended immediately which was refused. She was told that appropriate action would be taken upon investigation of the incident. She threatened to call the members of the school board and anyone else that she could think of. Julie's father was a teacher and yet he refused to believe another teacher who was acting as the bus supervisor.

After spending time investigating the incident the next day, it was obvious that there were two stories and that the girls must agree to stay away from each other. Julie finally agreed to this but Lorry refused because she said she wasn't guilty. It took calls to Lorry's mother and a trip to school by her step-father to get her to make the commitment that she would stay away from Julie. Finally she agreed.

It was too late to stop the warrant and Lorry went to court on March 31, 1976. Before going to court she said, "Who are they going to believe when they see Julie, her parents, her clothes, and her money? Just look at me, they certainly aren't going to believe me!" Lorry's self-concept was very poor yet she knew where she stood when confronted by the law. She was put under friendly supervision of the court.

Lorry missed most of April because she was babysitting for the little boy. He had not been placed in a foster home. She

to start attending in May but her attendance was very sporadic. The Attendance Officers went to the home and brought her to school. She was so hostile at this action that she deliberately caused so much trouble that she had to be suspended. She refused to go to class, ran through the halls screaming, wrecked the restroom, and became very abusive in her outbursts to the office. She refused to accept any disciplinary action except suspension which was done. She really wanted to stay home with the boy. She cleaned out her locker and left for good.

She called to apologize and expressed regret at having caused the Dean any problems. She stated that she just wanted to be at home with the little boy and didn't know how else to do it.

The prognosis for Lorry was bleak. What few times that she was sent to the office were of great consequence. She was unable to divorce the problems at home from school. Her rampages were usually associated with bad times at home. If she goes on to high school, she will experience many difficulties as she could not control her behavior.

It is a subjective opinion that Lorry realized the value of education, but that she cannot postpone gratification for four years of high school. The relationship with Lorry was a positive one and she did not evidence any difficulty in relating to a person in the dual role of counselor-disciplinarian. She showed some trust and confidence in the person.

## LAWINIA

Lawinia was born on February 15, 1962 the fifth child of eight. Both of her parents are in the home. Her family has remained rather stable as she has moved through the schools as dictated by integrative busing. She has never been retained, but operated at a lower level than her test scores revealed. The Slosson Oral Reading score in grade equivalent was 5.8, the Gray Oral 5.6, the total SRA reading at 3.4, and a composite score of 4.7 on the Gates McGinnite. She participated in Title I reading programs and has spent both the seventh and eighth grades in a small group tutorial situation. Even here she experienced difficulty concentrating for any length of time and she consistently received F's on her report cards.

Lawinia has a history of shoplifting and stealing and was on probation. She has taken younger children to town to teach them to shoplift.

The first two encounters with Lawinia involved stealing at school. She stole money from a purse in physical education class in front of the entire class and teacher. The police were contacted and Lawinia was suspended. During the parent conference the mother expressed support and concern for Lawinia's actions. Immediately upon her return to school, she stole a watch out of a jacket in a locker. She gave the watch to another girl to wear,

but it was recovered and returned to the owner. When the mother was contacted about this episode, she said she was tired of messing with Lawinia and why wasn't she placed in the Boy's Club (the Boy's Club facilities was the location for the Secondary Readjustment Program). Upon discussion with the Director of Secondary Education who made the decisions as to who was placed in the program, it was decided to keep Lawinia in her regular school. It would now appear that there won't be too much cooperation from the home.

Lawinia has been observed doing some rather strange things such as eating chalk and pencil shavings. The matter was discussed with the school nurse and she looked into it. Mother said that Lawinia was only doing it to get attention and that she had no mineral deficiency.

Conferences were arranged with Lawinia and parental permission was received for Lawinia to see the social worker twice a month. Lawinia was very uncommunicative and withdrawn. She expressed a need and desire for attention by showing a big smile when such was given. She was not a discipline problem in the classroom by disrupting the class, but she did draw attention to herself by the weird things she did. She did not appear to be hostile, nor was she argumentative. The biggest need that could be identified for Lawinia was her need for attention and her stealing. She did come from a very poor family and the things she had stolen appeared to be things she did not have and just wanted.

The counseling sessions throughout September and October of

1975 concentrated on why she got into trouble. She did think that sometimes her association with her friends got her into trouble and that she got herself into trouble. When she didn't get into trouble, she liked school and she did much better with her school work. She definitely expressed interest in the Area Vocational Center and wanted to go there someday. She went with the group to the Area Vocational Center. She stated that she thought she could trust the counselor-disciplinarian and that she was not going to get into anymore trouble. She had difficulty expressing herself and often used nonverbal responses.

There were no official referrals from teachers during the months of November, December, and January so the counseling sessions continued with emphasis on self-concept and self-discipline. Lawinia appeared to enjoy saying or doing anything to get attention. She would pop into the office and relate such things as "girls are smoking in the john". This was especially dangerous as she was able to continue a black-white fight via her lies. She could keep many of the girls in an uproar by saying a few well placed comments and none of the girls could even figure out that she had done it. She seemed to enjoy stirring up a ruckus and then watching the fireworks from a safe distance. She could not comprehend that her lying caused her and others problems. It seemed to be an accepted way of life for Lawinia.

In February she was sent out of class for going to sleep. Her body odor was so bad that she was taken to the locker room, showered, and given clean clothes. In the conference Lawinia did express the thought that maybe the kids did not like her

because of her body odor. Efforts had been made for several months to get Lawinia to face the problem of bodily cleanliness.

Lawinia was seeing the social worker, but was absent often when she had an appointment. The social worker expressed concern at the difficulty in getting Lawinia to talk about herself. She became very uncommunicative whenever the conversation got close to her.

Early in March she and another girl exchanged some blows and both were kept in the office for an in-school suspension. The office smelled so bad that several sprays were used, but nothing helped. In the conference she readily talked about anything and said that she wouldn't fight or cause anymore problems. She walked out of the office, past the Dean, wearing a boy's coat that she had just taken from the office. The coat was taken off of her just as the bus was pulling out. She was suspended. Her mother called and said that Lawinia did not know that the coat belonged to someone else and did not believe that she had taken it.

When Lawinia returned to school she still sought the attention, but the counseling sessions seemed to be going nowhere. At the end of March, she and Betty left school. The Attendance Officers were called and office personnel went after them, but they ran and hid. They ran from the Attendance Officers also. When the Attendance Officers went to Lawinia's home and informed her parents that she had left school, Lawinia's father beat her up when she got there. She was picked up and placed in juvenile detention. From there she

was placed in a foster home until a disposition of her case could be made. A conference was held about Lawinia with her foster mother and great strides occurred in Lawinia's cleanliness. Her caseworker said that the father was not to contact Lawinia and that the court had instructed him to see that she was psychologically tested. Arrangements were made with the school psychologist. Lawinia was somewhat cooperative with him.

Lawinia's foster mother came to school. It seemed that several stolen items had been found in the home. Upon a search of several lockers, more stolen materials were found. She had now involved another girl in the foster home in her stealing forays. During the next week several conferences with the foster mother, caseworker, and probation officer were held. Lawinia got so upset during one such conference that she went home with her foster mother. April 2<sup>nd</sup> her caseworker picked up Lawinia for a court hearing on her placement. Before the caseworker got to school, Lawinia took a needle and thread and literally sewed a design all over her palm. Immediately a phone call was placed to her caseworker, so that it could be noted in her records with the suggestion that she get immediate mental health counseling. When given scissors to cut out the thread, she ignored them and just ripped the thread out of her hand.

Lawinia was placed back in her home and was going down hill fast. She was truant one day and did not arrive at school until noon and then deliberately did not check into the office. When discovered, she had to compose a letter to her mother stating



where she had been, how she got to school, and that she would not do it again. She had the letter at the bus, but later when a call was placed to her mother, she denied seeing it and was completely unaware that Lawinia had been truant. The next day Lawinia disrupted the class by collecting a quantity of nose excretion and letting it drool out of her mouth on to everything. Kids were getting sick and complaining. When her mother could not be reached at the neighbor's phone, Lawinia was suspended until a discussion of the situation could take place. Lawinia acted unconcerned and seemed to enjoy the attention she was getting.

Mother finally contacted the school with assurances that Lawinia would behave and that she would guarantee her behavior. The topic of Lawinia seeing a mental health counselor was broached with an explanation of how the mental health clinic operated. She shrugged it all off as something insignificant. Lawinia just needed to act right and that would solve everything. Lawinia was allowed to return to school.

She returned with a very poor attitude and refused to cooperate on anything. She had a May 21 court date and a letter was prepared to her probation officer for presentation to the court. Since Lawinia had to be suspended again, she was placed in juvenile detention until disposition by the court.

To predict what would happen to Lawinia and what effect if any that the counseling-disciplinary sessions had on her was very difficult. If she does not achieve the attention she so greatly needed, she will face many years of being in and out of court as she knows

that she gets attention via stealing. Her behavior was reinforced negatively much more than it should have.

Lawinia did not achieve a better self-concept or better self-discipline. She did learn how to manipulate people to get her desires and needs satisfied. Lawinia has deep seated problems that require intensive professional care and it appeared doubtful that this would occur.

Lawinia did not evidence any lack of trust or rapport with the counselor-disciplinarian. She sought the counselor-disciplinarian out whenever she wanted and seemed free to do so. Lawinia did not experience any difficulties in relating to one person in a dual role.

## PAM

Pam was born September 9, 1962 in St. Louis, Missouri. She lived with her mother and was the second of four children. When she first came to Decatur, she lived with an aunt and there have been guardianship problems for several years.

Pam was extremely nice looking, dressed very neatly and cleanly. She was somewhat of a loner, but could become a leader when an incident was happening. She gave an appearance of complete lack of interest, surly, and insolent. She experienced many behavioral problems during the 1974-1975 school year and was suspended three times with the final suspension being one in which she had to see the Directory of Secondary Education for possible alternative placement.

Pam could have been a B student if she wanted. She easily passed her class work and has never been retained. One of Pam's biggest problems, and this occurred in her family with other children, was that of excessive absences. In fact a petition for truancy was filed with DCFS early in 1976. Pam's mother had never had any contact with the schools, but this past year some parent cooperation was shown even though it was obvious that Pam controlled her mother.

The first encounter with Pam occurred when she was sent out of study hall for refusing to do any homework. This was early in the

1975-1976 school year. She stated at that time that she wanted to be suspended and placed in the program at the Boy's Club. She stated that she hated school and would do anything to get out of it. She did agree to try school for two weeks and that she would cooperate in a counseling program.

Less than a week later she was referred to the office by the physical education teacher for being rude, talking back, and uncooperative. She did not have a gym suit and refused to get supplies for gym. During the conference Pam was supplied with the required items and a commitment that she have her mother call was made. Her mother did call and the program at the Boy's Club was explained and both Pam and her mother agreed that it would be better to remain in the regular school. It was a lengthy session. She told her mother and the Dean that she would not make any effort to gain friends, but she would stay out of trouble. Teachers were all 'bad guys' except for her language arts teacher. She stated that she certainly did not trust anyone in the office. One of the items Pam agreed to work on was the whole concept of trust and self-discipline.

Pam and the study hall supervisor were bitter enemies. Pam expressed complete and full hatred of him. This exploded on September 24th and 25th when Pam said that she was discriminated against in that another girl was not treated the same way she had been for the same misbehavior. The following day she let the teacher have it verbally. She was suspended. She tended to explode and got so out of control that she became irrational. Pam was somewhat justified

in her reaction, but she needed to learn the self-control that would allow her to examine the situation and respond in a manner that would not get her into trouble. This required a lot of work in that she was so withdrawn and it was difficult for her to discuss anything.

She refused to do an assignment for the study hall teacher which was a theme on a president. She did do the theme after changing the title to Martin Luther King, Jr. She did a fine job on the theme, but the teacher was antagonistic.

Early in October Pam received a low grade warning slip which would put her in extreme jeopardy as she would have to work closely with the study hall teacher to get the grade up. Immediately arrangements were made for her to discuss the situation with her teacher and to do her study time in the office. Any other time that she would be in study, she was to get a book from the office and at least act like she was reading it. This worked for almost a week.

Pam really blew up today to two teachers in the IMC, her science teacher, the assistant principal, and the dean. She called the science teacher crazy and acted so hateful that she forced another suspension. She seemed to be doing anything to get sent away from school.

For some reason Pam calmed down after the suspension and was able to get some school work done. Part of this happened because she was taken out of all study halls and spent her study time in the office. She appeared very contented with this arrangement, but she still refused to smile, talk, or to acknowledge anyone.

All of this time Pam had missed school regularly. This caused a blow up in math class when she was asked to go to the board and do a problem. She absolutely refused and was sent to the office. She said that she wasn't going to be a fool in front of the class as she did not know how to do the problem. She preferred the confrontation rather than to let the kids think that she was stupid. Arrangements were made for her to have tutorial services in math as part of the problem was due to the fact that she missed so much school and was unprepared for classroom performance. This seemed to meet with her approval and strangely enough she showed some evidence of trust. She still was uncommunicative and sullen, so it was difficult to tell how things were really going with her.

Suddenly Pam refused to take a test on a library unit which would be half of her language arts grade. As an attempt was being made to determine what had happened, Pam exploded and walked out. She needed time to cool off so she was allowed to go to the restroom. After she calmed down, she returned and the discussion began again. She did not say much of anything and the problem was never determined. There was ample opportunity for pleasant exchanges when Pam was in the office for her study halls, but she rarely acknowledged that anyone was present.

Pam missed a full week of school and even the Attendance Officers could not find her or the family. She returned February 23rd. She was sullen and for some reason she often said "huh?" during the conversation as if she were somewhere else.

The next day she blew up at the math tutors. Now she is doing

her math in the office. The same day she was sent out of P.E. She was so hostile and nasty to the substitute that it took almost forty minutes to calm her down. It seemed that she unplugged the record player and then made smart comments to the teacher. Couldn't figure out what really triggered the entire episode.

The next day Pam spent time working on math in the office. She seemed more cooperative and even appeared to be trying. There were constant interruptions as other students had to be dealt with, but she did not lose patience and for once really was on task. She still wouldn't talk about much, especially herself. She missed school and even called to have the Attendance Officers take her to school.

March was really uneventful and Pam seemed to be doing much better. She was still missing school, but had found a real interest in home economics. She dearly loved to sew and time was spent in the office cutting out the pattern. Many days she would go to home ec and work during her study times. She also had returned to her regular math class and felt some assurance with her ability to perform and not appear stupid. She did tangle with the art teacher, but this was not atypical as many students met the same fate. In the meantime DCFS had contacted the home about the truancy petition. Felt confident that Pam would have problems soon.

Pam did not disappoint. She was removed from P.E. by the principal for causing trouble. Pam had a strict sense of injustice and felt that she had been unjustly dealt with. The principal attempted to take her to study hall, unaware that she never

went to study hall. She refused to go and quite naturally he insisted that she go. Pam blew up just upon meeting in the hall. She cursed both the principal and the dean and started to leave the building. Attempts were made to talk to her, but it was of no use. A call was placed to the Attendance Officers so that the mother could be notified. Pam walked back in and another attempt was made to talk to her. She actually cried and her tough exterior melted. Somehow, she did exhibit some trust because she returned. Her unorthodox behavior in front of the other students required a suspension, but she understood and accepted the disciplinary action. She did have trouble understanding why there could be a communication gap to the point that the principal did not know that she was not to go to study hall.

After Pam's return from the suspension and parent conference, she appeared to do better in school with her behavior. Her attendance also improved. She had one more flare and that was in math. The situation could not be worked out to Pam's satisfaction so she just did not return to school for the remainder of the year.

Pam did not reach the goals of an improved self-concept and self-discipline. She still rarely smiled and was almost totally withdrawn. She had few friends. The only positive aspect of the entire year was her love of the sewing in home economics. She did appear to develop some trust, but am afraid that she will experience many difficulties in the ninth grade with her inability to deal with teachers that she has conflicts with.

Pam's self-discipline did not improve as she still blew up



and caused herself serious problems. She refused to see the school social worker and unless DCFS acts on her petition for truancy and included some form of counseling in the disposition of the petition, she will get no help.

Her grades did improve from 1974-1975 through 1975-1976.

Pam never sought out the counselor-disciplinarian on her own, but she showed some trust by the movement in and out of the office for her study times. She did not evidence any form of difficulty in working with a person in a dual role.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

## CONCLUSIONS

All of the case study students except for Dexter exhibited behaviors and problems which were so massive that any real change in either behavior or self-concept would be difficult to assess. At this point then, the questions of trust, rapport, and student response to the counselor-disciplinarian role must be examined.

In every case it is the subjective observation that all of the case study students demonstrated a certain amount of trust. This was evidenced by the willingness of each student to seek out the counselor-disciplinarian on their own initiative when they felt the need. Even when a disciplinary action had to be taken, the students had trust in the counselor-disciplinarian, realizing of course that the action had to be a just one in their eyes. Several times students revealed information of a very confidential nature and it is the belief that this would not have happened had the students felt any distrust.

One factor that should be taken into account is the possibility that the students sought out the counselor-disciplinarian for reasons other than that the person fulfilled a school related function for them. One finding is very subjective and that is that the students often sought out the counselor-disciplinarian for attention. This is a positive response in that they felt free to do this when the need was there. They did not hesitate to

to ask for anything or to complain about anything.

It is difficult to assess whether any case study student was disciplined or counseled any differently than other students. Mention is made of this in that the possibility of being overprotective of the students could have happened. Sometimes objectivity was not easy to achieve. Subjectivity was possible, but believe that it did not alter any counseling or disciplinary approaches.

Another aspect of this study is the overreaction to the direct confrontation especially when this occurred in front of other students. Because the desire was to have the case study students improve in the areas of self-discipline and self-concept, it became a fact of life that much disappointment lay in store. The constant reminder that these behaviors did not occur just this past year and that they could not hope to be remediated in one year had to be thought of many times. Sometimes the personal disappointment colored the reaction and this should not be the case.

Time was a very real problem. When any student needs help, it is difficult to say that you will see them later. The student need should take precedent over the administrative duties, yet this is not always the case. Sometimes just getting everything done requires more hours than there are in the day.

The difference in cultures caused some errors in judgment in that operating in an environment that is really unknown is not easy. Rapport with the black students did not appear to be affected by the difference in culture or background. It

does require a concerted effort to understand all of the nuances of language and actions.

Moralizing was a definite and absolute no..no. The students do not respond positively to any moralizing. The needs of the students must be uppermost and possibly the consequences of their behavior, but if any moralizing is attempted trust that has been carefully developed will fade.

The incompetency of many teachers was difficult to understand even though rapport with faculty members was good and most were very helpful in the effort to assist students. A very strong belief has been developed that many teachers precipitate the very behavior problems that they dislike and many do not want to become aware of this or to change. Research in the area of discipline pointed in the same direction.

It required much effort from many sources to accomplish any behavior or attitudinal change within the case study students. Cooperation must be the key word when working with the juvenile authorities, foster home parents, parents, caseworkers from the Department of Children and Family Services, public aid case workers, teachers, and other students. The counselor-disciplinarian does not operate in a vacuum, but in conjunction with others.

Another area of extreme importance is that of the administrative team. It must be just that. Cooperation among the office staff is critical especially as more budget cuts are forecast. The counselor-disciplinarian must be able to refer to or have access to the line of command in order to achieve results.

The support of other administrators is crucial to implementation of a quality support system for the students. If the head administrator in the school or in the central office is not supportive of the counseling-disciplinary approach or does not understand the goals of such an operation, there will be many problems.

In the time of tight money and budget cuts it is apparent that performing just one of the functions of either counselor or disciplinarian will not be feasible. Possibly it is not in the best interests of the students, but it is a very promising alternative to no counseling as the disciplinary role would have to be retained.

It is the belief of the author that no real discipline can take place without counseling. If divorced from counseling, the disciplinary process does not become a learning process, but a punishing process. One person can perform both functions as a counselor-disciplinarian. How well this is done will depend upon such things as the number of students that the counselor-disciplinarian is responsible for, the time that is available to work with students, the severity of the students' problems, and the support of the school's faculty and other administrators. It can be done.

## RECOMMENDATIONS

The counselor-disciplinarian role is very complex and statements of policy need to be worked out for proper functioning in the role. The school needs to have policies in which discipline is a part of the educational process, which means that teachers need to be trained to reinforce positive behaviors in the classroom. When this is not possible, the counselor-disciplinarian should be able to assist the child toward a goal of self-discipline.

As a portion of staff development the following principles of good school discipline should be discussed and implemented in the classroom as well as for the counselor-disciplinarian:

1. Any disciplinary policy should be in harmony with the total goals of sound educational procedure.
2. Any disciplinary policy should be in harmony with sound psychological and sociological research as to development of student self-concept and self-discipline.
3. Any disciplinary policy should be in harmony with the goals of a democratic society in that there is equal justice for each student and respect for the rights and dignity of each person.
4. Any disciplinary policy should be positive and directed toward the goal of self-discipline.

5. Any disciplinary policy should stress the responsibilities of each individual.
6. Any disciplinary policy should be designed primarily for preventative action, secondarily for remedial or corrective action, and never in a retributive sense.

The counselor-disciplinarian should be very involved with the in-service of teachers and the drafting of the school disciplinary policies. Since the policies for disciplinary actions could easily have read counseling policies, the emphasis on both counseling and discipline is readily noticeable.

The operation of schools via the counselor-disciplinarian system is not entirely new, but is seldom utilized as many counselors subscribe to the idea that there is no relationship between counseling and discipline. For example the Oak Park and River Forest High School in Oak Park, Illinois has operated with a counselor-disciplinarian concept for about forty years.

Most objections center on the idea that the relationship between the counselor and the child is destroyed when the disciplinary function must be utilized by the same person. The case studies and the experience operating in the capacity of a counselor-disciplinarian has not led the author to believe that it is impossible to function in both capacities. It does require extra effort to establish a meaningful relationship between the student and the counselor-disciplinarian.

The counselor-disciplinarian must examine his own counseling and disciplinary beliefs before entering into a relationship with



a student. Establishing a level of trust with the students is extremely important, but this should be no problem as a counselor is trained to function in this capacity. It is sometimes difficult in that a teacher who refers the child to the office wants some feedback as to the incident or to proper procedures for them to use with the student and in the meantime the child has revealed something in confidence. It requires an ability to support the child and at the same time assist the teacher in the operation of the class. It is critical that the counselor-disciplinarian help the teacher understand the extenuating circumstances yet in the course of the explanation, confidences cannot be broken.

The confidentiality of each relationship is very important both out of respect for the student as well as legally. This aspect of the relationship is closely tied to the trust level. Confidentiality between student and counselor-disciplinarian must be maintained, yet is sometimes difficult when attempting to help the child via a social agency or teacher. Enough information must be given to the other person without revealing the confidential information gained in the counseling session. The legal ramifications call for additional restraints such as getting parental permission before releasing information to other agencies and even school personnel.

Justice in decisions both by the teachers and the counselor-disciplinarian is very important to the students. In every case

the experience of the author has been that as long as the disciplinary action by the teacher or counselor-disciplinarian is just the students readily accept the consequences. This experience complements the Dinkmeyers in their discussion of the results of using logical consequences with students in need of disciplinary action. If disciplinary policies have not been written or established on this premise of a democratic society, the element of just decision making could be overlooked and it is too important to be overlooked. Every instance of contact between students and the counselor-disciplinarian must include the element of justice.

The counselor-disciplinarian functions in an advocacy role with the student in student-teacher conflicts. It is important that the child believe that he is important and worthwhile. In personality conflicts it is sometimes difficult to be the child's advocate without incurring the anger of the teacher. The counselor-disciplinarian must be very cognizant of his relationship with the child and with the teacher.

The teacher relationship is frequently improved when the counselor assumes the disciplinary role as well. Many teachers have the belief that counselors have it rather easy in that they frequently see students on a one to one basis and the teacher must function in a classroom situation with many students. Also, teachers sometime resent the fact that they do not have the time to get to know the students as individuals that a counselor has just because of the role. The disciplinarian role is seen by the teachers as a helping role and are more appreciative and tend to

include the counselor-disciplinarian as one of them, not set apart. Oftentimes a counselor feels as if he doesn't belong either to the office group as an administrator or to the teacher group. The assumption of the disciplinary role aids the counselor-teacher relationship.

Another facet of the student relationship with the counselor-disciplinarian is that of being supportive. Many times the problems that the students experience are really an outgrowth of home problems rather than classroom situation, even though the classroom problems often happen because of a home problems. It is extremely important that the student feel free to discuss some problem dealing with very personal home situations with the counselor-disciplinarian and that the child will know that the person is supportive and available to the student.

The availability of the counselor-disciplinarian is critical, yet sometimes it is the most difficult to achieve. Often other duties must be accomplished which means that a child might not be seen when he should be. When such administrative functions as teacher evaluation, attendance, curriculum advisement, and general supervision in the lunchroom and on the bus lines are required, the student must sometimes be ignored. This tends to confuse the student as he has developed a trust level with the counselor-disciplinarian and to the student it appears as if the person no longer is concerned or cares about him. When a child is experiencing a personal problem, he wants support and caring immediately, not later. The child does not need to be made to feel that his problem is insignificant. He should be taken seriously.

CHAPTER V

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