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U N I V E R S I T Y O F W I N D S O R

The School of Social Work

SOCIAL WORK PRACTICE WITH GROUPS IN THE ELEMENTARY SCHOOL SETTING. A DEMONSTRATION PROJECT DEALING WITH RANDOMLY SELECTED CHILDREN IN GRADES 4, 5 & 6.

by

Glenn Gordon Campbell

A research project presented to the School of Social Work of the University of Windsor in partial fulfillment of the requirements for the degree of Master of Social Work.

September 1973

Windsor, Ontario, Canada

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Research Committee

Dr. L.E. Buckley	Chairman
Professor Robert G. Chandler	Member
Professor Robert C. Bolus	Member

ABSTRACT

The purpose of this project was to demonstrate that social work practice with groups in the elementary school setting could be an effective means of helping children examine themselves and their relationships with other people.

Twenty-four grades 4, 5 and 6 children were randomly selected, and placed into two treatment conditions. An experimental group (six boys and six girls) receiving a developmental social group work approach met for eight, weekly one-hour to one and one-quarter hour sessions. Use was made of the school art room. The researcher conducted the sessions.

An inactive control group (six boys and six girls) remained in the classroom, did not meet as a group, were unknown to each other and to their teachers, and received no researcher attention.

A modified pre-test, post-test control group design was used. Four criteria were introduced. The Lipitt Self-Concept Scale for Children was teacher-administered to all grades 4, 5 and 6 children one week prior to the first group meeting, and again immediately following the last group meeting.

Two researcher-constructed self-report measures were researcher-administered to experimental and control children following the group sessions. A researcher-constructed post group interview schedule was individually administered to experimental children only, by the researcher.

Results indicated that the group process failed to

improve significantly the self-concept of experimental children in comparison with inactive control children. However, the self-concept of two experimental subgroups, boys and grade 6 children was significantly improved.

Analysis of the two researcher-constructed self-report measures revealed no significant difference between experimental and inactive control children. Observed flaws in the construction and administration of these measures made this analysis suspect.

Interview schedule data showed that a significant number of experimental children approved of the group's discussions and said that the group had made them feel better. Differential use of the group by these children was indicated.

Further research exploring the effects of combining the sexes, including peer models, and determining the children's readiness for specific criterion measures was suggested.

ACKNOWLEDGEMENTS

The researcher would like to share the joy of having completed this demonstration project with several friends.

Dr. Lola Beth Buckley, and professors Robert G. Chandler and Robert C. Bolus provided the researcher with complementary advice. The researcher remembers especially Dr. Buckley's marginal notations and casual response to impending disaster. He remembers professor Chandler's gentle reminder about the prerequisites for using the *t* test. And he remembers professor Bolus' insistance on shorter sentences, and still shorter paragraphs.

The researcher remembers professor Forrest C. Hansen's delightfully exacting instruction on the use of an electronic calculator that had a mind of its own.

Finally, the researcher remembers the warmth of a loving mother who often greeted her son late at night with the words, "Is there anything I can make for you?" Thanks Mom.

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CHAPTER I

"Although, for classical therapy of a classical neurosis, the detachment of the therapeutic situations of daily life is an essential ingredient, for some other tasks in our youngsters' lives it seems more appropriate if the people who try to counsel them are right there and have a decisive power over the situations in which both parties find themselves."[1]

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[1]Fritz Redl, "Adolescents -- Just How Do They React?" in Adolescence: Psychosocial Perspectives: ed. by Gerald Caplan and Serge Lebovici (New York: Basic Books, Inc. 1969) p. 92

INTRODUCTION

This study developed from the researcher's involvement in an inner-city Separate Elementary School during the 1972-73 academic year. For two days each week the researcher fulfilled his field practicum requirements for his M.S.W. degree by serving as a school Social Worker.

He became familiar with a complex array of problems and concerns, including school-pupil and school-parent resentment, pupil-parent mobility, pupil mal-performance as reflected both in the classroom and in the wider community of peer group and family and numerous other situational conditions.

In seeking to deal with these conditions, the researcher made use of individual and group work counseling, family counseling and community organization skills. While accepting principal-teacher referrals and their accompanying focus on certain school deviates, the researcher also responded to student self-referrals and to his own observations of pupil needs.

It seemed to the researcher that while the school provided a necessary academic forum, that it somehow failed to provide its pupils with opportunities for personal growth in non-academic areas. Children were not being prepared to understand their feelings and emotions. Children were not

being prepared to deal with developmental and life crises such as specific physiological and psychological changes beginning at puberty.

Children were not being prepared to confront their own obvious differences, despite the presence of multiple ethnic and cultural standards and evaluations. Children were not being prepared to look at themselves in terms of a sense of self-worth other than that bestowed upon them by their teacher's assessment of their academic prowess.

Of course, the researcher had no way of evaluating the impact which certain teachers had upon their pupils. He surmized that certain teachers were providing their pupils with opportunities for personal growth. But he also surmized, both from his conversations with teachers and with pupils, that it was not the school's policy to concern itself too much with its pupils' non-academic needs.

Consequently, the researcher sought to develop a programme which could be directed toward meeting some of the non-academic needs of children in their school setting.

The researcher's task became one of identifying a suitable student group with which to work; to select an adequate intervention method with which to deal with this group and to decide upon some aspect of the identified student group which could be subjected to an evaluation.

In attempting to focus his attention on specific students, the researcher concluded that children in late

childhood or preadolescence would be most interesting to work with. He came to this conclusion after speaking with two school Social Workers,[2] [3] after experiencing his own ease at working with these children, and after reviewing child development literature.[4] [5] [6] [7] [8]

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[2]Mildred Knapp, School Social Worker on staff of the Detroit Board of Education, private interview held in March, 1973.

[3]Paul Marentette, Chief Social Worker, Windsor Separate School Board, private interview held in April 1973.

[4]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, in The Collected Works of Harry Stack Sullivan, edited by H.L. Perry, et al.1 (New York: W.W. Norton, 1953.)

[5]Peter Blos, The Young Adolescent: Clinical Studies (New York: The Free Press, 1970).

[6]David Elkind, A Sympathetic Understanding of the Child Six to Sixteen (Boston: Allyn & Bacon Inc. 1971).

[7]Reuven Kohen-Raz, The Children 9 to 13: The Psychology of Preadolescence and Early Puberty (New York: Aldine Atherton, 1971).

[8]Theodore Lidz, The Person -- His Development Throughout the Life Cycle (New York: Basic Books Inc., 1968).

The researcher found that the preadolescence had not been relegated to a specific, fixed chronological period. Redl saw preadolescence occuring between 9 and 13 years of age,[9] while Sullivan placed its occurrence somewhere between eight and one-half and 12 years of age.[10]

An examination of school files disclosed that the majority of children within this flexible age range were in Grades 4, 5 and 6. And so, the researcher decided to make the children in these grades his target population.

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[9]Fritz Redl, When We Deal With Children: Selected Writings (New York: The Free Press, 1966) p 406.

[10]Harry Stack Sullivan, Conceptions of Modern Psychiatry, in The Collected Works of Harry Stack Sullivan, edited by H.S. Perry and M.L. Gawel, 1 (New York: W.W. Norton, 1953), 41.

The researcher arrived at the selection of a suitable intervention method by examining social work practice theory and research and related disciplines serving the student population.. He found evidence that social work practice with groups might be an appropriate means of dealing with children in Grades 4, 5 and 6. [11] [12] [13] [14] [15]

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[11] Elaine Conner, et al., "Developmental Counselling with Groups of Grade 5 Boys and Girls", Canadian Counsellor, (July, 1968) 182-92.

[12] Marilyn Smith, et al., "Developmental Counselling with Groups of Grade Six and Seven Boys and Girls", Canadian Counsellor, 11, (July, 1968), 192-99.

[13] Ruth Ann Faison "A Study of Specified Behavioural Changes in Four Groups of Sixth Grade Boys using: 1 --Group Counselling. 2) Group Counselling and multi-media presentation. 3) Multi-media presentation, and 4)No Treatment", (unpublished Ph.D dissertation, St. Louis University, 1972) p 969-A.

[14] James Hansen, Thomas Niland, and Leonard Zani, "Model Performance in Group Counselling with Elementary School Children," The Personnel and Guidance Journal, XVIIL, April, 1969), 741 -44.

[15] Gerald Kranzler, et al., "Counselling with Elementary School Children: An Experiemental Study", The Personnel and Guidance Journal, XIVL (May, 1966) 944-49.

He purposefully decided on a group approach because of his interest in this method and his awareness of the benefits which Vinter and Sarri,[16] Laurence,[17] Buckley,[18] Lee,[19] and Leibovitch,[20] had derived from using the group approach with children.

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[16]Robert D. Vinter and Rosemary C. Sarri, "Malperformance in the Public School: A Group Work Approach", Social Work, X (January, 1963) 3-13.

[17]Virginia Lee Laurence, "Evaluating the Uses of Small Group Methods in Intergrate Mental Health Concepts in the School Setting". (unpublished D.S.W. dissertation, Columbia University, 1971), pp 4-5A.

[18]Lola Elizabeth Buckley, "The Use of the Small Group at a Time of Crisis: Transition of Girls from Elementary to Junior High School", (unpublished D.S.W. dissertation, University of Southern California, 1970) p 1078-A.

[19]John F. Lee, "A Group Project in "Social Opportunity" For Juvenile Delinquents," The Social Worker, XXXVII, (May, 1969) 96-100.

[20]Pearl Leibovitch, "Innovation: A Mental Health Programme in a School System, "The Social Worker," XXXVIII (May, 1970), 5 - 10.

He also believed that preadolescent children could learn from one another.[21] [22] [23] [24] Despite his acceptance of this intervention method, the researcher was aware of the relative poverty of research in social work practice with groups and group counseling at the elementary school level.[25] [26]

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[21] Hansen, Niland and Zani, "Model Reinforcement in Group Counselling with Elementary School Children", 741-44.

[22] William C. Hinds and Helen Rohlke, "A Learning Theory Approach to Group Counselling with Elementary School Children", Journal of Counseling Psychology, XVII (Jan. 1970), 49-55.

[23] Harry Stack Sullivan, "The Interpersonal Theory of Psychiatry, 248.

[24] Don C. Dinkmeyer and James J. Muro, Group Counselling: Theory and Practice, (Itasca, Illinois; F.E. Peacock, Publishers, (1971) p, 9.

[25] Gerald L. Euster, "Social Learning in School Groups". Social Work, (September, 1972), 63-70.
XVII

[26] George R. Mayer, Gerald D. Kranzler, and William A. Matthes, "Elementary School Counseling and Peer Relationships", The Personnel and Guidance Journal, XVIII, (Dec. 1967) 360-65.

Finally, the researcher was interested in demonstrating social work practice with groups could be helpful to children in Grades 4, 5 and 6. He decided to have these children examine themselves and their relationships with other people. His decision was based on his understanding that preadolescents had the capacity to deal with this problem,[27] [28] [29] and on his appreciation of Emanuel Tropp's conceptualization of social work practice -- "The province of social work is clearly social maturity."[30]

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[27] Reuven Kohen-Raz, The Child from 9 to 13: The Psychology of Preadolescence and Early Puberty, p. 17.

[28] Theodore Lidz, The Person -- His Development Throughout the Life Cycle, p. 295.

[29] Stanley Coopersmith, The Antecedents of Self-Esteem. (San Francisco: W.H. Freeman and Company, 1967).

[30] Emanuel Tropp, "Maturity in Social Functioning: The Developmental Goal of Group Work," Journal of Jewish Communal Service, XLIII. (Winter, 1966), 167-81.

Purpose of the Study

Following Thomas' recommendations concerning demonstration projects, the researcher decided that this study would seek to achieve certain practice objectives with research goals being of secondary significance.[31]

The purpose of this study was to demonstrate that social work practice with groups in the elementary school setting (specifically the fourth through sixth grades) could be an effective means of helping children examine themselves and their relationships with other people. Implicit in this statement of purpose was the hope that these preadolescent children would improve their own appreciation and acceptance of themselves, as well as their relationships with their peers and significant adults, such as teachers and parents.

Among those practice objectives attributed to the project were:

1. ...to determine if social work practice with groups dealing with children in Grades 4, 5 and 6 was an effective means of helping these children.
2. ...to determine the specific needs of these children as they were expressed in the group context.

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[31] Edwin J. Thomas, "Field Experiments and Demonstrations", in Social Work Research, edited by Norman A. Polansky, (Chicago: The University of Chicago Press, 1963), p.290.

3. ..to help these children learn to use the group process.

The primary research goal was to determine if social work practice with groups in the elementary school setting was an effective means of improving the self-concept of children in Grades 4, 5 and 6 as measured by the Lipsitt Self-Concept Scale for Children.

CHAPTER II

"It seemed as if in the classroom they had found something reasonable to respond to, as often an individual kid will find in school some promise which is kept, something sensible or even beautiful, something not available in their homes or families or in their blocks, and so come to live really only at school, even sometimes to love it and find in it the same joy and despair as any lover."[1]

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[1] James Herndon, The Way It Spozed to Be. (New York, Simon and Schuster, Inc., 1968), p.34

REVIEW OF LITERATURE

Although it has been suggested that social work practice with groups in the school setting may be an effective means of meeting children's needs,[2] [3] [4] this researcher was able to find few reported studies dealing with the use of social work practice with groups in the elementary school.[5] [6] [7] The researcher found no studies dealing specifically with children in Grades 4, 5 and 6. Either Social Workers have not involved these children in groups, or they have shown a particular unwillingness to write up what they have done in practice.

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[2]Ben L. Cohen, "An Analysis of the Writings of Ruth Elizabeth Smalley" (term paper presented at the School of Social Work, University of Southern California, Los Angeles, 1968).

[3]Virginia L. Crowthers, "The School as a Group Setting -- Theory and Practice in Understanding the Dynamics of Groups in the School, in Work with Groups in the School Setting, ed. by Lawrence F. Meri, (New York National Association of Social Workers, 1965) pp. 8--9.

[4]Margaret E. Hartford, "Comments on Institute on Work with Groups in the School Setting," in Work with Groups in the School Setting, p.4

[5]Laurence, "Evaluating the Uses of Social Group Methods to Integrate Mental Health Concepts in the School Setting."

[6]Buckley, "The Use of the Small Group at a Time of Crisis: Transition of Girls from Elementary to Junior High School."

[7]Vinter and Sarri "Malperformance in the Public School A Group Work Approach."

The researcher did find evidence that Canadian educators and politicians have a regard for the contributions which Social Work could make to the school.[8] In Quebec the provision of required social services to some 500,000 secondary school children has been delegated to local social services agencies.[9] The researcher also found evidence of interdisciplinary rivalry and role confusion on the part of various professional groups, including social work, involved in the student services field.[10]

The researcher decided to investigate two theoretical areas -- namely, self-theory, as defined by Harry Stack Sullivan, Alfred Adler and Carl R. Rogers, and preadolescent psychosocial development. Sullivan, who was influenced by sociological theorists at the University of Chicago, such as George Mead,[11] and who emphasized the importance of

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[8]Select Committee on Youth, Report of the Ontario Legislature's Select Committee on Youth,1967. (Kingston: Hansen and Edgar Ltd., 1967), p.51.

[9]David Weiss, "Interprofessional Communication in the Secondary School System", Intervention, No. 34 (Summer, 1971), 21-2.

[10]Project '70, Metropolitan Toronto Youth Services Study Project '70, (Toronto: Ontario Department of Health, 1970).

[11]Helen S. Perry, An Introduction, in The Fusion of Psychiatry and Social Science, ed. by H.S. Perry (New York: W.W. Norton, 1964), XVIII-IX.

preadolescence as a threshold phase,[12] was most appealing to the researcher.

Self-Theory

Sullivan emphasized the importance of the self-system or self-dynamism to the individual's changing personality structure. Sullivan considered the self-system to be an explanatory conception,[13] and as an organization of educative experiences.[14]

Sullivan conceptualized the self-system as developing from interpersonal experiences, in which the individual received both approbation and disapproval.[15]

Beginning with 'the good offices of the mothering one' the child, according to Sullivan, attempted to avoid or minimize incidents of anxiety,[16] while at the same time securing necessary satisfaction through the pursuit of general and zonal needs. Further, Sullivan saw the child as gradually

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[12]Harry Stack Sullivan, A Note on the Implications of Psychiatry, The Study of Interpersonal Relations for Investigations in the Social Sciences in The Fusion of Psychiatry and Social Sciences, edited by H.S. Perry (New York: W.W. Norton, 1964), 21-2.

[13]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, in The Collected Works of Harry Stack Sullivan, p.162.

[14]Ibid. p.165

[15]Harry Stack Sullivan, Conceptions of Modern Psychiatry, P.20

[16]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, pp. 165-69.

coming to understand that he could be spared anxiety by satisfying the people that matter to him, thereby satisfying himself.[17]

For Sullivan, the self-system or self-dynamism was resistant to change, tending to resist significant change in the direction of living,[18] and 'concerned solely with living according to the rules'.[19]

Within the self-system or self-dynamism Sullivan conceptualized an organization of processes which he called self-esteem or self-respect. It was during the juvenile era that the individual, through his interaction with people and institutions beyond his immediate family, began to get some feedback as to where he was good and where he was bad.[20] If the child's valuation of the 'self-respecting part of the self was unduly low', he could become a psychiatric casualty,[21] or at the very least find difficulty in integrating

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[15]Harry Stack Sullivan, Conceptions of Modern Psychiatry, p.20.

[16]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, pp. 165-69.

[17]Harry Stack Sullivan, The Illusion of Personal Individuality, in The Fusion of Psychiatry and Social Science, p. 218.

[18]Harry Stack Sullivan, The Meaning of Anxiety in Psychiatry and in Life, in The Fusion of Psychiatry and Social Science, p. 250.

[19]Harry Stack Sullivan, Tensions Interpersonal and International: A Psychiatrist's View, in The Fusion of Psychiatry and Social Science, p. 309.

[20]Harry Stack Sullivan, Clinical Studies in Psychiatry, in The Collected Works of Harry Stack Sullivan, II, pp 123-4.

[21]Ibid., p. 124

situations in which his needs could be satisfied and his security enhanced.[22]

Sullivan conceptualized the preadolescent era as being a time when the self-system and its organization of processes called self-esteem or self-respect could be redirected and made more vulnerable to change. According to Sullivan, there were opportunities for favourable, curative experience near the threshold of each developmental phase:

> "The maturation of new capacities for relationships with others, temporarily disorders, as it were, the self-system's power to govern one's profit from experience, for a time interferes with its power to resist change in the direction of one's development, so that greatly favourable -- or unfavourable -- 'change in personality' tends to occur near these thresholds. This is especially the case with the preadolescent phase of developing one's abilities for interpersonal relation .....".[23]

As conceived by Sullivan, the self-system at preadolescence was thrown into a state of confusion, and paradoxically provided with the capacity for distinct change.[25]

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[22]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, p. 351.

[23]Harry Stack Sullivan, Tensions Interpersonal and International: A Psychiatrist's View, p. 304.

[24]Ibid., p. 304

[25]Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, p. 247

In addition to Sullivan, the researcher was influenced in his understanding of differential views of the self by several other theorists.

Alfred Adler's later writings emphasized the concept of the creative self. Adler equated the self with a creative power,[26] through which the child directed the drive, moulded it into form, and supplied it with a meaningful goal.[27] It has been suggested by some critics that this conceptualization of the self placed man in the role of being the architect of his own personality.[28]

Carl R. Rogers considered three aspects of the self -- those being self-experience, self-structure (concept) and the ideal self. Rogers claimed that the real self was something which was comfortably discovered in one's experiences.[29] The real self in this sense was to be conceptualized as a process of becoming.[30]

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[26]Alfred Adler, Persönlichkeit (1932a), in "The Individual Psychology of Alfred Adler: A Systematic Presentation in Selection From His Writings, edited by Heinz L. Ansbacher and Rowena R. Ansbacher, (New York: Basic Books, Inc., 1956),180.

[27]Alfred Adler, The Structure of Neurosis (1932), in Superiority and Social Interest: A Collection of Later Writings, (Evanston, Illinois: Northwestern University Press, 1964) 87.

[28]Calvin S. Hall and Gardner Lindzey, Theories of Personality, (Toronto: John Wiley and Sons, Inc., 1970) p. 127.

[29]Carl R. Rogers, On Becoming a Person: A Therapist's View of Psychotherapy, (Boston: Houghton Mifflin Company, 1961), p. 114.

[30]Ibid., p. 122

Rogers said that as the individual's experience became differentiated into an awareness of being and functioning, and as this awareness was acted upon, particularly by significant others, a concept of self would be developed.[31] As a result of this development, the individual would acquire a need for positive regard.[32]

Should the individual avoid or see a self-experience solely because it was less or more worthy of self-regard, then the individual was said to have acquired a condition of worth.[33] Theoretically, Rogers postulated that if the individual expressed only unconditional positive regard, conditions of worth would not develop, and the individual would be psychologically adjusted and fully functioning.[34]

Preadolescent Psychosocial Development

As was mentioned in Chapter I, preadolescence, like other developmental phases, has not been relegated to a specific, fixed chronological period. Aside from purely semantic considerations the flexibility of the preadolescent

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[31]Carl R. Rogers, "A Theory of Therapy, Personality and Interpersonal Relationships, As Developed in the Client-Centered Framework", in Psychology: A Study of a Science, edited by Sigmund Koch, III, (Toronto: McGraw-Hill Book Company, Inc., 1959) p. 223.

[32] [33] [34]Ibid., pp. 223-224.

phase has been attributed to:

1. ...the difficulty of differentiating between preadolescence and early puberty.[35]

2. ...the fact that processes of emotional and social development of preadolescents and early adolescents are clearly interwoven.[36]

3. ...the differential onset of adolescence proper.[37] [38]

Although contradictory interpretations of preadolescence have been expressed,[39] [40] theorists have implied that as a threshold phase preadolescence deserves attention.[41] [42] [43]

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[35] Reuven Kohen-Raz, The Child from 9 to 13: The Psychology of Preadolescence and Early Puberty, p. 8.

[36] Ibid., p. 105

[37] Harry Stack Sullivan, The Interpersonal Theory of Psychiatry, p. 260.

[38] William A. Schonfeld, "The Body and The Body Image of Adolescents", in Adolescence: Psychosocial Perspectives, edited by Gerald Caplan and Serge Lebovici, (New York: Basic Books, Inc., 1969), pp. 28-9.

[39] Harry Stack Sullivan, Conceptions of Modern Psychiatry, pp. 55-6.

[40] Anna Freud, Normality and Pathology in Childhood. (New York: International Universities Press, Inc., 1965), p. 163.

[41] Eric H. Erikson, Identity, Youth and Crisis (New York: W.W. Norton and Co., 1968), p. 126.

[42] Peter Blos, The Young Adolescent: Clinical Studies, pp. 10, 14.

[43] Fritz Redl, "Adolescents -- Just How Do They React?" p. 83.

Particular interest has been directed at the preadolescent's need for self-adaptation under stress[44] [45] and to his search for an acceptable self-concept.[46] [47]

Sullivan suggested that preadolescence is a time when the child gradually becomes more aware of his being a member of a community of peers. Propelled by a combination of biological and social factors,[48] the preadolescent, according to Sullivan, is more able to collaborate with another in a common enterprise,[49] more capable of forming relationships with others,[50] and more aware of social organization.[51]

The socialization of the preadolescent should be appreciated as taking place along a continuum rather than as a series of unalterable, standardized, progressive steps to maturity.

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[44] Elizabeth B. Hurlock, Child Development. (New York; McGraw-Hill Book Co., 1964), pp. 317-318.

[45] Peter Blos, The Young Adolescent: Clinical Studies, p. 60.

[46] Theodore Lidz, The Person: His Development Throughout the Life Cycle, p. 295.

[47] David Elkind, A Sympathetic Understanding of the Child Six to Sixteen, p. 86.

[48] Henry Stack Sullivan, Conceptions of Modern Psychiatry, p. 43.

[49] Henry Stack Sullivan, The Interpersonal Theory of Psychiatry, p. 246.

[50] Henry Stack Sullivan, Tensions Interpersonal and International: A Psychiatrist's View, p. 304.

[51] Henry Stack Sullivan, Conceptions of Modern Psychiatry, p. 42.

For example, while some see the same sex peer group as being a beneficial feature of preadolescent development,[52] [53] there are others who point out that the peer group is utilized differentially by girls and boys.[54] [55] Girls tend to form temporary alliances in small groups of two to four members.[56] Boys tend to be more dependent on the peer group as a source of role identification.[57]

The preadolescent is faced with the task of creating "a bipolar relationship to parents, as a source of security, and to the peer group, as a challenge to approach the world outside the family".[58] Not every preadolescent is involved in a peer group.[59]

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[52] Reuven Kohen-Raz, The Child from 9 to 13: The Psychology of Preadolescence and Early Puberty, p. 17.

[53] Richard B. Davis, "A Handbook for Educators of Children in Late Childhood and Early Adolescence" (unpublished Ed. D. dissertation, University of Wyoming, 1972), p. 1056-A.

[54] Reuven Kohen-Raz, The Child from 9 to 13, pp. 110-114.

[55] Theodore Lidz, The Person: His Development Throughout the Life Cycle, p. 289.

[56] Reuven Kohen-Raz, The Child from 9 to 13, p. 113.

[57] Richard B. Davis, "A Handbook for Educators," p. 1056-A.

[58] Reuven Kohen-Raz, The Child from 9 to 13: The Psychology of Preadolescence and Early Puberty, p. 109.

[59] Theodore Lidz, The Person: His Development Throughout the Life Cycle, p. 289.

Although this non-involvement may be viewed as abnormal,[60] it may paradoxically help the preadolescent develop himself as a unique and creative individual who is not overly concerned with being all things to all people.[61] [62]

Preadolescent girls and boys have been described as undergoing contrasting psychological developmental experiences. Whereas the preadolescent girl may seek out boys,[63] the preadolescent boy may escape from heterosexual entanglements by clinging exclusively to all male peer groups,[64] and by directing his energies toward control over his environment.[65]

Preadolescence has also been cited as a developmental phase during which certain psychological problems may be incurred. It has been reported that there is greater

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[60]Reuven Kohen-Raz, The Child from 9 to 13, p. 104.

[61]Theodore Lidz, The Person, p. 291

[62]Richard B. Davis, "A Handbook for Educators, of Children in Late Childhood and Early Adolescence", p. 1056-A.

[63]Reuven Kohen-Raz, The Child from 9 to 13: The Psychology of Preadolescence and Early Puberty. p. 112.

[64]Ibid., p. 110.

[65]Peter Blos, The Young Adolescent: Clinical Studies, p. 28.

maladjustment among preadolescent boys than among preadolescent girls.[66] Such problems as securing an identity in terms of the technological ethos of one's culture,[67] the experiencing of more or less regular, parallel occurrences of homosexual and heterosexual episodes,[68] and the failure to find a place in one of the more conventional quasi-human forms of community life[69] have been mentioned.

Consideration of the importance of these problems should be tempered by the recognition that preadolescence is a developmental phase and as such, a time for idiosyncratic behaviour[70] which may or may not be a harbringer of problems to be.

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[66] Earl L. McCallom, "Self-Ideal Discrepancy and The Correlates Sex and Academic Achievement," The Journal of Experimental Education, (Summer, 1967), 49.

[67] Erik H. Erikson, Identity Youth and Crisis, p. 1267.

[68] Anna Freud, Normalcy and Pathology in Childhood, pp. 189-90.

[69] Harry Stack Sullivan, A Note on the Implications of Psychiatry, The Study of International Relations for Investigations in the Social Sciences, in The Fusion of Psychiatry and Social Science, p. 22.

[70] Fritz Redl, "Adolescents -- Just How Do They React," p. 82

Counseling Outcome Research in the Elementary School Setting with the use of groups as a Method of Intervention for Children in grades 4, 5 and 6

Because of the dearth of studies describing the use of social work practice with groups in the elementary school, the researcher reviewed studies from other disciplines.

He found that these other disciplines had also published few studies dealing with the treatment of children in groups in the school setting. Gazda and Larsen lent support to this finding by stating that of approximately 100 group counseling studies they had reviewed, only five per cent of them dealt with kindergarten and elementary school children.[71]

Certain problems associated with counseling research have been disclosed. Harrison has cautioned that outcome research may often be measuring the process of change itself rather than the outcome of a particular treatment.[72]

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[71]George M. Gazda and Mary Juhan Larsen "A Comprehensive Appraisal of Group and Multiple Counseling Research," in Group Procedures; Purposes, Processes and Outcomes. Selected Readings for the Counselor, edited by Richard C. Diedrich and H. Allan Dye, (Boston: Houghton Mifflin Company, 1972), p. 425.

[72]Roger Harrison, "Problems in The Design and Interpretation of Research on Human Training," in Group Procedures; Purposes, Processes and Outcomes, p. 394.

Zimpfer has criticized group counseling research because of its unimaginative use of criteria.[73] He specifically argued against the imposing of common criteria on all group members, the lack of mobility of criteria and the selection in advance of single bases for evaluation.[74]

Kagan has demanded that researchers begin to provide descriptive information about these group procedures in order that their studies might be scrutinized through replication.[75] The researcher also noted Campbell and Stanley's appeal for having a control group within the experimental design.[76]

The researcher has reviewed six studies. These studies were divided into those reporting positive findings and those reporting non-significant findings.

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[73]David G. Zimpfer, "Some Conceptual and Research Problems in Group Counseling", in Group Procedures: Purposes, Processes and Outcomes, p. 379.

[74]Ibid., p. 382

[75]Norman Kagan, "Group Procedures," Review of Educational Research, XXXVI, (April, 1966), 274.

[76]Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," in Handbook of Research on Teaching, edited by N.L. Gage, (Chicago: Rand McNally and Company, 1963), p. 176.

Significant Findings

Faison developed a study of specified behavioural changes in a total sample of four groups of sixth grade boys using a control group which received no treatment and three treatment approaches: group counseling, group counseling and and multi-media presentation, and multi-media presentation.[77]

The specified behavioural changes evaluated included classroom conduct, academic motivation and performance, socio-emotional state, teacher-dependence and personal behaviour.

Thirty-six subjects from a suburban elementary school were randomly assigned to one of the four treatment conditions. A Single criterion, the Pupil Behaviour Inventory (PBI)[78] was completed by four observer-raters for each boy -- both before and immediately following treatment. A female counselor intern conducted the groups.

Group I -- the group counseling group, received four 35-minute sessions, once a week for four weeks. Group II -- the group counseling and multi-media presentation group, received one 35-minute, multi-media presentation, as well as

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[77]Ruth Ann Faison, "A Study of Specified Behavioural Changes in Four Groups of Sixth Grade Boys Using: 1)Group Counseling; 2) Group Counseling and Multi-Media Presentation; 3) Multi-Media Presentation and 4) No Treatment" (Unpublished Ph.D. dissertation, St. Louis University, 1972), p. 969-A.

[78]Robert D. Vinter, et.al., Pupil Behaviour Inventory: A Manual for Administration and Scoring, (Ann Arbor, Michigan: Campus Publishers, 1966).

three weekly group counseling sessions (35 minutes).

Group III -- the multi-media presentation group received only the multi-media presentation.

Results indicated that there was greater positive change in behaviour in academic motivation and performance, socio-emotional state, and personal behaviour in boys receiving the four group counseling sessions than in those receiving no treatment.

While no consistent change of behaviour in the five dimensions of behaviour was found in any one of the treatments administered, it was concluded that a series of group counseling sessions can contribute to change in pupil behaviour.

Kranzler et al. assessed the results of counseling with fourth grade children using sociometric status as a criterion.[79] Subjects of low sociometric status from four classrooms were assigned to one of three treatment conditions: counseling, teacher-guidance and inactive control receiving no treatment.

A sociometric test developed by Kranzler, was administered by a teacher prior to the initiation of treatment. Using this same test, post-testing was similarly administered about five months and seven months after the beginning of treatment.

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[79]Gerald Kranzler, et al. "Counseling with Elementary School Children: An Experimental Study," pp. 944-9.

The five lowest sociometric children in each of four Grade 4 classrooms, were randomly assigned to the treatment conditions. Each classroom provided two subjects for the counseling conditions; one to the teacher-guidance condition and two to the control condition.

Group I, consisting of eight children in the counseling condition, met twice a week as a group for six weeks. Then this same group was divided in half, forming two groups of four students each, meeting separately once a week for twelve weeks. During these twelve weeks, each child was also counseled individually once a week.

Group II, consisting of four children in the teacher-guidance condition, received procedures drawn from sociometry.

Group III, consisting of eight children in the control condition, received no unusual attention.

Results revealed that Group I, the counseled group, significantly improved their sociometric status in comparison with Group III, the control group at both post-testing periods.

Group II, the teacher-guidance group, did not differ significantly from either Group I, the counseled group, or Group III, the control group, at the first post-testing period.

However, at the second post-testing period, the sociometric status of children in Group II, the teacher-guidance group, was found to have decreased. Differences between counseling and teacher-guidance conditions were not statistically significant.

Hansen, Nilani and Zani assessed the effectiveness of group counseling with elementary school children using the Gronlund Sociometric test as a criterion.[80] This criterion was teacher-adminstered to all sixth grade classes in a suburban elementary school. From these classes, fifty-four children with low social acceptance and eighteen children with high social acceptance were selected.

Treatment conditions, consisting of model reinforcement, reinforcement counseling, and control were randomly assigned by room. Each group consisted of six children from the same classroom. There were an equal number of boys and girls in each group.

Treatment Condition I, Model Reinforcement, was given to six groups, composed of three high and three low sociometric children each. These six groups met voluntarily, twice weekly, for four weeks. Treatment Condition II, Reinforcement Counseling, was given to these groups, composed of six low sociometric children each. These three groups met voluntarily, twice weekly for four weeks.

Two male doctoral interns conducted both the model reinforcement and reinforcement counseling groups. One intern was assigned to three reinforcement groups and to two counselor reinforcement groups. The second intern was reported to have conducted three model reinforcement groups and 'one other group'.[81]

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[80] Hansen, Niland and Zani "Make Reinforcement in Group Counseling with Elementary School Children," p. 742.

[81] Hansen, Niland and Zani, "Model Reinforcement in Group Counseling with Elementary School Children," pp. 741-44.

A social learning theory, or behavioural approach, was used with both the Model Reinforcement and Reinforcement Counseling groups. Discussion focussed on getting along with others and maturing socially.

Treatment Condition III, Control, involved eighteen low sociometric children; nine boys and nine girls from three classrooms. It was unclear to this researcher as to whether or not these eighteen children composed one group, or three separate groups In any event, these children received no counseling, but did report for an activity period.

Post-testing by the Gronlund Sociometric Test was given at the completion of the final group session and again two months later. Results revealed that children in the model reinforcement groups made significantly more gain in social acceptance than children in both the reinforcement counseling and control groups.

Non-significant Findings

Orlov investigated the effectiveness of elementary group counseling with children exhibiting behaviour problems.[82] On the basis of principal teacher-judgments regarding their behaviour, fifty children were selected from Grades 4, 5 and 6.

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[82]Leland G. Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level." (Unpublished Ph.D. dissertation, The Catholic University of America, 1972), pp. 6766-7A.

They were randomly assigned to five groups of equal number; two experimental, two Hawthorne Control and one inactive control. During a ten-week period, the experimental and Hawthorne groups met for 45-minute sessions twice a week for ten weeks.

The Experimental groups received non-directive or Rogerian counseling; the Hawthorne groups were read to and read themselves from a variety of pre-selected books, and the inactive control group remained in the classroom, receiving neither counseling nor reading materials.

Five criteria for evaluating the effectiveness of group counseling were used. The Gronlund Sociometric Test was teacher-administered and given to all fourth, fifth and sixth grade students one week prior to the first counseling session.

Grade-point average was obtained from the report card of each subject. Rating scales from Pupil Adjustment (RSPA) and Pupil Classroom Behavious (PCBS) were given to the teachers one week before the session began and immediately following the last session. The subjective judgment of 'improved or unimproved' was obtained from each teacher during the week following the last counseling session.

Results suggested that elementary group counseling did not prove to be helpful according to any of the criteria used. It was suggested that other criteria may have tapped group gains not detectable in this study.

Mayer, Kranzler and Matthes compared the effects of

counseling and selected guidance techniques upon fifth and sixth grade elementary school students' peer relationships.[83]

Criteria used included sociometric status and teacher-ratings of students' social skills. Both criterion measurements were pre-tested prior to treatment and post-tested the week following the last treatment session. The sociometric test used was identical to the one administered by Kranzler (1966)[84] and was given to seven Grades 5 and 6 classrooms in two elementary schools.

Selection of subjects was based on an indication by the students that they would like to get along better with peers, and on their ranking in the lower one-half of their classes in sociometric status. Subjects from each of the seven classrooms were randomly assigned to one of three treatment conditions; group and individual counseling, teacher-guidance, and control. Client-centered counseling was provided by randomly assigned graduate student counselors to seven groups composed of three to six children each.

Group counseling consisted of six 45-minute sessions, twice-a-week for three weeks. This was followed by six

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[83]Mayer, Kranzler and Matthes, "Elementary School Counseling and Peer Relationships," pp. 360-5.

[84]Gerald Kranzler et al., "Counseling with Elementary School Children: An Experimental Study," pp. 944-49.

weekly 30-minute individual sessions with each child. Children assigned to teacher-guidance conditions were indirectly helped through individual counselor-teacher conferences focussed on each child's classroom behaviour.

Control group children were unaware of their status and received no unusual attention. Results indicated no statistically significant differences and no indication that counseling would increase the children's sociometric status, or improve their social skills.

Carter attempted to determine the effects of group-counseling on the self-concept, behaviour, social adjustment and social status of a group of sixth graders rated low on social status by their peers.[85] Subjects were drawn from one elementary school.

Selections for treatment were based on three criteria: they were ranked in the bottom one-third of 144 sixth grade students on a sociometric questionnaire, were caucasian and were willing to participate in the study. Twenty-four children, meeting these requirements, were evenly divided by number and sex, randomly assigned to three treatment groups (which included group counseling, group counseling with the addition of two high sociometric status students, and inactive control.)

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[85]Helen Louise Carter, "An Investigation of Two Methods of Short-Term Group Counseling with White Preadolescents Rated Low on Social Status by Their Peers" (Unpublished Ph.D. dissertation, University of North Carolina, 1970), p. 5757-A.

The two counseled groups met separately for sixteen 45-minute to one-hour sessions over a period of eight weeks. The Tennessee Self-Concept Scale, the California Test of Personality, a Checklist of Behaviours and a Sociometric Questionnaire completed by the three treatment groups, served as pre-test and post-test measure.

Results indicated that there were no statistical differences between the three groups as determined by the criteria used in this study. However, it was suggested that counseling may have made a difference, despite the lack of statistical significance, since the groups which received counseling made the greater gains on the Tennessee Self-Concept Scale and the California Test of Personality.

Discussion and Implications of Findings

Shaw and Wursten reported that most of the published research on group procedures in schools, 1953-1963, claimed successful outcomes.[86] This researcher, however, found a mixture of significant and non-significant findings. Concurring with Shaw and Wursten though, this researcher found that remedial group studies were most fequently reported,[87]

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[86] Merville C. Shaw and Rosemary Wursten, "Research by Group Procedures in Schools: A Review of The Literature," The Personnel and Guidance Journal, XLVL (September, 1965), p.32.

[87] Ibid., p. 28

and that current research left unanswered many questions concerning the use of group procedures in schools.[88]

Citing mixed results, Faison used a female counseler intern to conduct her three treatment groups with sixth grade boys. Kranzler, Mayer, Dyer and Munger made use of a sociometric instrument especially designed by Kranzler for the purpose of the study.[89] Information about the reliability and validity of this measure was not mentioned. Unfortunately, the effectiveness of group counseling as the only model couldn't be determined, as group and individual counseling were both given to the same children.[90]

Hansen, Niland and Zani involved a single control group in an activity period thereby controlling for the "attention" factor or Hawthorne effect.[91] Two male doctoral students, working as interns, were used. Allowance was made for an incubation period as the Gronlund Sociometric Test was post-tested

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[88]Ibid., p. 32.

[89]Leland Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level," p. 22.

[90]Kranzler, Mayer, Dyer and Munger, "Counseling with Elementary School Children: An Experimental Study," p. 945.

[91]Milton Blum, Industrial Psychology: Its Theoretical and Social Foundations. (New York: Harper and Row Publishers, 1968), pp. 306-27.

immediately after the final counseling session and again two months later.[92]

It has been suggested that a period of incubation may be necessary before the insights gained during group counseling can be translated into action.[93] Interestingly, of the studies reviewed, only Hansen et. al and Kranzler et. al allowed for an incubation period, and in both studies, significant findings were reported.

Orlov used a client-centered approach, randomly assigning one male psychologist and one female Social Worker to one experimental and one Hawthorne group each.[94] The effects of counselor personality and the "attention" factor were controlled by the use of two Hawthorne groups.[95] Despite claiming non-significant results, Orlov did say that significant results may have been obtained had the variables and variance affecting the subjects, sessions and the teachers been better controlled.[96]

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[92] Hansen, Niland and Zani, "Model Reinforcement in Group Counseling with Elementary School Children," p. 743.

[93] Mezzano, "Group Counseling with Low-Motivated Male High School Students --Comparative Effects of Two Uses of Counselor Time," The Journal of Educational Research, LXI (January, 1968), p. 222.

[94] Leland Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level, p. 37.

[95] Ibid., p. 13.

[96] Ibid., p. 69

Mayer, Kranzler and Matthes combined group and individual counseling sessions, thereby nullifying attempts to determine the effectiveness of group counseling alone. A sociometric instrument identical to the one employed by Kranzler et. al (1966) was used,[97] and again no collaborating information as to the suitability of the instrument was provided.

It was suggested that an incubation period may have been provided in order that additional counseling could be given, and to enable the effects of counseling to be recognized and accepted by others.[98]

Carter used only twenty-four children in her study,[99] and it may be that too few children were included for the possibility of generalizing about the effectiveness of group counseling. She noted that the counseled groups did make greater gain scores on two of the four criteria employed.

Sociometric status was a preferred criterion in five of the six studies reviewed by the researcher, perhaps because of its apparent relationship to characteristics such as achievement[100]

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[97] Mayer, Kranzler and Matthes, "Elementary School Counseling and Peer Relations," p. 361.

[98] Ibid., p. 365

[99] Carter, "An Investigation of Two Methods of Short Term Group Counseling with White Preadolescents," p. 5757-A.

[100] Robert L. Williams and Spurgeon Cole, "Self-Concept and School Adjustment," The Personnel and Guidance Journal, XVII (January, 1968), 478-81.

and personality,[101] Also, low sociometric status was used as a pre-requisite for assignment to treatment conditions in four of these five studies.

Of the studies reviewed, sixth grade children were the most popular subjects with researchers. Sixth grade children were used in four of the six studies, with sixth grade boys being used in a fifth study. Randomization of children into predetermined treatment conditions was practised in five of the studies, thereby indicating the researchers' awareness of the effects of bias in forming groups.[102]

The subjects used in these studies were essentially normal, adjusted children as each one participated in a regular, elementary school programme. None of the studies employed interview techniques to uncover information and opinions from the children, despite the avowed advantages of using interview techniques with children.[103]

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[101] Louis M. Smith, "The Concurrent Validity of Six Personality Adjustment Tests for Children," Psychological Monographs, LXXII (457, 1958), 1-30.

[102] Sidney W. Bijou and Donald M. Baer, "The Laboratory -- Experimental Study of Child Behaviour," Handbook of Research Methods in Child Development, edited by Paul H. Mussen, (New York: John Wiley and Sons, Inc., (1960), pp. 150-1.

[103] Leon J. Yarrow, "Interviewing Children," Handbook of Research Methods in Child Development, edited by Paul H. Mussen, pp. 598-9.

Criticism has been levelled at the use of Grade-Point Average as used by Orlov,[104] because of G.P.A.'s narrow delineation of academic achievement.[105]

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[104] Leland G. Orlov, "An Experimental Study of the Efforts of Group Counseling with Behaviour Problem Children at the Elementary School Level," pp. 8-9.

[105] Alan A. Anderson, "Group Counseling," Review of Educational Research, XXX (April, 1969), p. 213.

CHAPTER III

"Objectives and criteria rather should be thought of as constantly in process, steadily evolving rather than fixed from the outset. If need be let the attainment of some goals be determined along the way in order to clear the way for other goals; but let not the introduction and substitution of new criteria be denied." [1]

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[1] David C. Zimpfer, "Some Conceptual and Research Problems in Group Counseling," in Group Procedures: Purposes, Processes and Outcomes. Selected Readings for the Counselor, ed. by Richard C. Diedrich and H. Allan Dye (Boston; Houghton, Mifflin Company, 1972), p. 382

DEMONSTRATION PROJECT PROCEDURE

This chapter describes the method of investigation used in this demonstration project:

1. The hypotheses are described.
2. Terms and techniques used in this study are described and operationally defined.
3. The research setting is described.
4. Attention is paid to the population.
5. The subjects are discussed.
6. Selection of the research design is outlined.
7. The sampling procedure is explained.
8. Qualifications of the social worker conducting the experimental group are given.
9. Administration of the study's criteria are described.
10. The procedure for analyzing the data is explained.

Hypotheses

It was hypothesized that social work practice with groups in the elementary school setting would significantly improve the self-concept of children randomly selected from Grades 4, 5 and 6 in a Separate School, against an inactive control group.

Stated in terms of the null hypothesis of no statistical difference this primary hypothesis becomes:

1. There will be no significant difference between the experimental group or the children receiving social work practice with groups (E) and the inactive control group or the children receiving no attention (I.C.) at post-testing on the Lipsitt Self-Concept Scale for Children.

In addition, six sub-hypotheses were also tested.

Each hypothesis was accepted or rejected at the .05 level of probability using a one-tailed test. The hypothesis $H_0: \mu_1 - \mu_2 \leq 0$ was tested against the alternative $H_1: \mu_1 - \mu_2 > 0$.

The six sub-hypotheses tested are:

1. There will be no significant difference between boys in the experimental group and boys in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

2. There will be no significant difference between girls in the experimental group and girls in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

3. There will be no significant difference between first generation Canadians in the experimental group and first generation Canadians in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

4. There will be no significant difference between Grade 4 children in the experimental group and Grade 4 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

5. There will be no significant difference between Grade 5 children in the experimental group and Grade 5 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

6. There will be no significant difference between Grade 6 children in the experimental group and Grade 6 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

Description and Operational Definition of Terms

Terms and techniques used in the study will be described and operationally defined as follows:

Social work practice with groups.-- A developmental group work approach was chosen as the method of intervention for this study. This approach was selected because of its emphasis on social maturity, including such concepts as self to self, self to others and self to society;[2] because of its recognition of developmental, phenomenological

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[2] Emanuel Tropp, "Maturity in Social Functioning: The Developmental Goal of Group Work," Journal of Jewish Communal Service, XIIIL (Winter, 1966), 167-81

and humanistic themes;[3] and because of its focus on a significant, common interest, concern or life situation as a spring-board to group involvement and participation.[4]

Since the purpose of this study was to help children examine themselves and their relationships with other people, it was felt that the developmental group work approach was an appropriate model.

Since the developmental approach does not provide the social worker with "an ordered system of refined objectives",[5] the researcher utilized various programme sources.[6, 7, 8] He also made use of group members' suggestions.

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[3] Emanuel Tropp, "Social Group Work: The Developmental Approach", Encyclopedia of Social Work, 16th ed., II, 1246-52

[4] Ibid., p. 1248

[5] Emanuel Tropp, "Maturity in Social Functioning: The Developmental Goal of Group Work", p. 168

[6] J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training (3 vols; Iowa City, Iowa: University Associates Press, 1972)

[7] Donald C. Dinkmeyer and James J. Muro, Group Counseling: Theory and Practice (Itasca, Illinois: F. E. Peacock Publishers, 1971)

[8] Albert M. Farina; Sol H. Furth and Joseph M. Smith, Growth Through Play (Englewood Cliffs, N.J.,: Prentice-Hall, 1965)

First generation Canadians.-- children whose parents were born in a country other than Canada, while they themselves were born in Canada.

Criteria.-- the measures or tests used in attempting to determine the outcome of the demonstration project. There were four criteria used in this study: the Lipsitt Self-Concept Scale for Children,[9] two researcher-constructed measures completed by experimental and inactive control group children and one interview schedule completed by experimental group children only. In addition, face sheet information** was obtained from all potential experimental group children.

Self-Concept.--the Lipsitt Self-Concept Scale for Children[10] was selected as a measure of self-concept, and as a means of testing the hypotheses. The teachers administered the scale to all the children in Grades 4, 5 and 6, prior to and following the experimental group sessions. The children were asked to complete a self-concept and an ideal self-concept scale, by rating twenty-two statements on a five-point scale -- not at all, not very

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9 Lewis P. Lipsitt, "A Self-Concept Scale for Children and Its Relationship to the Children's Form of the Manifest Anxiety Scale", Child Development, XXIX (December, 1958) 463-472.

10 See Appendix A.

** See Appendix E

often, some of the time, most of the time and all of the time.

Items on the self-concept scale were prefaced by the phrase "I am------." Identical items on the ideal self-concept scale were prefaced by the phrase "I would like to be ----".

The rationale for using self-concept as a criterion was that it has been shown to be related to social esteem,[11] academic achievement[12, 13, 14] school problem behaviour,[15] curiosity,[16] delinquency,[17] and ethnic group membership among public school students.[18]

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[11] Robert L. Williams and Spurgeon Cole, "Self-Concept and School Adjustment", p. 479.

[12] Morris D. Caplin, "The Relationship Between Self-Concept and Academic Achievement," The Journal of Experimental Education (Spring, 1969) 13-16

[13] Stanley Coopersmith, The Antecedents of Self-Esteem, p. 8.

[14] Samuel R. Laycock, "A Look, A Touch, A Tone of Voice.." Education Canada, II (March, 1971), 23

[15] Beeman N. Phillips, "Problem Behaviour in the Elementary School", Child Development, XXXIX (September, 1968), 895-903

[16] Wallace H. Man and Ethel W. Man, "Self-Concepts of High and Low Curiosity Boys", Child Development, XIL (March, 1970), 123

[17] Kay Leaman Dea, "Concept of Self in Interpersonal Relationships as Perceived by Delinquent and Non-Delinquent Youth" (Unpublished D.S.W. dissertation, Columbia University, (1970) p. 4893-A

[18] Perry A. Zirkel and E. Gnanaraj Moses, "Self-Concept and Ethnic Group Membership Among Public School Students," American Educational Research Journal (March, 1971), 259

Of particular interest to this study, self-concept has been reported to be resistant to change.[19, 20, 21]

The rationale for using the Lipsitt Self-Concept Scale was: (1) It could be administered on a group basis. (2) It had been developed specifically for children in Grades 4, 5 and 6.[22] (3) The test-retest reliability on the self-concept scale had been recorded as ranging from .73 to .84 at the .001 level of significance.[23] (4) A negative correlation between the self-concept scale and the Children's form of the Manifest Anxiety Scale had been reported ranging from - .40 to - .63 at the .01 level of significance and in one case involving 6th grade boys -.34 at the .05 level of significance.[24]

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[19] William H. Fitts, The Self-Concept and Performance, Research Monograph No. 5 (Nashville, Tennessee: The Dede Wallace Center 1972), p. 26.

[20] Wallace D. LaBerne and Bert I. Greene, Educational Implications of Self-Concept Theory (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1968), p. 27

[21] C. W. Blackman, P.F. Secord and J. R. Pierce, "Resistance to Change in the Self-Concept as a Function of Consensus Among Significant Others", Sociometry, XXVI (March, 1963) 102-111.

[22] Lewis P. Lipsitt, op. cit., p. 465

[23] Ibid., p. 468

[24] Ibid., p. 469

A negative correlation between the self-concept scale and the Children's Form of the Manifest Anxiety Scale had been presented as a measure of the predictive or concurrent validity of the self-concept scale.

The self-concept score alone provided a more reliable measure than the discrepancy score, the difference between the total self-concept score and the total ideal-self score.[25] The self-concept score was also found to be more significantly related to the Children's Form of the Manifest Anxiety Scale than the discrepancy score.[26] The researcher therefore decided not to analyze ideal-self data.

Characteristic affect and behaviour.--[27] fifteen self-report trait-descriptive items, each on a nine-point scale, were used as a post-group measure of the children's characteristic affect or behaviour. The researcher developed these items himself. They were based on the researcher's subjective opinion of what happened during the group sessions.

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[25] Lewis P. Lipsitt, "A Self-Concept Scale for Children," p.468

[26] Ibid., p. 469

[27] See Appendix B.

Fifteen concepts and themes developed in the group were tested. They included: self-expression, honesty of feelings, self-confidence, self-acceptance, ability to confront others, knowledge of human behaviour, self-disclosure, acceptance of group milieu, self-knowledge, tolerance, ability to learn from others, increased awareness about adults, self-responsibility, and ability to translate learning from one situation to another situation.

Each of the above themes and concepts were expressed as items to be self-evaluated. These items included: to express oneself, to be honest about your feelings, a feeling of being self-confident, to accept yourself as you are, to tell others what you think of them, to understand your own behaviour, to tell others what you are really like, to work and talk with other children in a group, to understand yourself, to accept the behaviour of others, to learn from others, to understand adults, to take responsibility for oneself, to accept different kinds of behaviour, and to make use of knowledge learned in one situation in another situation.

Except for "a feeling of being self-confident", each item was prefaced by either the word ability or inability. Ability in the item was indicated at the extreme left of the nine-point scale. Inability in the item was indicated at the extreme right of the nine-point

scale. The children were instructed to place an "X" on the scale at that point which best described how they felt they rated in a specific item.

The validity and reliability of this measurement were not determined.

Self-awareness.[28]--twelve "yes" or "no" self-report items were used as a post-group measure of the children's self-awareness. These items were developed by the researcher. They were based on experiences in the group sessions which the researcher believed could have influenced the experimental children.

Two items were contradictory. They were: "I am comfortable being in a group with other children" and "I am not comfortable being in a group with other children". The latter item served as a check as to whether or not the children understood what they were doing. This item was not included in the total score.

Children were instructed to check only those items which applied to them.

The validity and reliability of this measurement were not determined.

Interview schedule.[29]--Scale-type questions and open-ended questions were used as a post-group measure.

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28 See Appendix C.

29 See Appendix D.

Questions focussed on two areas:

(1) children's reaction to group experience;
(2) background information about children concerning past experience with groups, present status of mental health, and usual source of emotional support.

The rationale for using the interview method was based on the researcher's desire to uncover as much information as possible. The researcher believed that the interview method would permit exploration of individual interests and concerns.

Individual interviews were conducted so as to provide a relatively open-forum for discussion, and so as to avoid inter-child influence.

The validity and reliability of this measurement were not determined.

The Research Setting

This project was carried out in an inner-city, Windsor, Ontario Separate School. The total enrolment of Windsor's Separate Schools was reported to be 20,151 as of April, 1973, an increase of two hundred and twenty-nine over 1971-72. This increase was affected by the addition of 640 kindergarten children in January 1973. The projected September, 1973 enrolment is 19,006. Available, full-time, ancillary personnel included two social workers, two school psychologists and one attendance

officer.[30]

This school, located in downtown Windsor, attracts students from a wide range of socio-economic backgrounds. Opened on November 29, 1965, this school contains grades kindergarten through 8. There were nine full time teachers at the school, seven female and two male.

In addition, there were several part time teachers who provided instruction in French, remedial education and basic English for students from foreign backgrounds. The school's principal taught Grades 3-4 in the mornings. The total enrolment of the school was approximately two hundred and fifty children. There are eleven classrooms, eight of which were used for regularly scheduled academic classes. The remaining three classrooms were used as a library, an art room and a chapel.

Only Grades 1, 2 and 8 were taught in separate, self-enclosed classrooms. The remaining grades were taught in combination classes in the following order: Grades 3-4, Grades 4-5, Grades 5-6, and Grades 6-7. There were eighty-four students enrolled in Grades 4 to 8, including forty boys and forty-four girls.

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30 W. M. McCrae, Assistant Superintendent, Windsor Separate School Board, private interview held in June, 1973.

The sex distribution in these three grades were: Grade 4 - thirty-four students, fifteen girls and nineteen boys; Grade 5 - twenty-two students, twelve girls and ten boys; and Grade 6 - twenty-eight students, seventeen girls and eleven boys. The total number of children in combination classes, Grades 3 to 7 - were approximately one hundred and thirty-six students. There were thirty-four students in the Grades 3 - 4 class, thirty-two students in the Grades 4 - 5 class, thirty-four in the Grades 5 - 6 class, and thirty-eight students in the Grades 6 - 7 class.

All classrooms were connected by a common corridor. Shaped in the round, the school's gymnasium, teacher's lounge, supply rooms and janitorial rooms were found in the middle area of the school. The school has the distinction of being the only circular school in the Windsor Separate School System. Lot size and architects' recommendations were determining factors in the school's unique construction.

During the 1972-73 academic year there were the following teacher combinations in Grades 3 through 7: Grades 3 - 4, three female teachers, including the principal who taught mornings until March, 1973, a teacher who taught afternoons until March 1973, and was replaced by a full time teacher; one full-time female teacher in Grades 4 - 5; one full-time male teacher in Grades 5 - 6; and one full-

time male teacher in Grades 6 - 7.

The researcher had the following reasons for selecting this school as his research setting: In April, 1972, he conducted a noon-time recreation programme at the school. He had previously observed a lack of noon-time programming for the children. His involvement at the school was received favourably by students and staff. He had provided both students and staff with a questionnaire in which the noon-time programme was assessed. Secondly, the school's downtown location was accessible to both community and transportation resources. Thirdly, the principal had requested a student social worker during the 1972-73 academic year, and appeared interested in the researcher's involvement and ideas. Fourthly, there was available space in the school for counseling services.

The classroom in which the experimental group or counselled students met was used as an art room for approximately five periods a week, and as a room in which the teacher's aid brought certain groups of students two days a week.

There were approximately four hundred and fifty square feet of available space, although some of this was lost to the stacking of chairs and tables. This room adjoined the Grades 3 - 4 classroom, and the library, and was self-enclosed, with a door on the main school corridor.

There were two windows in the room, and lighting was provided by fluorescent lights. The room was heated by electric forced air heating. There was blackboard space along two walls, a sink, cupboards, shelf area, and a supply closet.

Population

Eighty-four students from Grades 4, 5 and 6 made up the population for the study. Seven students were excluded immediately for the following reasons: Six were being counselled by the researcher, and one child's biographical data, as available to the researcher, was incomplete. Two other children were later eliminated as potential participants because they were disproportionately older and would have skewed the results.

The researcher was completely responsible for the selection of subjects for this study. No consideration was given as to whether or not a child was rated as a behaviour problem by school staff, or whether a child was receiving counselling outside the school. No attempt was made to review Ontario Student Record files concerning these children, or to ask teachers about specific children.

Some of the children were known to the researcher through his involvement as the school's student social worker, and probably all of the children knew to some

degree the researcher as having this role.

The rationale for the researcher's involvement at this stage in the study was based on Thomas' suggestion that the researcher be involved in all phases of the demonstration,[31] and because there was no need to involve teaching personnel since no teacher-ratings of the children were required either before, or after the study.

The Research Design

1. The researcher used a pre-test, post-test control group design to evaluate the effectiveness of social work practice with groups in improving the self-concept of children in Grades 4, 5 and 6.

This design, suggested by Campbell and Stanley,[32] took the form of

(1) R O_1 X O_2 (Experimental group)

(2) R O_3 O_4 (Control group)

R symbolizes that the sample was randomly selected.

O_{13} refers to the pre-testing of experimental and control groups.

X symbolizes the introduction of social work practice with groups to the experimental group.

O_{24} refers to the post-testing of experimental and control groups.

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31 Edwin J. Thomas, "Field Experiments and Demonstrations", p. 295.

32 Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching", pp. 183-194

This design controlled for all eight sources of internal invalidity including history, maturation, testing, instrumentation, regression, selection, mortality, and interaction of selection and maturation.[33] This design did not control for the sources of external invalidity, and was definitely weak in controlling for the interaction of Testing and X.[34] This design was considered to be a type of True Experimental Design,[35] and was chosen instead of other designs because it has been considered to be standard, and the most widely used.[36]

In addition, this design satisfied Thomas' suggestion that at least one control group be used in a demonstration project so as to provide "a base of comparison for inferring the effects of the complex of variables introduced into the experimental group".[37] Also, the use of pre-test and post-test measures helped the researcher to determine whether the experimental and control groups differed in significant respects before the

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[33] Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching", p. 178.

[34] Ibid., p. 179

[35] Ibid., p. 183

[36] Leland G. Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level," p. 34

[37] Edwin J. Thomas, "Field Experiments and Demonstrations", p. 294

demonstration was undertaken, and provided a base line for comparing the post effects of the demonstration.[38]

2. The remaining three criteria did not fit into the pre-test, post-test control group design. These criteria were selected after the group sessions had begun.

Characteristic Affect and Behaviour, and Self-Awareness criteria were post-tested only among experimental and control groups. The Interview Schedule was post-tested only on the experimental group.

3. The researcher's rationale for departing from the research design was that he did not want to harness his evaluation of the project to rigid, pre-determined criteria. Following Zimpfer's suggestion,[39] the researcher decided to introduce new criteria based on his understanding of the group's unique evolution.

The Sample

The design for this study involved the random assignment of subjects to experimental (E) and control (C) groups. Use was made of the class lists provided by the

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[38] Ibid., p. 294

[39] David G. Zimpfer, "Some Conceptual and Research Problems in Group Counseling", p. 382.

school's secretary. The ages in months of each of the seventy-five potential subjects was determined by using March 31, 1973 as a cut-off date - how old will the child be as of March 31, 1973? There were forty girls and thirty-five boys, ranging in age from one hundred and ten to one hundred and fifty-eight months, a range of forty-eight months. Their mean age was 132.1 months, or slightly over eleven years.

A form of stratified random sampling was used to form both the experimental group and the control group. Criteria for forming the strata included the age and sex of each child. The mean age was used as a dividing point between younger and older children. The children's names were placed alphabetically into one of four categories: younger boys, younger girls, older boys and older girls. Each child was assigned a random number.

Placement into experimental or control group was based on random selection from Blalock's table of random numbers.[40] Reading this table from left to right, subjects were selected until three subjects had been selected from each of four categories. Therefore there were six boys and six girls in the experimental group and the same in

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[40] Hubert M. Blalock Jr. Social Statistics (Toronto: McGraw-Hill Book Company 1960), pp. 437-40

the control groups. Every other selection in each category was placed into the control group.

The experimental group met for eight sessions, once a week, beginning on April 4, 1973. The researcher himself served as the leader for the experimental group. Programming centered on helping the children to examine themselves and their relationships with others. The inactive control group remained in the classroom, did not meet as a group, and members did not know of their selection. The teachers knew which children from their classes were in the experimental group, but they did not know which children made up the inactive control group.

Social Worker Conducting Experimental Group

The researcher himself ran the counselling sessions with the experimental group, following Thomas' suggestion that the researcher has a central role in helping make the demonstration yield reliable and valid information for appraising planned change.[41] Supervision of the experimental group's progress and development was provided by Dr. Lola-Beth Buckley, the researcher's Thesis Committee Chairman. The inactive control group did not receive any

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41 Edwin J. Thomas, "Field Experiments and Demonstrations", p. 295.

attention from the researcher.

The researcher had previous experience working with groups in his role as social worker in the research setting, and as leader of a preadolescent group in his field placement during the 1971-72 academic year. The researcher also had three years' experience as a worker for the Windsor Children's Aid Society, and an additional three years experience as a high school history teacher.

Administration of Criteria

The Lipsitt Self-Concept Scale for Children was administered by the teachers and given to all students in the 4th, 5th and 6th Grades one week prior to the beginning of the first counseling session.

The scale was handed out to the teachers on March 26, 1973, and the teachers were asked to return the completed scale to the researcher by April 2, 1973.

The teachers were asked to give each child in their class a copy of the children's instruction sheet, and were asked to go over this instruction sheet before giving each child a copy of the Lipsitt Self-Concept Scale. Each child was to be given as much time as he or she required to complete the scale. Each child was to work individually, and was not to discuss the scale with other children. Teachers were advised to help children who indicated, by raising their hands, that they were having difficulty

completing the scale.

Teachers were asked to have each child put his or her name at the top of page 1 of the scale and to indicate the date on which the scale was completed, the school the child attended and the class the child was in. (i.e. Mrs. Smith, Grade 4).

Because no example of how to use the Lipsitt Self-Concept Scale was given in the instructions to the children, the teachers were asked to provide an example using the class blackboard. Teachers were instructed to use an adjective not included on the Lipsitt Self-Concept Scale. An example was provided on the post-test by the researcher.

No attempt was made to require the teachers to administer this scale at any particular time during the period March 26 - April 2, 1973. The teachers were made aware that this scale's administration would be an important part of the demonstration project.

Immediately following the last counseling session on May 24, 1973, the teachers were again asked to administer the Lipsitt Self-Concept Scale to all children in Grades 4, 5 and 6. Teachers were asked to return the completed scales to the researcher by May 31, 1973. The pre-testing and post-testing directions were identical.

The researcher interviewed individually each child

in the experimental and inactive control groups who had completed both pre-test and post-test administrations of the Lipsitt Self-Concept Scale for Children.

Interviewing occurred during the period June 4 - June 20, 1973, with children being called out of class. The decision to begin interviewing twelve days after the last group session was made because the experimental group children had experienced a considerable amount of anxiety, and had expressed ambivalent feelings about the group during the last group session. The researcher felt that it was appropriate to let the children work through some of their feelings before seeing them individually. Each child in the experimental group was told that there would be a short delay before the beginning of interviewing.

The researcher began by interviewing the experimental group and then the inactive control group. Each child was told that the information he or she gave would be confidential and that it would help the researcher to understand the needs of children in Grades 4, 5 and 6. Each child was also told that the information would help the researcher in the writing of his Master's Thesis.

Face sheet information was required of each child with the researcher recording all responses verbatim. Characteristic affect and behaviour, and self-awareness measures were administered individually to each child in

the experimental and inactive control groups. These measures were completed by the children independent of the researcher. The researcher helped those children who indicated that they were having difficulty completing the measures. This help consisted of clarification and explanation.

An interview schedule for the experimental group only was completed in the following manner: Scale-type questions were completed by the children independent of the researcher. Children's answers to open-ended questions were recorded verbatim by the researcher, and shared with the children. The researcher asked the children to listen to their recorded answers, and to make any changes which they felt were necessary.

Analyses of the Data

Each criterion was analyzed separately. A Commodore AL 1000 electronic calculator was used as an aid in analyzing the data.

1. The Lipsitt Self-Concept Scale for Children data was analyzed by the *t* test. The researcher used the *t* test despite the fact that self-concept had been measured in a Likert-type scale, an ordinal scale. Ordinarily, the *t* test is reserved for variables measured

in at least an interval scale.[42]

Selection of the t test was based on the following considerations:

(1) Lipsitt in presenting his scale provided data in terms of means and standard deviations. He also performed analysis of variances to determine grade and sex differences. Lipsitt appeared to deal with his data as if it had been obtained from an interval scale.[43]

(2) Orlov used the t test to analyze two Likert-type scales: the Pupil Classroom Behaviour Scale, and the Rating Scale for Pupil Adjustment.[44]

(3) Ferguson suggested that psychological variables could be subjected to flexible treatment. He stated that "in psychological work many variables are in fact ordinal, although for statistical purposes they are, quite justifiably, commonly treated as if they were interval or ratio variables."[45]

(4) Siegel stated the t or F tests were "the most likely of all tests to reject Ho when Ho is false".[46]

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[42] Sidney Siegel, Nonparametric Statistics for The Behavioural Sciences (Toronto: McGraw-Hill Book Company, 1956) p. 19.

[43] L. P. Lipsitt, "A Self-Concept Scale for Children and Its Relationship to the Children's Form of the Manifest Anxiety Scale", p. 467

[44] Leland G. Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level", pp. 47-49.

[45] George A. Ferguson, Statistical Analysis in Psychology and Education (Toronto: McGraw-Hill Book Company, 1966), p. 15

[46] Sidney Siegel, Nonparametric Statistics for the Behavioural Sciences. p. 19

(5) Campbell and Stanley suggested that the computation of a t would be the most acceptable test of significance for a pre-test, post-test control group design.[47]

To compute the t, the researcher computed separate pre-test and post-test gain scores for both experimental and inactive control groups. Then he computed a t between experimental and inactive control groups on these gain scores.

2. Characteristic Affect and Behaviour data was analyzed by the t test. Again, the researcher used the t test despite the fact that characteristic affect and behaviour had been measured in a Likert-type scale, an ordinal scale.

To compute the t, the researcher computed separate post-test scores for both experimental and inactive control groups. A t between experimental and inactive control groups was computed based on these post-test scores.

3. Self-awareness data was analyzed by the Fisher Exact Probability statistic. A 2 x 2 contingency table was constructed, based on the number of children in experimental and inactive control groups whose total number of 'yes' responses fell above or below a pooled median for the two groups. The researcher used Table I [48] to determine the

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[47] Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching", p. 193.

[48] Sidney Siegel, Nonparametric Statistics for the Behavioural Sciences, p. 258.

significance of the observed set of data.

The rationale for selecting this statistic was that it could be used to analyze discrete data (either nominal or ordinal) when the two independent samples were small in size.[49] The researcher was interested in determining the significance of the difference between experimental and inactive control groups.

4. Interview Schedule scale-type questions were analyzed by two statistics. The Kendall Coefficient of Concordance statistic was used to determine the degree of agreement among experimental children regarding their assessment of five group aspects. It was selected because this test could be used to analyze ordinal data and because the researcher was interested in inter-member assessment of the group experience.[50]

Chi Square (X^2) with Yates' correction for continuity, was used to analyze the children's responses to items concerning their group experience. The rationale for selecting this test was that it could be used to analyze

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[49] Ibid., p. 96

[50] Sidney Siegel, Nonparametric Statistics for The Behavioural Sciences, pp. 329-330

nominal data, derived from a single test.[51] Individual χ^2 sums for each item were computed.

[51] Sidney Siegel, Nonparametric Statistics for The Behavioural Sciences, pp. 42-7.

CHAPTER IV

"My father says anyone who'd do that didn't have good sense, and I said that sometimes I just didn't think you ought to have good sense. That if you had a lot, an awful lot, of sense you didn't have any fun, and couldn't get a lot of things done that ought to be done and that maybe 'sense' is a sort of, well, hinderance --".[1]

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[1] Sara Kent in Ann Fairbairn's Five Smooth Stones (New York: Crown Publishers, Inc., (1966), p.176.

PRE-DEMONSTRATION PROJECT PLANNING AND A DESCRIPTION OF THE EXPERIMENTAL GROUP PARTICIPANTS

This chapter describes the researcher's involvement in pre-demonstration project planning and his description of the experimental group participants.

The researcher's efforts at getting the sanction of the Windsor Separate School Board is discussed, as well as an outline of two principal-teacher orientation meetings. Pre-group meetings with the experimental group children are summarized, and the researcher's attempts at getting parental approval are described.

The researcher's description of the experimental group participants is based on individual post-group interviews with the experimental children. This description, accompanied by tables, highlights four general areas -- namely: Demographic material, home environment, school environment and interpersonal relationships.

PRE-DEMONSTRATION PROJECT PLANNING

Windsor Separate School Officials

The researcher initially contacted Mr. Donald Diubaldo, Area Superintendent, and Mr. Paul Marentette, Chief Social Worker, Windsor Separate School Board on September 21, 1972. Both Mr. Diubaldo and Mr. Marentette expressed interest in a social work research project.

Certain stipulations concerning the feasibility of such a project were offered. These included that the researcher submit in writing to Mr. Diubaldo a proposed plan for his research; that he obtain the permission of the principal of the school in which the research would be carried out, and that he not include the name of the school or names of the children involved in the research. It was mentioned that there had been no previous social work thesis projects done in the Windsor Separate School System.

On March 5, 1973, the researcher telephoned Mr. Diubaldo and advised him that he was prepared to submit in writing his proposed research plan. Mr. Diubaldo explained that this plan would be forwarded to Mr. John S. Johnston, Superintendent of Schools, Windsor Separate School Board for appraisal. On March 19, 1973, the researcher mailed his research plan to Mr. Diubaldo and on March 26, 1973, the researcher received verbal confirmation from Mr. Diubaldo's secretary that his plan had been approved. On March 29, 1973, the researcher received a written confirmation

approving his thesis project,* subject to the principal's approval.

The Principal and Grades 4, 5 and 6 Teachers in the Research Setting

The researcher had spoken to the principal about the possibilities of conducting a research project in the School setting, at different times during the Fall and Winter months. The principal had been the researcher's chief referral source during the first four months of the researcher's M.S.W. Field Practicum. Although the principal was made aware that the researcher would be drawing on a random sample of the grades 4, 5 and 6 children and not specifically on children who were behaviour problems or in difficulty at the school, the principal approved the research project.

The principal suggested that the art room be used as the group's setting. The researcher spoke with the art teacher and it was agreed that a sign would be posted on the art room door indicating when the room would be in use. The sign showed the hours, and the days during which activity was planned for the art room. The researcher agreed to plan with his group, a mutually convenient meeting time based on the room's availability.

The researcher held two meetings with the principal and grades 4, 5 and 6 teachers in hope of orienting them to the research project. On March 5, 1973 the researcher explained the purpose of the project and certain procedural concerns

*See Appendix F.

such as the length and time of the group meetings. The researcher's attempt to decide on a group meeting time convenient to the staff was unsuccessful.

The principal, who also taught the grades 3 - 4 classes part time, ruled out the possibility of morning meetings. According to her, this would interfere with religious studies in the school and certain special education classes, such as French and Remedial Education. The grades 5 - 6 teacher explained that an afternoon meeting would interfere with his Language Arts class. This teacher then said "I guess you will never please everybody."

This staff meeting held during lunch time, lasted about twenty minutes. The researcher felt that the teachers were very 'up tight' about expressing their views. He also felt that there was a lack of commitment by the teachers to the idea of attempting the project.

On March 14, 1973, the researcher held a second meeting with the teachers during their lunch hour. This meeting, lasting about fifteen minutes, was designed to help the teachers administer the Lipsitt Self-Concept Scale. The teachers were advised that this scale would be administered during the week prior to the first group meeting and again immediately following the final group meeting.

The grades 6 - 7 teacher wanted to know the size of the sample on which the scale had been developed. When told that about 300 grades 4, 5 and 6 children had been involved,

he remarked, "That wasn't a very big sample." The same teacher wanted to know if the children's parents had approved the administration of the scale. The principal said that the school board had approved the project and that the parents need not be contacted.

Several of the teachers were anxious to leave so that they could get back to work on the school's Easter play. And the grades 4 - 5 teacher said that she had to wash the luncheon dishes and supervise the playground.

Following the second meeting, the researcher, in consultation with his Thesis advisor, decided not to hold any more teacher meetings.

Pre-Group Meetings with the Experimental Group Children

The researcher met with ten of the twelve potential, experimental group children on March 28, 1973. They were told that the researcher had chosen them by chance from among all the grades 4, 5 and 6 children. They were asked if they would like to volunteer for a group in which discussions, activities and some games would be held. The researcher added that discussions would center on topics that were important to them and invited the children to bring suggestions to the group meetings.

All of the children agreed to volunteer for the group. The researcher was aware however, that he had not expressed the purpose of the group clearly. Certain children began to ask if they could start a floor hockey league. Some also asked if

they could learn games to teach other children in the school.

The children decided that Wednesday afternoons would be the best time to meet. Some children were concerned that they would miss out on physical education. However, this concern was apparently forgotten when one child stated, "So you miss out on one gym class!"

One boy in particular, Aldo,** seemed uncomfortable and uneasy. When the researcher spoke to Aldo after the other children had left, Aldo admitted that he did want to belong to the group but "I just couldn't think of anything to say."

Another boy, Julius, waited for the researcher in the hall. Julius asked, "What would happen if my parents decided against the group? I think my father will agree to it but I'm not so sure about my mother." Julius also wanted to know if the group would include physical exercises saying, "My father would be happy to see me lose weight."

The researcher told Julius that the group would not focus on physical exercises and that he would give Julius and the other children a letter to take home to their parents explaining the purpose of the group.[2]

Andrea, who said she "just forgot about the meeting," and John, who had not been at school, were contacted at their

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**Fictitious names have been given to each of the experimental group participants.

[2]See Appendix G

respective homes by phone. They both agreed to join the group.

During recess on March 30, 1973, the researcher met for the second time with the experimental group. Eleven of the twelve group members were present. Janice was reported to be home sick. The researcher gave each child a letter explaining the purpose of the group and requesting the parents' signature. He also asked the children to read the letter and invited questions about its content.

No questions were asked. Some of the children indicated that their classes would be going over to the parish church each day at 2:30 p.m. to practice for the Easter play. This play was to have an impact later on in the group's development. After the other children had left, John told the researcher that he was looking forward to the group. "I have a lot of trouble speaking out in class, and maybe the group will give me a chance to talk."

Parental Involvement in the Project

The parents of the experimental group children had been requested to approve or disapprove of their child's group participation by signing the researcher's letter. The children had been asked to return this letter to the researcher on Monday, April 3, 1973. Four children returned signed letters approving their participation on that Monday. Some confusion as to when the letter should be returned may have been caused by the researcher's unintentional use of the wrong date. Monday actually

fell on April 2!

Mrs. Smith called the researcher and asked, "Why was my son chosen for the group?" Mrs. Smith explained that Tom was the youngest of nine children and that he had shown no signs of emotional problems to her husband or herself. Mrs. Smith said that her older boy had suffered brain damage and that another son, in grade 8, had participated in group therapy for some time. Mrs. Smith added, "It all sounds like a group therapy group to me."

The researcher explained that her son had been randomly selected and that it was the researcher's intention that the group would help Tom to look at himself and his relations with other people. Mrs. Smith then agreed to Tom's participation, saying that Tom would probably be good for the group as "he likes to talk.

Mrs. Smith also noted, "It was usually because of his talking that he got into trouble at school." Mrs. Smith asked the researcher to call her "if you find out anything wrong about Tom, so that we can get him some help." Tom returned a signed letter approving his participation, that afternoon.

Two more children returned letters with parental approval on Tuesday, April 3. The remaining five children were told that the researcher would visit their homes between 5:30 and 7:00 p.m. on April 3. He asked them to tell their parents that he was coming.

The researcher was showered with considerable attention

by the families he visited and by neighbouring children who recognized him as the school social worker. The researcher learned that in two cases, families of Italian origin had been unable to understand the letter that had been sent to them. The parents of Julius seemed completely bewildered. Even with Julius serving as an interpreter, the researcher had difficulty defining what he wanted them to do. Finally, after about one-half hour, Julius told the researcher that it was "o.k." for him to join the group.

Mrs. Stoyshin said that Simo had not given her a letter to sign. Mrs. Stoyshin described to the researcher how she and her family had come to Canada from Yugoslavia two-and-a-half years before. She asked the researcher if he knew anyone who would give Simo piano lessons. Rajko had taken lessons in Yugoslavia but had not been able to partice since coming to Canada. Until now, the family had been unable to buy a piano. The researcher said that he would try to see what he could do, as he himself had studied piano.[3]

Mrs. Clemens said that she had the letter and approved of Andrea's participation. Andrea stayed in the kitchen, apparently getting supper ready.

Mrs. Marchini invited the researcher in for coffee but Aldo was out playing. The researcher did not learn then that Mrs. Marchini was separated from her husband.

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[3]The researcher contacted the Ursuline School of Music and Rajko will begin lessons there in September, 1973.

All five families, visited by the researcher, agreed to their children's participation in the group project. The researcher regretted that he had not planned for family visits with each of the experimental group children. By meeting with five families in their homes, the researcher had been able to identify some needs which might otherwise have gone undetected.

A DESCRIPTION OF THE EXPERIMENTAL GROUP PARTICIPANTS

Although twelve children (six girls and six boys) originally volunteered to participate in the experimental group, only ten children completed the group experience. One girl -- Andrea moved to Northern Ontario when her mother and father separated. One boy, Julius, was asked to leave the group after the second group meeting when it became apparent that Julius could not function in the group milieu without interfering with other children. The rationale for not keeping Julius in the group was that the group's prupose, and the fact that there were only eight group sessions, did not allow for ameliorative treatment on behalf of individual children.

The researcher tried, unsuccessfully, to have Julius referred to an alternative group programme offered by the Windsor Y.M.C.A. The researcher believed that Julius would benefit from a recreational group. Such a group would have helped him to learn badly needed friendship skills and provide him with the opportunity of having fun with others.

Julius, who was 11 years old, had come to Canada, with his parents and younger brother, from Italy in 1969. While his school work was reported to be "getting along very well" by his teacher, the researcher was concerned with Julius' expressed feelings about himself. Comments, such as "I'm dumb," and

"my mother doesn't want people to come to the house," caused the researcher to consult with Julius' teacher and parents. Julius' mother rejected the researcher's ideas for Julius, saying "He is too busy now. He goes to Italian school twice a week. And he has music lessons."

The remaining ten experimental group children, and twelve inactive control group children were interviewed by the researcher following the final group session.

Face sheet information obtained from these children was categorized into four general areas: demographic material, home environment, school environment, and interpersonal relationships. Experimental and inactive control children will be compared in only one area: demographic material. A summary following the presentation of each area will be given.

Demographic Material

TABLE I

PLACE OF BIRTH OF CHILDREN IN SAMPLES

	Total	Experimental	Inactive Control
TOTAL	22	10	12
Place of Birth		No. of Children	No. of Children
Windsor	14	7	7
Other Ontario	4	1	3
Foreign Born	4	2	2

Table 1 reveals the birthplace of children in samples. It was found that seven of the children in the experimental group and seven of the children in the inactive control group, were born in Windsor. There were more children in the inactive control group (3) born in Ontario centres, than in the experimental group (1). And there were the same number of foreign-born children in both the experimental and inactive control groups. There was no representation from provinces other than Ontario in either group.

TABLE 2

NATIONALITY CLASSIFICATION OF CHILDREN IN SAMPLES

	Total	Experimental	Inactive Control
Total	22	10	12
Nationality		No. of Children	No. of Children
Canadian	9	2	7
Italian	3	3	0
Lebanese	4	2	2
Maltese	2	1	1
Yugoslavian	1	1	0
Greek	1	0	1
Australian	1	0	1
Mixed**	1	1	0

*Nationality based on parents' country of birth.

**An experimental child had a father born in the United States and a mother born in Canada.

Table 2 compares experimental and inactive control group for nationalistic background. There were more children in the inactive control group whose parents were born in Canada than was the case in the experimental group. The experimental group had a greater variety of Ethnic origins (7) than did the inactive control group (5). A Mediterranean background permeated both groups. Considering the number of nationalities represented by these children (7), there might be a need in this school for programmes helping children to identify and understand different social and cultural values.

Summary

While more than one-half (14) of the children in these samples were born in Windsor, more than one-half (13) were of foreign born parents. There was similarity in the variety, origin and lack of representation from provinces other than Ontario in both groups. Dissimilarity between the two groups was present in the greater number of inactive control group children who had been born in Ontario centres outside Windsor and whose parents had been born in Canada.

Home Environment -- Experimental Group Children

TABLE 3

RELATIVES WITH WHOM CHILDREN LIVED

Total 10

Relatives	No. of Children
Both parents	8
Mother only	2
Father only	0

Table 3 indicates with which relatives the experimental children lived. It was found that eight children reported that they were living with both parents. Also, two children, a boy and a girl, reported living with their mother only. In both of these cases the fathers were separated from their mothers, and the children were aware of their fathers' present residence.

The researcher might have gleaned more information had he included two more sub-categories, mother and step-father, and father and step-mother.

TABLE 4

OCCUPATIONAL STATUS OF PARENTS

	Fathers	Mothers
Total	8*	10
Occupation	No. of Fathers	No. of Mothers
Full-time	7	1
Part-time	0	2
Not Working	1	7

*The status of the two separated fathers was not included.

Table 4 shows the occupational status of the experimental group children's parents. Only one father was not working and this was because of a recent knee injury suffered on the job. Only one mother worked full-time, and this was only because the family owned a restaurant, requiring help from all family members.

Two of the mothers worked part-time at such seasonable work as tomato picking. The fathers' occupations were mostly blue-collar with jobs such as "works on bumpers," and "works at Windsor Salt", being mentioned. Some of the children were not too certain what their fathers really did for a living.

TABLE 5

NUMBER OF SIBLINGS LIVING WITH CHILDREN*

Total 38

Experimental Children		No. of Brothers	No. of Sisters	Total Siblings
1	boy	0	5	5
2	boy	2	1	3
3	boy	5	2	7
4	boy	1	0	1
5	boy	5	3	8
6	girl	0	0	0
7	girl	2	3	5
8	girl	0	3	3
9	girl	1	3	4
10	girl	1	1	2
Totals		17	21	38

*Refers to the siblings presently living in childrens' homes.

Table 5 refers to the number of brothers and sisters living in the experimental group children's homes. There was an average of 3.8 siblings per child, with the range being from 0 to 8 siblings. There were seven children with 3 or more siblings each. Only one child, a girl, had no siblings. The boys had the majority of brothers, 13 out of 17, and the majority of sisters, 11 out of 21. Two children, a boy and a girl, had sisters only for siblings. And there were four more sisters than brothers in these children's homes.

TABLE 6

BIRTH ORDER OF CHILDREN

Total 10

	Total Number	Experimental Group Boys	Girls
Birth Order			
Oldest child	1	1	
Youngest Child	3	3	
Second Youngest Child	1	1	
Middle Child	4		4
Only Child	1		1

*Refers to children presently living in experimental children's homes.

Table 6 illustrates the birth order of each experimental group boy and girl. There was one, only child, a girl. She and her mother had lived alone, apart from their family, for over six months. The mother was reportedly seeking a divorce. They had lived together in the Y.W.C.A. for a time, and were renting a basement apartment some distance from the school. The boys accounted for both extremes of the birth order range provided. The girls accounted for all the middle children in the group.

Summary

This group was composed mostly of children from two-parent families. These families followed traditional husband-wife work roles. Only one father did not work full-time at blue-collar class jobs, such as sales and service and auto assembly. Only one mother worked full-time, and then only to help out in the family restaurant. Seven of the ten children had three or more siblings, and the five experimental group boys monopolized both extremes of birth order rankings in this group.

School Environment -- Experimental Group Children

TABLE 7

NUMBER OF SCHOOLS CHILDREN HAVE ATTENDED

Total 10

No. of Schools	Boys	Girls
1	4	
2		2
3		2
4		1
5	1	

Table 7 shows the number of schools attended by the experimental group children. Four of the five boys in the group had attended only one school. The fifth boy, who had come from Yugoslavia, had attended the most number of schools (5). Four of the girls had attended two to three schools within the Windsor separate school system. The fifth girl, coming from Northern Ontario, had attended four schools, and expected to attend still another school beginning in September, 1973.

TABLE 8

NUMBER OF YEARS IN THIS SCHOOL

Total 10

No. of Years	No. of Children
Less than 1 year	1
1 year	1
2 years	1
3 years	1
4 years	1
5 years	1
6 years	4

Table 8 demonstrates that the majority of children in this group (6) had attended this school for four or more years. Only one child, the girl whose mother was undergoing divorce proceedings, had registered at this school after the beginning of term in September 1972.

TABLE 9

NUMBER CHILDREN'S SIBLINGS ATTENDING SAME SCHOOL

Total 10

No. of Siblings	No. of Experimental Children
0	1
1	5
2	2
3	0
4	0
5	2

Table 9 shows the number of siblings of experimental group children attending the same school. Although there was a total of 38 siblings (see table 5) only one-half (19) of them attended the same school. Three group members, two boys and a girl, had one sibling each attending the same class. Using a four-point scale they were asked to respond to the question, "How do you feel about your sibling being in the same class?" The two boys replied, "I think it's o.k.", while the girl replied "I think it's great."

Summary

School mobility was evidenced by the number of schools attended, and by the total number of years spent in the research setting school (29 years, 6 months). Had all ten experimental children attended only this school, the total number of years spent in attendance would have approached 60 years. One-half (19) of these children's siblings attended this school.

Interpersonal Relationships -- Experimental Group Children

TABLE 10

PERSONS WITH WHOM CHILDREN DISCUSSED PROBLEMS*

Total	19**
Persons Approached	No. of children who reported approaching these persons
Mother	4
Parents	1
Sister	3
Teacher	4
Friends	2
A Special Friend	2
No one	3

*The Children were asked "With whom do you usually talk over your problems and concerns?" No attempt was made to distinguish between different kinds of problems.

**Some Children gave more than one person.

Mother and sister were approached by children with problems more often than any other family member. Father alone as well as brother and family were never mentioned as resource persons. Only two children, grade 5 and 6 girls, reported talking over their problems with a special friend. Two other children, a grade 4 boy and a grade 6 girl indicated that they discussed their problems with friends. Teachers were mentioned as helping with academic problems (twice) and as helping with personal problems (twice).

The two children describing their teacher as a resource person for personal problems said, "He tells the others to

leave me alone." "And, I tell him what happens and he asks me some questions." Three boys reported that they never talked to anyone about their problems saying, "I like solving things myself." "I might go to Mom, but usually nobody. I try to solve it myself." "If it's something I don't want anyone to know about, I keep it to myself. If its not too bad, I don't tell anyone, 'cause there's no one to tell."

TABLE 11

KINDS OF PROBLEMS MENTIONED BY CHILDREN

Total		24*
Family		9
Parents	3	
Brothers	3	
Sisters	2	
Relatives	1	
Interpersonal relationships with friends		6
Fights resulting from games	1	
Making friends	3	
Boy-Girl relationship	2	
School		5
Tests	2	
Year-end pressure	1	
Getting lazy about work	1	
Getting along with teachers	1	
Physical Self		1
Squeaky voice	1	
Other		3
Someone stealing my bike	1	
Getting money for camping trip	1	
Getting money for bike	1	

*Some children mentioned more than one problem.

Table 11 illustrates the kinds of problems mentioned by the experimental group children. Family problems were mentioned most often by these children. One grade 6 girl des-

cribed the interplay between family members this way:

> "I want my own room. My Mom and Dad don't want me to have one. I sometimes do things they don't want me to do, and I feel bad. Since my aunt died, my Mom's been in Leamington, Dad is at home. I've had a lot of fights with my brothers and sister and I can't get along with my uncle. He uses big words. I tell him to stop using big words. To start talking English."

Three boys said that they had experienced problems in interpersonal relationships with friends. Boy-girl relationships were mentioned by only one grade 6 girl and she indicated it twice. She disclaimed any preoccupation with this problem by saying "But not very often."

School related problems were cited by only three children. Only one child, a fifth grade boy, expressed concern with his physical self. A grade 4 girl, when asked what problems or concerns she was having said, "I've got nothing to say."

Summary

The family was the primary group to whom these children turned in time of trouble. Friends were confided in by only a few children. Three boys, for various reasons, served as their own counsel. The family was also the main source of trouble for these children. Relationship problems with same sex and opposite sex peers were affecting three of these children.

Doing well in tests and coping with the teacher were considered as main school challenges.

The indication from this data was that these children, as a group, had not yet accepted the reputed preadolescent task

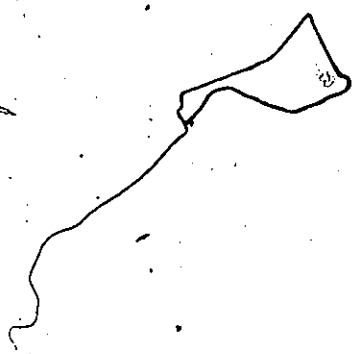
of creating "a bipolar relationship to parents, as a source of security, and to the peer group, as a challenge to approach the world outside the family."[4]

[4] Reuven Kohen-Raz, The Child from 9 to 13, p. 104.

CHAPTER V

"And in pain he continued down searching
for those eyes which would let him whisper,

'I saw a butterfly--there can be more
to life.' " [1]



[1] Trina Paulus, Hope for the Flowers (New York: Newman Press, 1972), p.120.

THE GROUP SESSIONS

This chapter describes how social work practice with groups was used in the demonstration project. First, the plan for the experimental group is outlined. Next, the content of each group session is discussed under both the proposed programme, as well as the actual interaction of group members. A detailed account is provided to demonstrate the application of social work practice with groups.

Plan for the Experimental Group.--

The purpose of this demonstration project was to demonstrate that social work practice with groups in the elementary school setting, specifically the fourth through the sixth grades, could be an effective means of helping children examine themselves and their relationships with other people. This project was also intended to improve these children's appreciation and acceptance of themselves as well as their relationships with their peers, teachers, and parents.

Because this was a demonstration project, the researcher sought to achieve certain practice objectives, with research goals being of secondary significance. Among the practice objectives attributed to the project, were:

1. ...to determine if social work practice with groups with children in grades 4, 5 and 6, was an effective means of helping these children.
2. ...to determine the specific needs of these children as they were expressed in the group context.

3. ...to help these children learn to use the group process.

The primary research goal of this project was to determine if social work practice with groups in the elementary school setting was an effective means of improving the self-concept of children in grades 4, 5 and 6 as measured by the Lipsitt Self-Concept Scale for Children.

The experimental group was to include twelve children, six girls and six boys, randomly selected from a stratified sample of all grades 4, 5 and 6 children. Stratification criteria included sex and age. The group was to participate in eight weekly, one-hour sessions, beginning April 4 and ending May 23, 1973.

Group sessions were to be held in the school art room between 1:30 p.m. and 2:30 p.m. each Wednesday. Teachers were notified by the researcher prior to the first meeting of those children who were to be excused for these sessions. The experimental group children were made aware of these procedures by the researcher.

Because the researcher sought specific practice objectives and one primary research goal, he purposefully decided to introduce programme ideas, where applicable, in order to achieve these ends.

While group programming has not received unanimous support from certain practitioners,[2] the researcher decided

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[2]Donald C. Dinkmeyer and James J. Muro, Group Counseling: Theory and Practice, (Itasca, Illinois: F.E. Peacock, 1971), p.174.

that it was appropriate in this situation. He also sought to encourage the children to introduce their own programme ideas. His rationale for encouraging group input was that this would contribute to the realization of practice objectives.

Seeking to base his group on the developmental social group work model presented by Tropp,[3] the researcher attempted to satisfy certain conditions inherent in this model. Among these conditions were the following:

1. That the group experience include a basic set of purposes involving the release of feelings, the support and tapping of latent strength, the orientation to reality, and the reappraisal of self.

2. That the group focus on the here and now aspects of the group situation at various levels of interactions.

3. That the group worker and group members share a communal perspective in which free, human communication could be experienced.

Central to all of these conditions was the expectation that group members have coping skills which permit them to benefit from the group experience.[4]

The researcher had to make allowance for the fact that the developmental social group work model had not been developed specifically for children in grades 4, 5 and 6.

However, this model did provide the researcher with an

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[3]Emanuel Tropp, "Social Group Work: The Developmental Approach," pp. 1246-52.

[4]Emanuel Tropp, "Social Group Work: The Developmental Approach," pp. 1247-48.

awareness of how he might use himself in the group process. Specifically this model called upon the researcher to be concerned with three areas: group goal-achieving process as measured by group effectiveness, vitality and responsibility; interpersonal relations, involving the researcher in contributing, supporting, helping, opposing and reacting to others and to the situation; and individual self-actualization, in which the researcher would provide individual group members with cues indicating the appropriateness of their actions within the group.[5]

The researcher consciously departed from the developmental social group work model by not insisting on a common goal group. Despite having his own plans for the group, the researcher was aware that individual members might differ considerably as to why they had volunteered for group membership. The researcher expected that these differences would reveal themselves during the course of the group's life.

The researcher did not engage in social work practice with individual group members between group sessions. He did not purposefully interact with teachers and parents on behalf of individual group members. He did not want to contaminate his evaluation of the effectiveness of social work practice with groups in the elementary school setting by introducing

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[5] Emanuel Tropp, "Social Group Work: The Developmental Approach," pp. 1249-1250.

these additional variables.

Despite the limitations of this self-assigned role, the researcher was prepared to intervene on behalf of individual group members both during and following the group sessions should their group behaviour warrant it. Such group members were to be referred to appropriate school or community resources, pending the approval of their parents.

Group members who were referred by the researcher during the group sessions were to be excluded from the group, so as not to contaminate the researcher's findings.

The researcher assumed the responsibility of explaining to each excluded member, individually, the reasons for his or her exclusion. The researcher also assumed the responsibility of explaining to the remaining group members, during group sessions, the reasons for any member's exclusion.

TABLE 12

THE GROUP MEMBERS

Name[a]	Grade	Age in Months[b]		Group Attendance Meetings Attended
Joe	4	127	younger boys	7
Tom	5	125		8
Julius[c]	5	129		2
Simo	6	134	older boys	6
John	6	141		8
Aldo	5	133		7
Pat	5	121	younger girls	8
Janice	5	124		7
Gina	6	129		8
Andrea[d]	6	143	older girls	2
Anne	5	138		8
Sylvia	6	149		8

[a] Fictitious names.

[b] As of March 31, 1973

[c] Dismissed from group after second group session.

[d] Moved from school between third and fourth group sessions.

Group Session Content.--

Immediately following each of the eight group sessions, the researcher recorded what he though had gone on in the group. No standardized recording process was used. The researcher discussed the context of each group session with his thesis advisor, Dr. Lola Beth Buckley. These discussions, usually held the day after each group session, focussed on what the researcher had observed and on what strategy the researcher might use at the next group meeting.

The Initial Meeting

Proposed Programme

The researcher's goals for the meeting included involving group members in the group process, and helping members recognize and understand the proposed group theme -- the examination of self, and one's relationships with other people.

Behavioural objectives for this meeting were that each group member make a minimum of one comment about his expectations of the group, as well as his reaction to specific group activities. Comments were to be made to the whole group. Each member was to comment without having to get the researcher's sanction or approval. Each group member was to participate in specific group activities by accepting and acting out the role assigned to him.

The researcher's agenda for this meeting included:

1. Researcher self-disclosure,[6] through which the researcher was to explain his own expectations, anxieties and concerns.

2. The introduction of group rules.[7]

3. The asking of group members, "Why are you here?"[8]

4. Participation in Microlab,[9] calling upon group members to interchange participant-observer roles.

5. Milk and cookies, provided by the researcher, were to be served at the end of the session.

Actual Interaction of Group Members

The researcher tended to dominate this meeting. His proposed agenda was accepted by the group without much discussion. He played many roles, instigating action; maintaining order, and involving children in activities.

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[6]Donald C. Dinkmeyer and James J. Muro, Group Counseling: Theory and Practice, p. 174.

[7]Ibid. p. 188

[8]Ibid. p. 178

[9]Donald C. Dinkmeyer and James J. Muro, op.cit.,p. 179

[10]Allen M. Farina, Sol H. Furth and Joseph M. Smith, Growth through Play, pp. 188, 210, 212, 189.

All twelve children were present. No child had any difficulty being excused from class, although one grade 6 boy, John, was the last member to arrive. He had been playing goalie during his class's floor hockey game. His teacher earlier had informed the researcher that "John will hate to miss out on playing goal."

The researcher had arranged chairs in a small circle. He sat as a group member in the circle with the children. The girls and boys sat as two distinct groups within the circle and there was a contest to see who would sit next to the researcher.

Anne, grade 5, who sat on the researcher's immediate left, and Tom, grade 5, who sat on the researcher's immediate right, were to maintain these positions throughout most of the group sessions. They were sometimes forced to sit elsewhere when other children took their positions.

The children confided that they had expected to play games during the meeting when they were asked, "Why are you here?" Tom suggested playing blind man's bluff and Simo, a grade 6 student, suggested floor hockey. The girls didn't respond verbally to these suggestions, but did look at each other in disappointment. Julius, a grade 5 student, left the circle, went to the blackboard and began drawing an intricate series of lines. Julius explained that he was going to show the group how kick baseball should be played. The researcher had introduced this game to the students several months before. The researcher had to ask Julius to sit down, and suggested that

Julius demonstrate the game to the children on the playground instead.

Only one child, John, expressed a non-game oriented need. He said that he hoped the group "would give me the chance to express myself." He had expressed this same need during the pre-group meeting.

By giving themselves odd and even numbers, the children divided themselves into two groups and they played charades. Boys and girls were included in each subgroup of six. They acted out both four-square and lacrosse. They played different parts in order to create the impression of a real game.

The researcher introduced Microlab to the group. This activity called for the children to divide into an inner and outer circle. Each member of the inner circle had a feedback partner in the outer circle. The feedback partner was to observe his partner in the inner circle participate in a discussion. Following a five-minute discussion on the topic, Becoming a Group, the feedback partner was to comment individually to his partner. The partner was to use this feedback in a succeeding two-minute group discussion on the same topic. Both partners were then to reverse roles, and repeat the process.

There was a lot of self-conscious, non-task oriented behaviour during the opening round of Microlab. Julius, as a feedback partner, could not contain himself from mimicking the efforts of his partner. There was general giggling among

the girls.

The second round participants appeared to be more serious and centered their discussion on the topic. The group concluded that the second round group had the advantage of learning from the first round group and that the second round group seemed to be more mature.

The researcher then introduced blackboard relay. This involved each member contributing one word, written on the blackboard, until a sentence had been composed. The children appeared to be excited, helped each other out and requested that the game be played a second time.

The group had their refreshments during recess, the period from 2:30 p.m. to 3:45 p.m. This period was added to the group's time together. Group sessions now lasted one hour and fifteen minutes. John and Simo did not stay, saying that they had to attend practice for the Easter play. The remaining group members helped to put tables and chairs back in order for the new class period. This became a weekly group task.

The grades 4, 5 and 6 teachers did not ask the researcher any questions about the group. The procedure of the group's using the art room was tested just before the group meeting by the grades 4 and 5 teacher. This teacher said she would be needing the art room for her class. It was agreed that the group had priority because of its prior claim to the room. The researcher noted that the physical education and art classes involving grades 4, 5 and 6 were conducted during the group's session.

The Second Meeting

Proposed Programme

The goals for the meeting were that the group members learn to function as a group, and that they learn to become interdependent on each other.

Several behavioural objectives were established. Through an activity called getting acquainted triads,[11] group members were to complete certain tasks. They were to form four subgroups, each consisting of three members. These members were to be unfamiliar about each other's background. Each member was to talk about himself for three minutes. After each member had finished talking about himself, each member was to tell the other two members what he had understood them to say.

A game called broken squares,[12] was to involve the group members in a problem solving process. Two subgroups, each consisting of five participants, and one observer-judge were to be formed. Following the game, the participants in both subgroups were to express verbally what kinds of behaviour they believed contributed to, or detracted from, the successful completion of the game. The observer-judges who were to have enforced the game rules, were to explain verbally what they had observed.

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[11] J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. I (Iowa City, Iowa: University Associates Press, 1972), pp. 2-3.

[12] J. William Pfeiffer and John E. Jones, op.cit., Vol.1, pp. 24-30.

The researcher was aware of two developments that had taken place between the first and second group meetings. Andrea's grade 5--6 teacher had told the researcher that Andrea would be moving, as her parents had separated. There also had been an open-house at the school the day before the second group meeting. The children's parents had come to talk to the teachers individually, and to receive their children's report cards.

The children were to be encouraged, at the beginning of the second meeting, to talk about their reactions to the first meeting and their reactions to things that had happened to them during the week.

Actual Interaction of Group Members

All twelve children were present. Five group members from the grades 5--6 class were late. They explained that their teacher had not excused them. They added that the class had been noisy and "We asked to be excused, but he wouldn't let us go."

When the researcher spoke to the grades 5--6 teacher between the second and third group meetings, about this incident, he remarked, "I had forgotten all about the group and the children did not remind me."

The children took the same seats as they previously had in the first meeting. They chose not to talk about the recent open-house, or about their report cards. Again they accepted the researcher's programme without question.

Boys seemed to have more difficulty participating in getting acquainted triads than girls. Some simply said, "I don't know what to say."

This activity did reveal some personal feelings, however. Julius' first, and almost last, words about himself were, "I'm dumb." Julius later had trouble controlling himself and threw a marble about the room. The researcher went from one triad to another, giving help when it seemed needed.

Broken squares disclosed still other behaviour patterns. One subgroup complained to the researcher, "We don't have all the pieces, you must have left some out." Later, Julius left his own subgroup and discovered the missing pieces. They had

been inside one of the game envelopes.

Observer judges Simo and Gina, grade 6, had difficulty enforcing the game rules. Gina made some attempt to point out episodes of rule-breaking. Simo mainly sat and watched.

Aldo, grade 5, watched his group remove pieces from his completed square. He made no attempt to stop the theft. Finally, he made paper aeroplanes and threw them about the room. His group did not seem to show any feelings for what had happened to him.

The researcher attempted to begin discussion with the children about what they had experienced in the two activities. Discussion fell flat. The children seemed somewhat unsettled and not in the mood to dissect their feelings.

The children began to make an input into the group. Simo introduced a relay race involving the passing of a volley-ball overhead. The group requested that blackboard relay be repeated.

The group helped to arrange the room for the next class during recess. Simo and John had to leave for play practice.

Refreshments were served after school. Eight group members returned, along with several other children who had wandered into the room, "to see what was going on."

Pat, grade 5, used this time to tell the researcher that she and her mother were living at the Y.W.C.A. The children drew pictures on the blackboard, something of a novelty for them.

Andrea confirmed her teacher's statement that she would be leaving "in about three weeks." The researcher told her that he was glad she was in the group. Andrea said nothing.

The Third Meeting

Proposed Programme

The goals for this meeting were as follows:

1. To help the children express their feelings about last week's broken squares game.
2. To help children confront one another, noting differences and similarities.
3. To confront children with the problem of making a change in their behaviour.

Behavioural objectives supportive of these goals included: Children were to talk about how they felt playing broken squares. They were to indicate how they felt about competition and co-operation. Observer-judges were to talk about how they felt about enforcing the game's rules. Individual children were to talk about how they felt losing parts of their puzzle, and watching other children complete squares when they themselves could not.

Children were to single out individual members and situations in discussing how they felt about the game. They were to say who helped the group and who hindered the group in achieving its goal, five complete squares. They were to indicate also whether or not the playing of this game helped them in situations outside the group. "Did you learn anything

that you could use in your classroom, your home, among your friends?"

Children were to change the place where they were sitting and make it as different as possible.[13] Children were then to discuss what they observed in their new place, how they felt about leaving the old place, what considerations prompted them to take the place they did and whether the change in seating was difficult or easy for them.

Children were then to change back to their original seating places and were to report verbally how they felt about this change.

Factors to be considered in this meeting were that Julius had been excused from the group, and that the school's Easter play was to be presented that night.

Julius, accompanied by his six-year-old brother, talked with the researcher two days prior to the group meeting. Julius' reaction was, "I always fool around," and "I don't care anymore." He also added, "everyone hates me," and that he had no reason to like himself because, "I'm fat and dumb."

Actual Interaction of Group Members

It was a hot day. To make matters worse, heat poured

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[13] Daniel I. Malamud and Solomon Machover, Toward Self-Understanding: Group Techniques in Self-Confrontation. (Springfield, Illinois: Charles C. Thomas, Publisher, 1970) pp. 143-46.

from the room register. Windows were opened. Deafening noise, caused by construction work machines across the street from the school, blasted into the room. Everyone was forced to strain their voices in order to be heard.

Nine children were in attendance. Missing, besides Julius, were Joe, grade 4, and Andrea. Both were absent from school. Children from grades 5--6 class arrived late. They had to be summoned by Pat and Janice.

The grades 5--6 class left for play-practice while the group was still in session. The principal and grades 5--6 teacher had previously assured the researcher that there would be no time conflict between the scheduling of the group and play rehearsals.

Janice contributed banana cake towards refreshments. Pat said she would bring donuts the following week. Janice also offered ideas for a group project, suggesting a field trip. The researcher agreed that the group could now begin to think about such a trip.

The researcher informed the group regarding Julius' dismissal. He added that Julius and the researcher had discussed Julius' behaviour while in the group. The researcher did not offer reasons to the group for Julius' exclusion. And no questions were asked.

However, later during refreshments, Sylvia asked if Julius had "felt bad." The researcher answered that he did not think so. But he suggested to Sylvia that she talk to Julius

if she wanted to be more clear about Julius' feelings.

The researcher had tried to minimize the impact of Julius' dismissal on the group. Actually, he likely heightened the group's anxiety.

Discussion covering broken squares games involved most group members. Simo and Gina, as observer-judges, talked about the "cheating that went on." Gina said, "They wouldn't listen to me."

Aldo was encouraged by the researcher to explain how he had felt about other children taking his pieces. Aldo had difficulty explaining how he had felt. The other members of his game group did not say anything.

Simo still believed that there were pieces missing from his group's puzzle.

Tom then introduced a game of blind man's bluff to the group. Tom and five other children played this game for ten minutes. The remaining three children decided not to play. They started a game of charades instead.

All of the children participated in the changing of seats exercise. Tom and Aldo took their places beneath a table. No one sat in the chair vacated by the researcher. Anne said she was going to, "But my friend told me not to. I wanted to sit near my friend."

Tom and Aldo asked if they could take the same positions the following week. The researcher asked the group to make a decision. John said it would be all right as long as they

didn't bother anyone. Pat said, "It wouldn't be fair to the group or to Mr. Campbell."

The group had difficulty deciding what Tom and Aldo should do. The researcher asked each member his opinion. It was finally agreed that Tom and Aldo could take similar positions the following week. The researcher pointed out to the group that the group had made the decision.

The researcher asked the group how they felt about the meetings. Janice said that they didn't get "bawled out" for talking without putting up their hands first. She expressed pleasure on being able to put her arms on the back of the chair.

Gina mentioned that she didn't want other children in the school seeing her play games. She said she was glad that we met at the far end of the room, away from the door.

The group had refreshments earlier than usual. Because of the play being presented that night, classes were dismissed at 2:30 p.m.

There had been little talk about the play during the meeting.

The Fourth Meeting

Proposed Programme

The group goals were as follows:

1. To use the group as a source of feedback.
2. To give members an opportunity to compare their perceptions of themselves with what the group had to say about them.

Behavioural objectives centered on each child's risking himself in front of the group and on each child's getting feedback about himself from the group.

Close to the beginning of the meeting, each child was to do something, or say something, of his choice in front of the group.[14] Group members were not required to respond to these individual actions or statements.

To get and receive feedback,[15] members were to sit in a circle and write down the names of group members on a sheet of paper. They were not to write down their own names. Then they were to write down a maximum of five adjectives per child, opposite that child's name. These adjectives were to describe how each child was perceived by every other child.

Next, the children were to sit in a semi-circle. The researcher was to sit behind the semi-circle. Taking individual turns, the children were to volunteer to sit in front of the semi-circle.

Each child, while sitting alone in front of the group was to tell the group what he or she felt the group thought of them. The same child was then to listen to the researcher read the adjectives which the group had written down describing him.

The child receiving the feedback was able to respond in

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[14] J. William Pfeiffer and John E. Jones, op.cit., Vol. II, p. 99.

[15] An adaptation of "Adverse Feedback" in J. William Pfeiffer and John E. Jones, op.cit., Vol. I, pp. 82 - 5.

any way he wanted to the feedback. The group members were not to respond to the feedback or to the child sitting in front of them. Then the child was to tell the group how the group feedback was different from what he expected it to be. Following this the child was to choose his successor.

Concerns which the researcher anticipated for this meeting were:

1. The need for the group to discuss Julius' dismissal.
2. The fact that the group meeting room was heated by a system apparently kept running throughout the year.
3. The need for Pat to share herself with the group by her generous offerings of refreshments.
4. The need for Janice to provide leadership with ideas for a group project as well as, like Pat, contributing refreshments.
5. The need for Tom and Aldo to express their desire to be different simply by sitting where they wished.

Actual Interaction of Group Members

Nine children were present at the fourth meeting. Andrea was no longer in the group. She had moved to Northern Ontario between the third and fourth group meetings. Simo had stepped on a nail and was absent from school.

The weather was balmy but the group still had to contend with the construction noise from across the street, and a register that continued to blow out warm air. Children were to be excused from school at 2:30 p.m. The principal had scheduled a staff meeting.

Children from grades 4--5 arrived early, saying,

"We got heck from our teacher." Apparently they had persisted in repeatedly asking if it was time to leave for the group. And Pat and Janice summoned the always late Grades 5--6 children.

Janice brought a chocolate cake for refreshments. Pat stated that her "darn sister hadn't made any donuts."

The researcher attempted to explain to the group why Julius had been excluded from the group's meetings. He also mentioned his efforts to get Julius interested in a Y.M.C.A. recreation group. At this, several children asked if the researcher would help them to get into a "Y" group during the summer.

Pat suggested that the group take a hike to Ojibway Park the following Saturday. But the group said most of the children would be going on a city-wide walkathon. Pat's idea was quashed.

The researcher introduced several warm-up games, including, say or do anything, and nonsense syllables.[16]

The researcher explained the purpose of the feedback session to the group. He asked the children to use both positive and negative adjectives in describing each other. However, when the researcher gave an example of possible adjectives on the board, he used only positive adjectives.

Some children said that they did not know the names of

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[16] J. William Pfeiffer and John E. Jones, op.cit., Vol. II, p. 98.

all the group members. Aldo volunteered to introduce everyone. Tom began fluttering his lips with his fingers, making a hollow, drum-like noise. John told him to stop. The researcher quietly placed his hand on Tom's shoulder. Aldo wrapped his sweater around his chair, securely tying himself in. Then Aldo went to a separate table to list his adjectives. Janice went to a separate table also.

Janice volunteered to be the first one to receive feedback from the group. She fidgeted in her chair and gave a few guarded comments about what she expected the group would say about her.

The first four children to receive feedback gave short, crisp explanations about what they thought the group thought of them. Anne, Gina and Sylvia told the researcher that they did not want to receive any feedback at all. However, when they were asked by individual group members to receive feedback, they responded.

Some of the children's expectations of the group's perception of them were revealing. Joe said, "I don't have much to say. Quiet and fat."

Anne and John also expected the group to describe them as being quiet. Aldo said, "They'll think I have a mop for a head, and that I'm crazy."

When the researcher attempted to avoid repeating adjectives that described children negatively, he was told to read what the group had said. Aldo complained that the

researcher had not read all of the adjectives correctly. The group also wanted the researcher to tell Janice who "liked her" in the group.

Sylivia was surprised that anyone in the group would describe her as being pretty. "I didn't think anybody thought that."

Group pressure was used on John and Tom when they attempted to leave the group to take their safety-patrol corners. They were told to sit down, until Anne at least had a chance to receive feedback. They did.

As soon as the 2:30 p.m. bell rang, Gina and Sylvia left the room. They did not wait for the usual refreshments. The group did not have time to discuss how they felt about the feedback.

The researcher spoke to Julius' teacher after the staff meeting. He explained that Julius was doing all right academically but that he did not have any friends in his class. Julius was in the grade 5 section of a combined grades 5--6 class. There were seventeen grade 5 children in the class, half of whom were girls. The grade 6 children ignored Julius.

The researcher also spoke to Julius' parents after school. They refused to consider Julius attending a "Y" group. His parents thought the school was a place where Julius could study and stay out of trouble. They really couldn't comprehend what the "Y" was all about.

The Fifth Meeting

Proposed Programme

The group goals were as follows:

1. To analyze the importance of last week's feedback session.
2. To consider what effects the meetings were having on the children.
3. To encourage the children's acceptance of responsibility for group content, and programme.

Behavioural objectives were based on the children's analysis of the feedback session. The researcher constructed three blackboard diagrams illustrating the following:

(a) the adjectives used by each group member to describe every other group member.

(b) the frequency of use of certain kinds of adjectives.

(c) the breakdown of these adjectives into certain areas including social value, affect state, cognitive state, physical self, and heterosexual involvement.

Each group member was expected to make a minimum of one comment to the group about his or her observations of these diagrams. The researcher was to facilitate discussion by providing a series of prepared questions to be used if needed.

Among these prepared questions were:

1. Why do you suppose that so much acceptance was placed on adjectives describing our physical selves?

(Approximately 36 per cent (87) of the adjectives used described some physical aspects).

2. What adjectives did we avoid using?

(There were few negative adjectives used).

3. How can we help each other to accept ourselves?

Each child was to give the group a minimum of one example of how the group meetings were affecting his or her relationships at school, at home, or in the community.

Each child was to give the group a minimum of one example of how the group meetings were affecting his or her relationships at school, at home, or in the community.

Each child was to talk about himself or herself before talking about other children during group discussion.

The researcher was aware of an incident that occurred during the previous group meeting. The grades 5--6 teacher had shown slides of the school's Easter play while members of his class were attending a group session. The researcher did not know what effect this would have on the children's group involvement.

Also, when the researcher approached the principal and the school maintenance man with a request that the heat be turned off in the art room, he was advised that the maintenance man did not have the authority to do this. The engineering personnel from the school board, apparently, were responsible for the regulating of the school's heating system.

Actual Interaction of Group Members

All ten children were present. And again the grades 5--6 class arrived late. The temperature outside was approximately 75° and the art room register continued to pump out warm air.

The children immediately went to the blackboard to

examine the three diagrams illustrating results of the feedback session. The group was quite restless.

Janice placed an X under 'likes John R.' Pat said she had an outdoor game but agreed to wait until the end of the meeting to introduce the game to the group. Janice blurted out, "I have the feeling you don't want us to play games." A discussion followed during which the researcher attempted to clarify the purpose of discussion for the group.

The group seemed intent on ignoring the possibilities of discussing the feedback session. Tom told the researcher that he would let him know when it was time to play Pat's game. The group insisted on playing blackboard relay for the third time. Janice directed the game. Ann then asked, "Do we have to discuss last week's adjectives?" In reply the researcher suggested it would help the children to understand themselves.

The group focussed their discussion on why the children had used so few negative adjectives. Janice remarked that she "didn't want to hurt anyone." Pat and Aldo explained they were afraid they would lose friends if they told them what they really thought of them.

But Simo commented that it might be necessary to tell the truth, "Better now than in a couple of years." Simo revealed how a friend of his would stop playing with him and join other children. Simo added that the other children had more money than he. As a result of Simo's remarks, other

children began to volunteer their own experiences.

Aldo confided that he had once told a boy what he really thought of him, and that he hadn't seen the boy since. Pat described how she had been hit over the head in a fight. Within a couple of weeks, Pat went on, the boy who had hit her had a broken nose. Aldo wanted to know who had broken the boy's nose.

Gina spoke about telling a friend how she, herself, really felt about things.

Discussion was often interrupted by non-group oriented behaviour. Children continually appealed for the researcher's sanction before beginning to talk. Janice, in particular, insisted on calling the researcher by name and constantly raised her hand to get attention. Janice's explanation was that she was used to doing this in school. This brought an overwhelming burst of support from the other children.

Tom stated it was difficult for him to change. He said he would like to continue raising his hand rather than just talking out. The group agreed that they had always been asked to raise their hand in class. They wished to continue doing so in the group.

There were some visible effects of heat and anxiety in the group. Aldo and Pat went out to get a drink of water. And Simo asked to be excused to go to the washroom.

Pat introduced a variation of dodge the ball to the

group. The children showed little team work, and resisted passing the ball to a person who had a better chance for a shot. They insisted on trying to hit 'it' themselves.

All the children returned for refreshments during recess. They helped to set up tables and chairs for the next class. Janice brought cake for the third consecutive time. Pat again said her sister had not made any donuts.

The group discussed the effects these meetings were having on them. Aldo said he was a lot happier in the group than when he began. Aldo agreed with the group's appraisal of him, saying that the adjectives they had used to describe him were accurate. Aldo also used the time to show the researcher a two-inch cut above his right eye, "The first stitches I've ever had!"

There was some confusion as to whether or not this was the last meeting of the group. Apparently someone had said that the researcher would not be back. The researcher confirmed the fact that there were still three meetings left and that he would definitely be back.

The researcher left the group during the last five minutes of recess. It seemed to him that the group had developed some degree of solidarity.

The Sixth Meeting

Proposed Programme

The researcher had tentatively assessed the group members' needs during the first five meetings. He had noted differential strengths and weaknesses. This meeting was intended to help members share their strengths with others and to begin dealing with certain aspects of their weaknesses.

Goals for this meeting included the following:

1. To involve children in group discussions.
2. To involve children in planned observational techniques and the reporting of what they had observed.
3. To help children learn alternative ways of helping and confronting each other.
4. To continue to transfer group leadership to children.

Behavioural objectives were complex. An activity based on group process observations was planned.[17] This activity called for the dividing of the group into two subgroups. One subgroup was to discuss a stressful topic, while the other subgroup observed. Then, both subgroups were to discuss the activity.

Pat, Aldo, Simo and Janice were selected by the researcher as models. They had shown an ability to give and take

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[17] J. William Pfeiffer and John E. Jones, op. cit., Vol. 11, pp. 71-5.

in the group. It was hoped that this ability could be shared with the other children.

Pat and Aldo were to be members of a subgroup composed of Gina, John and Joe. These latter children had shown evidence that they needed help in participating in discussions. They were quiet and seemed to have difficulty expressing themselves.

This first subgroup was to choose a topic and discuss it among themselves for approximately twenty minutes. Each subgroup member was to talk so that he or she could be heard by the whole group. Each member was expected to contribute a minimum of two comments. In addition, each member was to speak for himself or herself without appealing for the researcher's sanction.

The researcher had selected topics available for discussion. These included:

1. ...facing an unpleasant situation.
2. ...trying to make friends.
3. ...trying to deal with a friend after an argument.
4. ...getting a request to do something you would rather not do.

The researcher also had available an activity requiring the rank ordering of pairs of group members based on similarity.[18]

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[18] J. William Pfeiffer and John E. Jones, op. cit., Vol. 1, p. 72.

Children in the subgroup were free to disregard the above topics and to choose a topic of their choice.

The second subgroup was to observe and later report these observations of the first subgroup's discussion. Simo and Janice were to serve as models for Tom, Sylvia and Anne. Three different observational behaviour schedules were to be completed by each of these children at different times during the first subgroup's discussion. A guide for the use of these schedules was developed.

A self-oriented behaviour schedule focussed the children's attention on members who used the group to fulfil their own needs. Children were to write down who used the group in this way, and what he or she did. They were also to write down what effects these self-oriented behaviours had.

An interaction-oriented behaviour schedule required children to note individual behaviour which helped group members to interact with each other. Again they were to indicate which members contributed to the realization of this goal, and what behaviour they displayed. They were to describe what effects these interaction-oriented behaviours had.

A task-oriented behaviour schedule asked children to identify behaviour which contributed to the accomplishment of the group's task. They were to describe this behaviour and mention what effects this behaviour had.

Following the completion of the first subgroup's discussion, both subgroups were to meet jointly. The second

subgroup was to report orally their observations to the combined groups. The first subgroup was to ask questions about these observations. The researcher was to help children consider the effects of self by using the following questions:

1. How does self affect others?
2. How is self affected by others?
3. How can self interfere with others?

The researcher prepared to deal with several issues: the children's declared need for friendship; the apparent lack of group involvement by Gina, Joe and John; Janice's tendency to monopolize group discussions; the group's explanation of their activities to people outside the group, including classmates, teachers and parents; and the continuing, bothersome problem of an uncomfortably hot meeting room.

Actual Interaction of Group Members

Nine children were present. Simo was absent, staying in his classroom to finish a class project. He had informed the researcher before the meeting that he wasn't getting anything out of the group. He said that he wanted to quit.

Some of Simo's classmates overheard his comments. They asked if they could "join the group if Simo quits?" Simo then said that he really did not want to quit. He said he thought he would have to quit if he missed a meeting. And, he added, he would be back with the group at the next meeting.

Sylvia had asked the researcher before the meeting if

she could be excused early. She wanted to help a teacher set up refreshments for a teacher's meeting. The researcher asked Sylvia to stay for the whole meeting. He explained that the group met once a week and that it was important for ALL members present to take part in all group activities. Arrangements were made for another girl to help with the refreshments.

The grades 5--6 class was on time.
The researcher had talked to these children before the meeting began, and had asked them to arrive on time.

Janice and Pat came into the meeting complaining about their teacher. The researcher recognized their need to express their feelings. He anticipated other children had similar feelings.

The group discussed the researcher's observation that Janice seemed to be monopolizing group discussion. No one agreed that Janice was talking too much. Tom said, "It's enjoyable listening."

The children sat on the edge of their chairs. They seemed intent on making themselves heard. They tried to carry on a discussion without raising their hands, or without appealing to the researcher for sanction to speak. They appeared enthused by the possibilities available in open discussion. The pupils played it up, laughing and giggling when someone failed to make himself heard.

The group decided to discuss their problems with the teachers. Sylvia suggested that they put on a play. She

also said, "Maybe the younger children might not be able to handle it."

Tom asked if the group could be excused early so that they could play a game. The researcher answered, "no."

The researcher then suggested that the group role-play a classroom situation. The children identified this idea with charades. And they accepted the method.

The group was then split into two subgroups as planned. The self-oriented behaviour schedule was introduced to the second subgroup. Children had difficulty understanding what was expected of them.

The first subgroup decided on various roles. Aldo took the teacher's role. John introduced the situation. John said they would act out a teacher correcting papers in his room.

Children, in the role of students, laughed and giggled. Aldo became bossy. He pretended to take out a strap and strike several children's hands. He pretended to use the intercom to call the principal.

After about five minutes, the two subgroups met jointly. Some of the observers reported what they had seen. Sylvia said she felt that Joe appeared to be left out. Pat and Anne added that Joe was not always "like that" in class.

Discussion shifted away from personal observations of self-oriented behaviour to teacher-pupil problems in general. Children complained of teachers placing them into difficult situations: "Don't talk to anyone while doing your assign-

ment," followed by, "Why didn't you ask someone for help?"

Aldo complained of being pulled by his hair. And Joe related how he was yelled at by a teacher in grade 2 and that he had become frightened.

Gina observed, "Those children who liked certain teachers were, in turn, liked by these same teachers. Those children who did not like certain teachers were themselves not liked by these same teachers."

This prompted John to suggest that anyone who was having trouble getting along with a teacher, "should try to be very good for one day and see how things worked out."

Aldo did not agree with John's suggestion. He said that he had had to write lines for putting a checker in his eye. But Gina and Sylvia disagreed, reminding Aldo he was responsible since, "The teacher did tell you to get to work."

Some children defended the teachers. Anne, particularly, took exception to negative statements about her teacher. Anne contributed more comments today than in any previous meeting.

The younger children in the group became restless. Pat wanted to break away at 2:20 p.m. Then asked if she could bring sunflower seeds to the next meeting. The group agreed, provided she did not leave shells on the floor. Tom wanted to know if we could blacken the window of the classroom door, "So that we could do anything we wanted to."

The refreshment period pointed up some unmet needs.

Some of the girls went to the blackboard and wrote down a list of occupations. Gina wrote a personal ambition. She wanted to be a lawyer some day. And Tom toasted the researcher with a raised cup of milk: "May Mr. Campbell live forever." Sylvia wondered if the researcher was "afraid of death?" Pat said something about "having to move again."

The group expressed concern about what to tell others about the group's activities. And finally decided no names should be mentioned in describing the group's actions.

The Seventh Meeting

Proposed Programme

The group was to be used as a source of differential feedback for each group member. The goal was to provide each child with a realistic appraisal of his or her assets and liabilities. This appraisal was to be based on each child's self-assessment of himself, and on the assessment of group members.

The group goal was to be realized through an exercise in self-disclosure called the johari window.[20] Behavioural objectives called for the following:

Each child was to ...

1. ...complete a self-knowledge and tally sheet provided by the researcher.
2. ...list his major assets and liabilities.

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[19] J. William Pfeiffer and John E. Jones, op.cit., Vol. 1, pp. 66-70.

3. ...check those assets and liabilities which he believed had already been revealed to the group.

4. ...complete a group participant feedback sheet, provided by the researcher.

5. ...list two major assets and liabilities for himself and for every group member.

The researcher was to collect the group participant feedback sheet. He was to read the feedback to the group.

6. ...list on his self-knowledge and tally sheet what the other children considered to be his assets and liabilities.

7. ...keep his own self-knowledge and tally sheet.

8. ...make a minimum of one comment about what the exercise had meant to him.

Comments were to be made to the whole group, following the researcher's reading of feedback to the group.

The researcher was aware of issues and undercurrents which might have required the group's attention. Simo had expressed dissatisfaction with his group experience. Younger children in the group, such as Tom, Joe and Pat, had been restless during the latter part of the last meeting. The researcher had to consider whether or not the meetings were too long for these children.

The researcher had also alerted himself to the following possibilities: the children might wish to continue talking about their relationships with teachers; Sylvia might wish to pursue the subject of death; and Pat might desire to talk to the group about her moving; several of the girls might

like to discuss future occupations.

The researcher was prepared to let the group determine its own goals and objectives.

Actual Interaction of Group Members

Janice was the only missing group member. She was absent from school. It was an overcast, rainy day and the children were restless.

Before the meeting Julius had asked the researcher if he could rejoin the group. Julius still refused to consider the 'Y' programme. Sylvia had asked if her girl friend could join the group. The researcher informed both children that the group would not take on any more members. He also reminded them that there was only one more group meeting.

Some grade 7 girls also spoke to the researcher before the meeting. They wanted to know what the children did in the group.

Group meeting began with a spontaneous discussion of the Skylab space mission. Gina felt that the mission was a waste of money. Tom described how two spiders had been taken up by the astronauts. Aldo explained, "Where there are insects, there is life."

The researcher complimented the group on their ability to discuss the Skylab mission. The group refused to accept the compliment, saying, "We have just begun."

Sylvia then suggested that the group put on a play. However, the group did not support her suggestion. Sylvia did not insist on having a play and the matter dropped.

When the group seemed to be floundering, becoming restless, the researcher suggested that the group participate in the Johari window exercise. The group consensus was that the researcher's suggestion be accepted.

The group had difficulty understanding certain concepts introduced by the researcher in explaining the exercise. These concepts included: assets, liabilities, aspects, participants, feedback and perceptions.

Once engaged in the exercise itself, the children displayed idosyncratic behaviour. Some children, Aldo and Tom for instance, preferred to work alone. Other children preferred to work in pairs including Anne and Pat, Gina and Sylvia.

Simo asked to be excused to go to the bathroom when the exercise began. Upon returning to the group, he stretched out on a table.

The children insisted that they did not know everyone's name. Aldo proceeded to re-introduce everyone. Tom and Joe said they could not think of anything to say about themselves. The researcher revealed some of his own self-perceived assets and liabilities. And Tom and Joe turned back to their task.

Anne had become somewhat upset by the exercise. She

said that she couldn't think of anything to say. She asked the researcher if Pat could help her. The researcher said that he preferred Anne to put down her own feelings. Anne tried again, and then explained that she was going to take the self-knowledge and tally sheet home. She asked for a "fresh sheet" and said she was going to type it up.

Some children appeared frightened when the researcher began to read the feedback to the group. Simo asked if he could sit outside the group. Aldo and Anne took their chairs outside the group circle, and placed them behind the researcher.

While giving Sylvia feedback, the researcher asked what someone meant by describing Sylvia as "mentalness". Simo said it meant Sylvia fooled around. Gina, Sylvia's friend, disagreed.

Simo then defended his comment by describing a classroom scene involving Sylvia. He said that Sylvia fooled around after being complimented by her teacher as being "the best writer in the room." Sylvia explained that she had been embarrassed. Aldo said, "Let's get on to something else."

There was not enough time for all of the children to receive feedback. It was agreed that feedback would be continued at the next meeting.

The researcher noted several developments while the group had refreshments. John actually acted silly for the

first time in the group. John and Tom ran about the room. They slapped each other on the back while attempting to drink milk.

Certain children appointed themselves to self-designated roles. Simo got milk from the refrigerator. Aldo poured. Anne returned the milk to the refrigerator. And Pat served graham cracker cookies.

Sylvia attempted to interest the group in having a party during the last group meeting. She could not get the group's attention. And her second suggestion of the meeting was dropped.

Only Aldo, Gina and Anne helped to arrange tables and chairs for the next class. Aldo was the last to leave. Aldo told the researcher that he and his mother could forecast when it was going to rain. Aldo explained that he got pains in his stomach and feet before it would rain.

The Eighth and Final Meeting

Proposed Programme

The major goal of this final meeting was to have the children consider what they had learned from their group experience.

In addition, there were a number of issues that had not been cleared up during the seventh group meeting. The researcher wanted to complete the johari window exercise. Not

all of the children had received feedback. Anne had taken her tally sheet home. The researcher wanted to determine how the exercise had affected Anne.

The researcher also had questions about the following:

1. Had Janice been able to accept the researcher's negative comments about her monopolizing of the group?
2. Should more time have been spent with the girls discussing occupations?
3. Did the group tell other children in the school about their experience?
4. Which children would benefit from continuing social work intervention?
5. Which children required other kinds of help?

Behavioural objectives centered on each child's participation in group discussion. Each child was expected to make a minimum of two comments about his group experience. These comments were to be made to the group.

The researcher had prepared a series of questions which were intended to stimulate group discussion. These questions included:

1. How could the group have been improved?
2. What did you like about the group?
3. What did you dislike about the group?
4. How has the group affected you in school, in the community, at home?

Actual Interaction of Group Members

It was a rainy day. Classes were to be dismissed

immediately after the group meeting because of a teacher's meeting. Aldo was the only group absentee. He was not at school.

The group experienced a chaotic, at times perplexing, meeting. The group meetings were discussed and criticized. In the end, the children left the meeting almost as warily as when they had first entered the group.

The grades 5--6 children came into the room late. Gina said she had been reading, and didn't want to leave. Sylvia said that their teacher had promised their class a surprise. She suspected that the surprise would be square-dancing in the gym. When the researcher asked when their teacher would reveal the surprise, Sylvia answered, "In about fifteen minutes."

There were many false starts. Pat suggested that we re-enact a classroom scene. Sylvia, Pat, Janice and Tom began talking about an outing to Bob-Lo, an amusement island on the Detroit River. And when the researcher suggested the johari window exercise, a spontaneous dissenting outburst by Simo caused the researcher and the group to disregard the exercise altogether.

Simo stated flatly that he had not learned anything in the group. Simo and John had withdrawn from the group circle and together sat on a table.

The researcher then asked the remaining group members how they felt. Pat said that she had expected more games.

She felt that the researcher should have "kept them happy." And Pat criticized the researcher for not raising his voice when she "fooled around." She expressed discomfort when the researcher had, instead, looked at her "funny-like."

Janice began wandering about the room. She began drawing on the blackboard. Later, when she had returned to the group, Janice and Pat turned their backs on the group. When the researcher commented on this behaviour, Janice said, "We'll be good."

Anne explained she wasn't ready to say anything. And Tom said he had learned a few games. Pat expressed concern because Tom only got to play his game, blindman's bluff, once. Tom denied that he was concerned.

The group became restless. Simo wanted to know why he and the other children had been selected for the group. Simo felt his name had somehow influenced the researcher's decision.

Several children attempted to help Simo. Anne got all mixed up explaining 'randomization'. The researcher dwelt on the whys and wherefores of chance selection. But Simo seemed unconvinced. Finally, John told Simo, "You had the choice of not belonging to the group."

Gina and Sylvia then wanted to know why they had been selected. Gina claimed that she and Sylvia were "best friends".

By this time, the group appeared, to the researcher, as a collection of apprehensive children, rather than as a

cohesive body of involved group participants.

Non-verbal behaviour emphasized the regressive steps which the group had taken. Tom leaned on the researcher's shoulder. Anne stroked the researcher's arm. Simo wrote on the blackboard, "What a relief, we get out at 2:30."

The researcher decided to remind the group of their forgotten task: how did the group members feel about the meetings?

Joe didn't have anything to say. Sylvia said that she had expected to learn mathematics and games. Gina concurred with Sylvia's expectations. Sylvia then said that the discussions had not been serious enough. Gina reminded the group that Janice had interrupted the group's discussion about Skylab.

The group reassessed their position following John's self-assessment. John felt that he had learned a lot. He said, "I feel more easy talking in a group now." Simo said that all he had learned was "how to talk to others." Sylvia commented that she had learned the names of the group members.

Simo, still sitting with John outside the group circle, suggested that it was difficult for John to practice group-learned skills in the classroom. Simo said, "The teachers wouldn't stand for it."

Anne related how her teacher would "get mad" if she didn't get good answers. Other children added that they did

not talk about their feelings in the classroom.

The researcher noted that lack of group involvement by Pat, Janice, Tom and Joe at this point. Pat said she had a few questions to ask, but that she wasn't going to ask them. She felt the other children wouldn't give her a chance to talk. Tom agreed with Pat. He stated he had "quit" also.

Gina, having listened to Tom, broke in with, "You'll just have to get IN there," emphasizing her remark with a pushing gesture of her hand.

The researcher attempted to explain his role to the group. He referred to himself as a group member with skills in working with groups. He explained that he had purposefully let the group handle its own problems. He indicated that he hoped the group would have carry-over effects for them. The group made no comment.

Finally, the researcher discussed possible post-group interview appointments with the children. He explained that he would like to get their opinions individually.

During the refreshment period, Anne reminded the researcher about the "Y" summer programme schedule. She was interested in finding out more about the programme, she said.

The researcher spoke to each group member individually, thanking him or her for participating in the group.

Tom brought refreshments, saying he had brought them "for the family". Several children remained while others left the room.

CHAPTER VI

"And here, too, at your university--shall I be wrong in assuming that at this very moment, invisible to me, there are several rings--independent systems or concentric rings--present in this room? And I can assure you that in whatever hospital, inn or court, diocese, school, business, or college you arrive after going down, you will find the Rings--what Tolstoi calls the second or unwritten systems."[1]

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[1] C.S. Lewis, The Inner Ring, in Transposition and Other Addresses, (London: Geoffrey Bles Ltd., 1949) p.57.

EVALUATION OF THE DEMONSTRATION PROJECT

This chapter describes the results of the demonstration project. The chapter is divided into two parts. The first part includes the analyses of the hypotheses. The acceptance or rejection of each hypothesis is described. Certain serendipitous findings are reported.

The second part provides the results of post-group interviews. Analyses of two self-report measures given to experimental and inactive control children is given. Interview schedule data illustrating the impact of the group on experimental children is discussed.

Originally there were twelve children in each of the experimental and inactive control groups. Two experimental children - a younger boy and an older girl - were dropped from the statistical analyses as they attended only two group sessions. No new children were added to the experimental group.

Three randomly selected older boys in the inactive control group failed to complete both pre-testing and post-testing of the Lipsitt Self-Concept Scale. Two new randomly selected older boys were added. They had been selected as inactive control group alternates at the time the original samples were drawn.

Part 1

Analyses of Hypotheses

Seven hypotheses were tested. Each hypothesis was stated in terms of the null hypothesis of no statistical difference. The hypothesis $H_0: \mu_1 - \mu_2 \leq 0$ was tested against the alternative $H_1: \mu_1 - \mu_2 > 0$. Each hypothesis was accepted or rejected at the .05 level of probability using a one-tailed test. Significance was considered in the positive direction only. Data for all seven hypotheses is found in Table 13.

The primary hypothesis was:

1. There will be no significant difference between the experimental group or the children receiving social work practice with groups (E) and the inactive control group or the children receiving no attention (I.C.) at post-testing on the Lipsitt Self-Concept Scale for Children.

The primary hypothesis was accepted. No significant difference in the positive direction was found. However, a significant difference in the negative direction was found. The inactive control group's mean self-concept following the group sessions was higher than the mean self-concept of the experimental group. Neither group showed improvement in self-concept. Both groups recorded lower mean self-concept scores at post-testing than at pre-testing.

Apparently social work practice with groups as used in this demonstration project had an adverse effect on the self-concept of experimental children. The group experience might have made these children more aware of themselves, resulting in a negative revision of their self-concept at post-testing. Unfortunately, the researcher did not provide for an incubation period during which these children could have had an opportunity to think about their revised self-concept. The provision of an incubation period might have helped these children to accept themselves, and to see themselves more positively.

Certain subgoups within the experimental group might have contributed to the worsened mean self-concept of the experimental group. It was also possible that certain subgroups might have improved their mean self-concept. The testing of secondary hypotheses was to deal with these issues.

There were six secondary hypotheses:

1. There will be no significant difference between boys in the experimental group and boys in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The first secondary hypothesis was rejected in favour of the alternative hypothesis. Boys in the experimental group appeared to show improved self-concept in comparison with boys in the inactive control group. The mean self-

concept of inactive control boys actually decreased at post-testing.

Experimental boys had one same sex group member who recorded the highest self-concept among experimental children at pre-testing and post-testing. This boy might have served as a model to the experimental boys. Experimental boys might have learned from this high self-concept boy's behaviour in the group. Their own self-concept might have been improved because of this learning experience.

Experimental boys might have identified with the researcher, using the researcher as a model. As there was only one experimental group conducted by the researcher, there was no way of determining the significance of this speculation.

The observed improvement in the experimental boys' self-concept might have been due to the attention which they received as experimental group members. Since no Hawthorne control groups,[2] or groups receiving attention but no counseling, were used, there was no way of accounting for this attention factor.

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[2] Leland G. Orlov, "An Experimental Study of the Effects of Group Counseling with Behaviour Problem Children at the Elementary School Level," pp. 13,34

2. There will be no significant difference between girls in the experimental group and girls in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The second secondary hypothesis was accepted. No significant difference in the positive direction between experimental and inactive control girls' mean self-concept was found. However, a significant difference in the negative direction was found.

Inactive control girls' mean self-concept was higher than experimental girls' mean self-concept. The mean self-concept of both inactive control and experimental girls decreased at post-testing. There was no improvement in mean self-concept by either group.

Four of the five experimental girls recorded lower self-concept scores at post-testing. These girls accounted for the worsened mean self-concept of the experimental group.

The experimental girls had no same sex, high self-concept star whose behaviour they could have studied. The speculation would be that the presence of such a girl in the experimental group might have contributed to the improvement in mean self-concept of the experimental girls.

The range of individual self-concept scores among experimental girls decreased between pre-testing and post-testing. There was a difference of nineteen points between

the lowest and highest experimental girl at pre-testing. There was a difference of only seven points at post-testing. The group experience apparently caused this narrowing of the range of scores.

It might have been that the presence of boys in the experimental group somehow affected the experimental girls, causing them to perceive themselves less positively. There were times during the group sessions when the girls noticeably withdrew from group interaction by talking among themselves, turning their backs on the group, and leaving the immediate group circle. These occasions of withdrawal usually occurred when boys controlled group discussion.

The speculation would be that the group did not provide enough experiences in which the girls had the opportunity to perceive themselves positively.

3. There will be no significant difference between first generation Canadians in the experimental group and first generation Canadians in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The third secondary hypothesis was accepted. There was no significant difference between first generation Canadians in either group. The mean self-concept of first generation Canadians in experimental and inactive control groups decreased at post-testing.

Only two of nine first generation Canadians in experimental and inactive control groups improved their

self-concept at post-testing. These children, a Grade 6 boy and a Grade 6 girl, were experimental group members. They were the oldest boy and girl respectively in the experimental group. It might have been that these two children were ready to examine and accept themselves through the group process. Younger children might have been less ready to pursue such a task.

The possibility of claiming that developmental readiness had a major part to play in determining the effectiveness of the group process in improving self-concept will be examined in the following secondary hypotheses.

4. There will be no significant difference between Grade 4 children in the experimental group and Grade 4 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The fourth secondary hypothesis was accepted. No significant difference in the positive direction was found. A significant difference favouring the Grade 4 inactive control children however, was found. This difference was in the opposite direction than expected.

The mean self-concept of Grade 4 inactive control children improved and was higher than the mean self-concept of experimental children at post-testing. The mean self-concept of experimental children decreased.

Lipsitt found no significant difference in self-

concept between boys and girls, in Grades 4, 5 and 6.[3] This would indicate that self-concept was stable, and resistant to change. If change was to be brought about in self-concept, the change agent would have to be powerful enough to overcome this resilience.

Social work practice with groups as provided in this project was not helpful to experimental Grade 4 children in improving their self-concept. There were several possible explanations for this failure to effect change in the positive direction.

There were only two Grade 4 children, a boy and a girl in the experimental group. Their individual self-concept scores at post-testing decreased slightly. Of the four, Grade 4 inactive control children only one, a girl, improved her self-concept at post-testing. It might have been that these Grade 4 children as a group had a diffuse self-concept. They simply might not have begun to ask themselves, "who am I?"

While the Lipsitt Self-Concept Scale for Children was intended to be used with Grades 4, 5 and 6 children, it might have been that the items on this scale were not relevant to Grade 4 children in Canada, in 1973. The

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[3] Lewis P. Lipsitt, "A Self-Concept Scale for Children and Its Relationship to the Children's Form of the Manifest Anxiety Scale", p. 467

researcher noted that the items on this scale appeared to focus on evaluative aspects of the self. There were no items directed at physical self aspects. During the fourth group meeting the experimental children gave one another feedback which centered on physical evaluations.

Social work practice with groups might have been an inappropriate change agent to use with Grade 4 children when the goal was to improve their self-concept. The goal of improving Grade 4 children's self-concept might have been inappropriate as well. The choice of a lesser goal, such as helping these children to examine themselves and to appreciate their differences might have been a more appropriate goal for social work practice with groups.

5. There will be no significant difference between Grade 5 children in the experimental group and Grade 5 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The fifth secondary hypothesis was accepted. There was no significant difference in the positive direction between Grade 5 experimental and inactive control group children. The mean self-concept of Grade 5 children in both groups decreased at post-testing.

The mean self-concept of the Grade 5 inactive control children was actually higher, but not significantly, than the mean self-concept of the Grade 5 experimental children.

Apparently, these Grade 5 experimental children were no more ready to make use of the group process to improve their self-concept than were the Grade 4 experimental children.

However, it should be pointed out that the boy with the highest, and most improved self-concept among experimental children was a member of the Grade 5 experimental subgroup. Apparently, he was ready to make use of the group process to improve his self-concept.

It could have been that self-concept was an appropriate criterion measure for some, but not for all experimental children. Differential readiness for specific criterion measures, such as self-concept, should have been tested by the researcher before, and during the group sessions. The problem was that the researcher did not know how to determine this differential readiness.

6. There will be no significant difference between Grade 6 children in the experimental group and Grade 6 children in the inactive control group at post-testing on the Lipsitt Self-Concept Scale for Children.

The sixth secondary hypothesis was rejected in favour of the alternative hypothesis. Grade 6 experimental children appeared to show improved self-concept in comparison with Grade 6 inactive control children. The mean self-concept of Grade 6 inactive control children decreased at post-testing.

Three out of four Grade 6 experimental children improved their self-concept at post-testing. A single, Grade 6 experimental girl had a lower self-concept at post-testing.

Self-Concept seemed to have been an appropriate criterion measure for Grade 6 experimental children. The possibility was that these children were ready to improve their self-concept through the group process. Apparently, the goal of improving Grade 6 children's self-concept was justified. Social work practice with groups seemed to have been a powerful enough change agent to overcome the reputed static nature of self-concept.

The question could be raised that these Grade 6 children were ready to improve their self-concept, with or without the intervention of social work practice with groups. The provision of a control group in the research design provided an opportunity to answer this question.

The data showed that the inactive control group, composed of Grade 6 children did not improve their mean self-concept. Apparently, social work practice with groups did make a difference.

TABLE 13

LIPSITT SELF-CONCEPT SCALE FOR CHILDREN
FINDINGS -- T TEST

Groups	Hypothesis Number	Variables	t	p	N	Degrees of Freedom
Experimental vs Inactive Control	Primary 1	treatment	-1.8922	.05*	21	19
E vs I.C.	Secondary 1	treatment boys	5.7886	.0005	10	8
E vs I.C.	2	treatment girls	-4.3747	.005*	11	9
E vs I.C.	3	treatment First Generation Canadians	.8255	NS	9	7
E vs I.C.	4	treatment, Grade 4 children	-2.6279	.05*	6	4
E vs I.C.	5	treatment, Grade 5 children	-1.3859	NS	7	5
E vs I.C.	6	treatment, Grade 6 children	3.5092	.01	8	6

* Significant, but not in the expected direction. The decision theory was that the null hypothesis would be rejected when the observed t was significant (at the .05 level of probability) in a positive direction.

Serendipitous Findings

The researcher attempted to determine if any additional information was recoverable from the self-concept data. All statistical tests were accepted or rejected at the .05 level of probability.

The areas investigated were: comparison between experimental and inactive control groups at pre-testing including a comparison between experimental and inactive control group means and variances; and comparison between combined experimental and inactive control group self-concept scores, and self-concept scores of Lipsitt's samples.

A Comparison between Experimental and Inactive Control Groups At Pre-Testing of The Lipsitt Self-Concept Scale for Children

Because a form of stratified random sampling had been used to form both the experimental and inactive control groups, it was not anticipated that there would have been any differences at pre-testing between these two groups.

However, Campbell and Stanley implied that randomization might not be enough to overcome differences between experimental and control groups. In computing a t score between these two groups, they suggested that "randomized blocking or levelling on pretest scores and the analysis of covariance with pretest scores as the

covariate were preferable to simple gain-score comparisons".[4]

If there were significant differences between experimental and inactive control groups at pre-testing of the Lipsitt Self-Concept Scale for Children, then any comparison between these two groups at post-testing would have been erroneous.

TABLE 14

COMPARISON BETWEEN EXPERIMENTAL AND INACTIVE CONTROL GROUP MEANS AT PRE-TESTING OF LIPSITT SELF-CONCEPT SCALE FOR CHILDREN

	Experimental	Inactive Control
N	10	11
Σx	838	917
$\bar{X}$	83.80	83.36
SD	7.83	11.43

The t score computed was .3259
To be significant, 19 df, .05 level of probability, 2-tailed test, t would have to be $\geq$ 2.093

Therefore, there was no significant difference between experimental and inactive control group means at pre-testing of the Lipsitt Self-Concept Scale for Children.

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[4]Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching", p. 193

TABLE 15

COMPARISON BETWEEN EXPERIMENTAL AND INACTIVE CONTROL VARIANCES AT PRE-TESTING OF LIPSITT SELF-CONCEPT SCALE FOR CHILDREN

	Experimental	Inactive Control
Variance	61.2889	130.6550
Difference		69.3661

The F value obtained was 2.1318
To be significant, .05 level of probability, 2-tailed test, df (numerator) 10, df (denominator) 9, F would have to be $\geq$ 3.13

Therefore, there was no significant difference between experimental and inactive control group variances at pre-testing of the Lipsitt Self-Concept Scale for Children.

Based on these results, it can be stated that the form of stratified random sampling used in this project provided two independent groups which were not significantly different from each other at pre-testing.

A Comparison between the Grades 4, 5 and 6 Children used in this Project with Lipsitt's Samples.

Out of curiosity, the researcher was interested in determining if there were any differences between his samples and those of Lipsitt. For comparison purposes, the

researcher combined the pre-test scores of experimental and inactive control group children. Pre-test scores were used in order to avoid the possible biasing effects of treatment on the experimental group. The researcher recognized that the few N's (children in various strata) in the combined experimental-inactive control data jeopardized the meaningfulness of this comparison.

TABLE 16

COMPARISON BETWEEN COMBINED EXPERIMENTAL (E) AND INACTIVE CONTROL(I.C.) GROUP SELF-CONCEPT SCORES AND SELF-CONCEPT SCORES RECORDED BY LIPSITT'S SAMPLES

Group	4th Grade N	X	SD	5th Grade N	X	SD	6th Grade N	X	SD
(E + I.C.) boys	3	84.33	9.24	3	89.66	11.85	4	83.50	5.17
Lipsitt boys	47	83.81	9.75	50	86.24	8.25	41	87.17	6.85
(E + I.C.) girls	3	82.33	7.57	4	86.00	16.26	4	76.75	4.35
Lipsitt girls	62	87.39	10.07	61	86.74	8.27	37	87.11	8.76

Pooled means, combined experimental and inactive control groups was 83.7617, with a SD of 9.07.

Pooled means, Lipsitt's samples was 86.75, with a SD of 8.18.[5]

The t score computed was 4.3971
To be significant, 317 df, .05 level of probability, 2-tailed test, t would have to be $\geq$ 1.960.

[5]Lipsitt's data was obtained from his article, "A Self-Concept Scale for Children and Its relationship to the Children's Form of the Manifest Anxiety Scale", p. 467.

Therefore, there was a significant difference between the means of the combined experimental and inactive control groups and Lipsitt's samples. However, the fact that there were disproportionately fewer N's in the combined experimental and inactive control groups prevented the researcher from making generalizations about that difference.

PART 2

THE RESULTS OF POST-GROUP INTERVIEWS.

Two self-report criteria were given to each experimental and control group member. These criteria were researcher-constructed and included: A 15-item, 9-point scale, which measured characteristic affect and behaviour; a 12-item yes - no scale, which measured level of self-awareness. No reliability or validity scores were available for either measure.

Although ten experimental and eleven inactive control children completed both criteria, some data was not considered.

One inactive control younger boy's characteristic affect and behaviour data was excluded. He had given himself a perfect rating (8) on every item. As a 9-point scale had been used, it was decided that the boy had misinterpreted the task.

Two inactive control children checked "yes" to all 12 self-awareness items. These children included the same younger boy who had probably misinterpreted the characteristic behaviour measure, and an older girl. Their data was not considered because they had failed to distinguish a check statement. This statement, which was the antithesis to another statement included in the scale,

was purposefully inserted.

The researcher administered both criteria during a post-group interview. He was available, in case any child asked for help in completing these criteria.

Characteristic Affect and Behaviour Data

The researcher introduced this post-group measure after the beginning of the group sessions. He anticipated that the experimental group would do significantly better in completing this measure than the inactive control group.

TABLE 17

CHARACTERISTIC AFFECT AND BEHAVIOUR -- T TEST

Groups	Variable	t	p	N	Degrees of Freedom
Experimental v.s. Inactive Control	treatment	1.0738	N S	20	18

To be significant, 18 df, .05 level of probability, 1-tailed test, t would have to be $\geq$ 1.734

Therefore, there was no significant difference between the means of the experimental and inactive control groups. The experimental group did not do significantly better on this measure than the inactive control group.

The researcher had hoped that this measure would have demonstrated the effectiveness of social work practice with

groups in improving the experimental group's characteristic affect and behaviour. The failure of this measure to do so might have been caused by several factors:

1. The fifteen items selected by the researcher for this scale covered a wide variety of issues. The fact that no one issue was stressed, might have prevented the experimental group from demonstrating positive change in characteristic affect and behaviour. The group experience might very well have not provided the experimental group with the opportunity to change in all the items tested. Without having had this opportunity, the experimental group could not have been expected to do significantly better on this measure than the inactive control group.

2. This measure was not pre-tested, and the children had difficulty understanding certain items. Eight items had to be explicated by the researcher during the administration of this measure, including: ability to express oneself, a feeling of being self-confident, ability to accept yourself as you are, ability to understand your own behaviour, ability to understand yourself, ability to work and talk with other children in a group, ability to understand adults, and ability to make use of knowledge learned in one situation in another situation.

While not all of the children asked for help in understanding all of the above items, it might have been that certain children were unwilling to ask for help.

This measure should have been pre-tested, and the items should have been written in words understandable to all of the children.

3. The improvement of characteristic affect and behaviour following eight group sessions might have been an unrealistic goal for the experimental group.

4. The inactive control group children might have tried to please the researcher by rating themselves higher on these items than they would have had a person unknown to them administered this measure. The experimental group children might have tried to please the researcher as well.

Self-Awareness Data

This post-group measure was also developed by the researcher after the beginning of the group sessions. He speculated that the group experience might have helped the experimental children to become more self-aware than the inactive control children.

TABLE 18

SELF-AWARENESS -- THE FISHER EXACT PROBABILITY TEST

Groups	> Median	< Median	Total
Experimental	7(A)	3(B)	10(A + B)
Inactive Control	4(C)	5(D)	9(C + D)
Total	11(A + C)	8(B + D)	19(N)

Table 18 revealed that with these marginal totals, and with A = 7, the observed value of C was > than the value of C at α = .05. Therefore, there was no significant difference between the experimental and inactive control groups in self-awareness.

According to this measure, social work practice with groups did not significantly improve the self-awareness of the experimental children.

It had been previously stated that the group experience might have made the experimental children more aware of themselves, resulting in a negative revision of their self-concept at post-testing of the Lipsitt Self-

Concept Scale for Children. This speculation was not verified by the self-awareness data available to the researcher.

Consideration might have been given to the construction of a different kind of self-awareness scale. Instead of being required to give a "yes"-"no" response, the children might have been required to rate themselves along a continuum of possible responses. The development of this type of scale might have allowed the children to be more selective in their response to each item.

Interview Schedule Data

Experimental children's responses to their group experience are presented. These responses are presented through statistics and through verbatim reporting.

TABLE 19

EXPERIMENTAL CHILDREN WHO WOULD REPEAT GROUP EXPERIENCE

Total	10
Yes	9
No	0
Noncommittal	1

The researcher was interested in finding out if the group's purpose, to help children examine themselves and their relationships with other people, had been

accepted as a legitimate cause by the group's members.

He assumed that those children who had accepted the group's purpose would look for an extension of that purpose in future groups. He also expected that those children who had not accepted the group's purpose, would look for something different in future groups.

Of the group members, Grade 6 children seemed to be the most accepting of the group's purpose. Their responses indicated that they had interpersonal and intrapersonal reasons for wanting to repeat the group experience.

Sylvia expected to "learn how to talk with other kids" and "to make new friends". John anticipated that the group would help him to improve himself, and "to find out something different about myself". Simo felt that the group would provide him with a forum in which "you can discuss deep problems that you aren't able to discuss with other people". For Simo, 'deep problems' included "having problems with another boy at the house".

As previously reported, these same Grade 6 children had significantly improved their self-concept in comparison with Grade 6 inactive control children.

Grades 4 and 5 children seem to have been less influenced by the group's purpose than the Grade 6 children. However, they too, particularly the boys,

seemed interested in "finding out about other people's feelings". Tom, Grade 5, was surprised by his group experience. "I didn't know that they thought those things about me". Joe, Grade 4, found the group helpful. "It's fun. We talk about things. It's exciting. If you talk properly. We talked about everybody. I found it helpful".

It appears that the children's expressed post-group acceptance or rejection of the group's purpose was indicative of their improved or worsened self-concept. Besides the stated improvement in self-concept of Grade 6 children, boys in the group also significantly improved their self-concept in comparison with inactive control boys.

It might have been that the group's format prevented certain children from getting the most out of their group experience. Gina, Grade 6, who was non-committal about whether or not to report the group experience had this to say:

> "The group was sometimes boring and other times fun. I didn't like it when you always had topics. I liked it when we all got involved and brought our own topics, like Skylab. We really get involved talking about teachers."

Gina's self-concept worsened between pre-testing and post-testing.

TABLE 20

EXPERIMENTAL CHILDREN WHO HAD UNDERGONE SIMILAR GROUP EXPERIENCE BEFORE THIS GROUP

Total	10
Yes	2
No	8

None of the children had previously been involved in social work practice with groups in or out of the school setting.

Two of the children compared the group with a summer activity group, and Cub and Scout meetings. Anne, Grade 5, whose self-concept had worsened the most among group members, said that she had been a member of the Sunflower Club. Besides making doll houses, earning badges and getting stars, she implied that honesty was stressed. "You are supposed to be honest; not to be in things you don't like." The fact that the experimental group had discussed honesty of feelings might have prompted her to equate the two group experiences.

Aldo, Grade 5, found similarity in Cub and Scout meetings with the experimental group. This similarity seems to have been based on the presence of discussion in these groups. "It's just the same. They 'learn' you to do things, like first aid." We chatted around. It was

kinda learning club and having-fun club."

The researcher was interested by the absence of similar group comparisons by other children in the group. He believed that these children had a need for group experience in various forms. Several children had asked him about the summer "Y" programme during group sessions.

He speculated that they had not been involved in community groups for the following reasons: their parents had prevented their participation; the children themselves were unwilling or were afraid to challenge their parents' authority; the available community group programmes had not been adequately advertised or interpreted.

The researcher noted that not one parent had refused his or her child's participation in the experimental group.

TABLE 21

EXPERIMENTAL CHILDREN WHO FELT THAT THE GROUP HAD HELPED THEM WITH THEIR PROBLEMS

Total	10
Yes	7
No	2
Noncommittal	1

Four children had reported that they turned to friends when they experienced problems. The researcher

assumed that these children would have been able to use the group as a resource for their problems too. Presumably these children had experience in sharing themselves with others.

None of the four children, Sylvia, Joe, Gina or Pat, indicated that they had purposefully used the group to help them with personal problems. However, all of these children reported that their feelings about themselves had been changed by the group. Also, one girl explained that her relationship with a girl friend had become more mutually satisfying than it had been in the past.

Sylvia, Grade 6, and Pat, Grade 5, said they had had negative feelings about themselves. Sylvia explained that she had felt shy and "pretty stupid" among her peers. Sylvia suggested that the group had shown her how to take more risks with others, and to be "more self-confident".

Pat confessed that she had been unable to share her mother with her sister. And Pat felt that the experience of "taking turns" in the group had helped her to share her mother's affections. Pat also credited the group with helping her to deepen what had been a superficial friendship with a girl friend. "When we were talking about how we felt about people, it helped me out, 'cause I told her (girl friend) what I really thought of her, then we got

to be better friends."

A check of individual items on the Lipsitt Self-Concept Scale for Children did not verify Sylvia's and Pat's claims.

Sylvia's scores on pre-test and post-test self-ratings of the statement, "I am bashful" were identical. She scored herself 'Some of the time' on both administrations. No comparable item for "think I was pretty stupid" was found on the Lipsitt Scale.

Pat's pre-test and post-test self-rating scores of the statements, "I am jealous" and "I am honest" were identical. Pat claimed that she was not jealous at all, and that she was honest 'most of the time'.

Gina, Grade 6, didn't think the group had helped her with her problems "very much". However, she did complain of having felt uncertain about what others had thought about her. She also implied that she had practised suppressing her true feelings. She said that the group had helped her with both of these complaints.

Gina singled out the group feedback session, "because it told you what other children thought of you". She added that she had learned "you shouldn't just hide your feelings, right away it might be better".

Joe, Grade 4, felt the group had helped him with some of his problems. He appeared to have used other

children in the group as models. According to Joe, these models made him more aware, more knowledgeable:

> "Tom said something about being generous, things like that. I didn't know what generous meant too good. I used to think generous meant, if you pick up the ball, you don't give it back. Now I know that it means you're kind to people, that you pick up things and give it back.
>
> I knew more things. I learned new things. I learned about being kind and useful."

An examination of Joe's pre-test and post-test self-concept ratings of the statements, "I am kind", and "I am helpful"(useful) showed an improvement at post-testing.

The total self-concept scores of three of these four children, decreased at post-testing. Only Sylvia recorded an improved self-concept score.

None of the remaining six children had reported having turned to friends in times of personal crisis. The researcher expected that these children would experience some difficulty in sharing themselves with others in the group.

Contrary to expectations, all six of these children reported that they had been helped by the group. The researcher listed the children's comments under four headings: carry-over effects; feeling of emotional closeness; need to be honest; and the value of group comments.

Aldo, Grade 5, and Simo, Grade 6, stated that the group had helped them to be more at ease in the classroom. Aldo said, "I learned to keep my cool. I don't yell at those guys in the classroom as much either".

Janice, Grade 4, Tom, Grade 5, John, Grade 6 and Simo, Grade 6, indicated that they had acquired a feeling of emotional closeness because of the group. Simo explained that the group "helped me to get closer together, to get the feel of getting answers from somebody else, 'cause I usually solve my problems by myself".

Tom, John and Simo all recorded an improved self-concept at post-testing on the Lipsitt Self-Concept Scale for Children. Janice's self-concept worsened slightly.

Anne, Grade 5, continued to stress the value of honesty. She said the group "helped me to be more honest. If you don't like to do something, just be honest about it and we would do something else."

Simo appeared to be the most pragmatic of these children. He seemed to use the group as a problem-solving resource:

> "When I asked a question, I listened to the kids and heard their answers, and I saw which one I liked the best. Then I tried it out on my problem to see if it worked or not."

TABLE 22-a

MOST HELPFUL ASPECTS OF GROUP EXPERIENCE AS RANK ORDERED BY EXPERIMENTAL CHILDREN [6]

Rank Orders	Discussions	Games	Meeting New People	Finding Out About Yourself	Finding Out About Other People
1	3	0	1	4	2
2	2	0	5	1	2
3	3	1	2	2	2
4	2	1	2	2	3
5	0	8	0	1	1
Median	1.5	4.9	2.3	1.5	3.0

The researcher assumed that those children who ranked "finding out about yourself" first (most helpful aspect of group experience) would have recorded an improved self-concept at post-testing on the Lipsitt Self-Concept Scale for Children.

Three of the four children who ranked "finding out about yourself", as most important, actually did improve their self-concept.

Two of the three children who ranked "finding out about yourself", 4th or 5th, (least helpful aspect of group experience) actually worsened their self-concept.

These results suggest that the children themselves might have been able to help the researcher determine their differential readiness for the self-concept criterion.

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[6] 10 Experimental children ranked 5 group reports from 1 (most important) to 5 (least important).

These children might have been able to identify appropriate criteria, by which their group progress could have been measured.

TABLE 22-b

RANKS ASSIGNED TO 5 GROUP ASPECTS BY 10 EXPERIMENTAL CHILDREN

Experimental Children	Group Aspects: Discussions	Games	Meeting New People	Finding out About Yourself	Finding out About Other People
A	3	5	2	1	4
B	4	5	2	1	3
C	1	3	2	4	3
D	2	5	4	1	3
E	3	5	4	1	2
F	2	5	1	3	4
G	1	5	3	2	4
H	1	4	3	5	2
I	4	5	2	3	1
J	3	5	2	4	1
Rj	24	47	25	25	27

To determine the degree of agreement among experimental children, the Kendall Coefficient of Concordance: W was computed.

The computed W was .3832

This value of W was found to be significant at the .01 level of probability.

Therefore, according to this non-parametric technique, there was a high degree of agreement among experimental children. However, from inspection, the researcher speculated that the degree of agreement might have been influenced by the children's response to one,

specific group aspect. Aside from Rj 47 (games), there was very little difference between the various Rj's.

Further, following Siegel's suggestion,[7] the researcher inspected the order of the sum of ranks (Rj's). The researcher reasoned that the lower the value of Rj, the more helpful the specific group aspect was to the children.

The researcher found that "discussions" had the lowest Rj value. However, the Rj values associated with "meeting new people", "finding out about yourself", and "finding out about other people" were almost as low. Therefore, he concluded that he could not determine which group aspect was perceived by the children as being most helpful.

The above reasoning suggested to the researcher that the group experience served the experimental children in different ways. These children had brought to the group specific needs and desires. While in the group they sought to satisfy these needs and desires. Consequently, they perceived the helpfulness of various group aspects differently.

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[7] Sidney Siegel, Nonparametric Statistics for the Behavioural Sciences, p. 238

Programme content for the experimental group might have been enhanced had the researcher been aware of the children's differential perceptions. The researcher could have helped the group to develop programme content meeting the needs and desires of specific children. The researcher also could have helped the children to understand and accept their individual differences.

TABLE 23

POST-GROUP RESPONSES[1] BY EXPERIMENTAL CHILDREN TO ITEMS CONCERNING THEIR GROUP EXPERIENCE

	YES		NO		TOTAL		X^2
	No.	Pct.	No.	Pct.	No.	Pct.	Sum
Comments by group members helped me to understand myself	7	70.0	3	30.0	10	100.0	.9
Examples given by other group members helped me to see my own situation	7	70.0	3	30.0	10	100.0	.9
A private comment made to me was helpful	6	60.0	4	40.0	10	100.0	1.0
I felt good because I was able to help someone else	8	80.0	2	20.0	10	100.0	2.5
The good feeling in the group helped me to feel better	10	100.0	0	0.0	10	100.0	8.1[1]
I felt that the group listened to me	5	50.0	5	50.0	10	100.0	0.0
Knowing that others have problems makes me feel better	7	70.0	3	30.0	10	100.0	.9
The leader talked too much	1	10.0	9	90.0	10	100.0	4.9[1]
The leader didn't talk enough	1	10.0	9	90.0	10	100.0	4.9[1]
The leader's comments helped me	10	100.0	0	0.0	10	100.0	8.1[1]
The discussions didn't interest me	0	0.0	10	100.0	10	100.0	8.1[1]
I found a new way of looking at myself	8	80.0	2	20.0	10	100.0	2.5
Other (List)*							

* Individual comments cited in discussion below

[1] Chi Square Sum Statistical Significance at Alpha = .05, 1 df.

The formula used was $X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$

With Yates' correction for continuity.

The group experience was essentially positive. The ratio of the total number of YES responses to the total number of NO responses on all items was 70:50.

Children reported that they had felt better because of the group, and that they had been interested in the group's discussions. They indicated that they had accepted the researcher's role, and that they had seen him as a helping person.

When asked to comment on the least helpful aspects of their group experience however, certain children remembered negative incidents.

Sylvia remarked, "Sometimes when talking got out of hand, and kids started giggling, I felt like I didn't want to be there sometimes".

Janice reflected on boring times, "Like when Simo was talking, we wrote on the chairs with chalk. It was the only way of telling him how we felt; because we thought if we said something, it would hurt Simo's feelings".

Simo expressed displeasure with the researcher's inability to control Janice's and Pat's behaviour, saying, "Janice and Pat fooling around and everything! You shouldn't have let them go. You shouldn't have let them do anything they wanted."

Joe said he felt intimidated by the group. "I didn't get to talk too much. People always butted in.

I didn't like to talk too much. I felt shy."

When asked to talk about those things they remembered most about the group, children reflected on both their own self-involvement and on their awareness of others' needs.

Tom, who had both the highest and most improved self-concept, commented:

> "The discussions about other people and teachers, and what other people thought of yourself. By finding out more about other people, you can find out about them, and make friends with them. Well, you know what kind of person he is.
>
> I found out things I didn't know before about Julius. I didn't expect him to be that silly. We couldn't get any discussion done." When asked how he had felt about Julius' dismissal from the group, he added "I was glad and sad".

Anne, whose self-concept worsened the most among group members, remembered planned experiences, such as the johari window and broken square activities. She also reflected on her defence of the teacher's role, first made during the sixth group meeting.

> "Janice thought teacher made her mad; it's really us that make teacher mad."

Simo recounted a game he had introduced to the group and spoke of the importance listening triads had been for him:

> "That really got to me. Some of the younger people couldn't explain. They didn't explain very good like Julius.

> "I think that Grade 6 and John did the best. I think the whole group should have helped the Grades 4, 5 children. They are very shy sometimes."

Interestingly, the Grade 6 children had made a significant improvement in self-concept when compared with the Grade 6 inactive control children. John's self-concept had improved but not as much as Tom's.

Discussing student-teacher problems during the sixth group meeting was mentioned by five children, two boys and three girls.

Of the five children who specifically mentioned experiences of self-awareness and interpersonal closeness, there was only one girl - Pat. The girls tended to speak out more generally about remembering student-teacher discussions, playing games and planned experiences.

SUMMARY

Summary of Hypotheses:

Primary

1. Social work practice with groups did not help experimental children to improve their self-concept significantly when compared with inactive control children.

Inactive control children were significantly superior to experimental children in self-concept at post-testing.

However, both groups recorded lower mean self-concept scores at post-testing than at pre-testing.

It was speculated that the experimental children had become more self-aware because of their group experience. This self-awareness might have affected their post-group response to the Lipsitt Self-Concept Scale for Children.

An incubation period following the group sessions, and prior to post-testing on the Lipsitt Self-Concept Scale might have provided the experimental children with an opportunity to adjust to their new self-awareness. Once having accepted themselves, they might have rated themselves more positively on the Lipsitt Self-Concept Scale.

Secondary

1. Experimental boys significantly improved their self-concept when compared with inactive control boys.

It was possible that this improvement was due to the presence of same sex models in the persons of a self-concept star, and the researcher. Improvement in self-concept also might have been due to the attention which these experimental boys had received.

2. Experimental girls failed to improve, and were actually significantly inferior to inactive control girls in self-concept at post-testing.

These experimental girls accounted for the failure of the experimental group to improve its mean self-concept significantly in comparison with the inactive control group.

It was speculated that these experimental girls might have missed the advantage of a same sex, self-concept star. The absence of such a star might have accounted for the narrowing of the range of post-test, self-concept scores among experimental girls.

It was thought possible that the presence of boys in the group might have impeded the experimental girls from receiving sufficient, positive re-inforcement.

3. First generation Canadian experimental children did not significantly improve their self-concept in comparison with first generation Canadian inactive control

children.

Both groups recorded lower mean self-concept scores at post-testing than at pre-testing.

It was suggested that the young age of most of these children might have prevented them from using this particular group experience to improve their self-concept.

4. Grade 4 experimental children failed to improve and were actually significantly inferior to Grade 4 inactive control children in self-concept at post-testing.

The self-concept of these Grade 4 experimental children might have been too diffuse to be improved through social work practice with groups.

It was pointed out that the Lipsitt Self-Concept Scale for Children failed to consider physical self aspects. It might have been that the physical self was more important to these children than evaluative self aspects which were stressed by the Lipsitt Scale.

As a practical goal the improvement of self-concept might have been inappropriate. Less global goals might have been more easily achieved.

5. Grade 5 experimental children did not significantly improve their self-concept when compared with Grade 5 inactive control children.

Again, it was thought possible that these Grade 5 experimental children were not developmentally ready to

make use of social work practice with groups to improve their self-concept.

However, because of the successful performance of one, experimental Grade 5 boy, it was speculated that differential, developmental readiness should have been considered. The researcher was not able to explain how this developmental readiness could have been measured.

6. Grade 6 experimental children significantly improved their self-concept in comparison with Grade 6 inactive control children.

Self-concept as a criterion measure might have been appropriate for Grade 6 experimental children. Their pre-group self-concept might have been well enough established to permit social work practice with groups to act as a change agent.

The worsened self-concept of inactive control children at post-testing suggested that social work practice with groups might have been instrumental in inducing positive change in Grade 6 experimental children's self-concept.

Summary of Serendipitous Findings:

1. The form of stratified random sampling used in selecting experimental and inactive control groups was accepted as an appropriate method of providing for two

independent samples. These samples were not significantly different from each other at pre-testing of the Lipsitt Self-Concept Scale for Children.

2. A significant difference between the means of the combined experimental and inactive control groups, and the Lipsitt samples was found. This difference might have been due to the disproportionately fewer N's in the combined experimental and inactive control groups.

Summary of Post-Group Interviews:

Self-Report Criteria

1. Social work practice with groups did not help experimental children to improve their characteristic affect and behaviour significantly when compared with inactive control children.

Uncontrolled variances such as an inadequately designed criterion measure, the failure to pre-test this measure, the inappropriateness of attempting to improve characteristic affect and behaviour in eight group sessions, and the researcher's influence as criterion administrator might have accounted for this result.

2. Social work practice with groups did not help experimental children to become significantly more self-aware in comparison with inactive control children.

This result ran counter to the speculation cited in the discussion of the primary hypothesis. It had been

speculated that the experimental children's poor showing at post-testing on the Lipsitt Self-Concept Scale for Children was due to their having been made more self-aware through their group experience.

It was implied that the "yes"-"no" scale used to test self awareness might have been inadequate, and that the provision of a wider range of responses to each item might have led to different results.

Interview Schedule Data

1. Nine out of ten experimental children said that if they were given the opportunity they would repeat their group experience. Grade 6 children seemed to have endorsed the group's purpose more than any other grade level children in the experimental group.

The children's responses suggested that the group's programme content did not meet everyone's needs.

2. Two out of ten experimental children reported that they had undergone a similar group experience before their participation in the experimental group. However, none of the children had previously participated in social work practice with groups, or any other form of group counseling.

Aside from classroom groups, these children had almost no experience with available recreational groups in the community.

3. Seven out of ten experimental children said that their group experience had helped them to deal with certain problems. These problems included learning to: (1) accept themselves; (2) relate with peers and parents; (3) expect and receive feedback from peers; (4) understand new concepts; (5) be more at ease in the classroom; (6) be more honest with themselves and with others; and (7) look for alternative problem solving techniques.

4. In the case of three out of four experimental children there was evidence that the children themselves could have helped the researcher to identify their readiness for the self-concept criterion measure.

This evidence was based on these children's ability to identify "finding out about yourself" as the most important of five, pre-selected group aspects, while recording improved self-concept scores at post-testing on the Lipsitt Self-Concept Scale for Children.

This finding threw some light on the researcher's dilemma reported in the discussion of the fifth secondary hypothesis. It had been stated that the researcher did not know how to measure the children's developmental readiness for the self-concept criterion measure.

5. The researcher was unable to determine which of five group aspects (discussions, games, meeting new people, finding out about yourself and finding out about

other people) were most helpful to the experimental group.

The children apparently used the group experience differentially to satisfy their individual needs and desires.

Prior knowledge of these individual differences would have been invaluable in developing programme content and in helping the children to understand and accept themselves.

6. Experimental children said that they: (a) had liked the group's discussions; (b) had been helped to feel better because of the group; (c) had accepted the researcher's role as a group member; and (d) had seen the researcher as a helping person.

7. Experimental children expressed concern with: (a) the researcher's failure to keep certain group members in line; (b) their inability to express their true feelings to other group members during group meetings; and (c) their inability to influence certain group members.

8. Experimental children reported that the things they remembered most about the group experience centered on their self-involvement in the group and on their awareness of other children's needs.

CHAPTER VII

"We have all been induced to give up our dreams of adventure and romance in favour of the escalator of success, but it says that the escalator is a sham and the dream is real. And these things, buried, hidden, and disowned in so many of us, are shouted out loud, believed in, affirmed by a growing multitude of young people who seem too healthy, intelligent, and alive to be wholly insane, who appear, in their collective strength, capable of making it happen."[1]

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[1] Charles A. Reich, The Greening of America, (Toronto: Bantam Books of Canada Ltd., 1971), pp. 429-30.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of Demonstration Project

The purpose of this project was to demonstrate that social work practice with groups in the elementary school setting could be an effective means of helping children examine themselves and their relationships with other people.

Children in grades 4, 5 and 6 were chosen as a target population because their ages fell within a flexible chronological period noted by Redl and Sullivan as the years of preadolescence. The researcher's interest in the preadolescent developmental phase was based on his understanding of the importance of this phase to personality development.

Social work practice with groups was selected as an intervention method because of the researcher's interest in the group approach, and because of his awareness of reported benefits resulting from this approach's application.

The practice objectives attributed to this project were:

(1) to determine if social work practice with groups dealing with children in grades 4, 5 and 6 was an effective means of helping these children.

(2) to determine the specific needs of these children as they were expressed in the group context.

(3) to help these children learn to use the group process.

The primary research goal of this project was to determine if social work practice with groups in the elementary school setting was an effective means of improving the self-concept of children in grades 4, 5 and 6 as measured by the Lipsitt Self-Concept Scale for Children.

Demonstration Project Procedure

A pre-test, post-test control group design was used. This design was chosen because it was considered to be a type of true experimental design. The control group called for by this design provided a basis of comparing the effects of social work practice with groups on the experimental group.

Four criteria were used in an attempt to determine the outcome of the demonstration project. Only one of these criteria satisfied the requirements of the pre-test, post-test control group design.

The Lipsitt Self-Concept Scale for Children was given to all grades 4, 5 and 6 children one week prior to the first group meeting, and again immediately following the last group meeting. This pre-test, post-test administration fulfilled the requirements of the research design.

The remaining three criteria were selected after the group sessions had begun. The researcher's rationale for departing from the research design was that he did not want to limit his evaluation of the project only to rigid, pre-determined criteria.

Two researcher-constructed self-report measures were administered by the researcher during post-group individual interviews with experimental and control children. These measures included a fifteen item, nine-point scale which measured characteristic affect and behaviour, and a twelve item "yes" and "no" scale which measured self-awareness.

A researcher-developed interview schedule was given to experimental children only, by the researcher through the same post-group individual interviews.

Face sheet information was collected from experimental and control children during the post-group interview sessions.

A form of stratified random sampling procedure was used to select twenty-four grades 4, 5 and 6 children from a population of seventy-five potential subjects for the following treatment conditions: An experimental group (six boys and six girls) and an inactive control group (six boys and six girls).

The experimental group met for eight, weekly one hour to one and one-quarter hour sessions where a developmental social group work approach was used. The researcher himself ran the group sessions. Programming centered on structured experiences, and required the children to examine themselves and their relationships with other people.

Experimental group sessions were carried on in the school setting. Use was made of an available art room. This room was self-contained and had approximately 450 square feet of space.

The inactive control group remained in the classroom, did not meet as a group, were unknown to each other and to their teachers, and received no attention from the researcher.

Seven hypotheses dealing with the Lipsitt Self-Concept Scale for Children data were tested. Stated in terms of the null hypothesis of no statistical difference the primary

hypothesis was:

> There will be no significant difference between the experimental group or the children receiving social work practice with groups (E) and the inactive control group or the children receiving no attention (I.C.) at post-testing on the Lipsitt Self-Concept Scale for Children.

The remaining six hypotheses dealt with subgroups within the experimental and inactive control groups including boys, girls, first generation Canadians, and grades 4, 5 and 6 children considered separately.

The t test was used to analyse the Lipsitt Self-Concept Scale for Children data. This test was used despite the fact that self-concept had been measured in an ordinal scale. Precedences for using the t test with ordinal data were cited.

The t test was also used to analyse characteristic affect and behaviour data, although this data had been collected from an ordinal scale.

Self-awareness data was analyzed by the Fisher Exact Probability statistic. This statistic was used because it was intended for the analysis of discrete data when two independent samples were small in size.

Scale-type interview questions were analyzed by two nonparametric tests. The Kendall Coefficient of Concordance: W was used to determine the degree of agreement among experimental children regarding their assessment of five group aspects. This test was available to the analysis of ordinal data.

Chi Square (x^2) with Yates' correction for continuity was used to analyse the children's responses to items concerning

their group experience. This test was selected because it could be used to analyze nominal data, derived from a single test.

Three children were dropped from the analysis of the self-concept data. Two experimental children, a boy and a girl completed only two group sessions. The boy was dismissed from the group because of the adverse effects which he was having on the group process. The girl moved from the school.

Three inactive control boys failed to complete both pre-testing and post-testing of the Lipsitt Self-Concept Scale for Children. All but one of these boys were replaced by randomly selected, predetermined alternates.

One inactive control boy's characteristic affect and behaviour data was disregarded because evidence showed he had misinterpreted the task. Self-awareness data from two inactive control children, a boy and a girl, was excluded because they failed to distinguish a purposefully inserted check statement.

All ten remaining experimental children completed post-group individual interview schedules with the researcher.

Evaluation of the Demonstration Project

Summary of Hypotheses:

The primary hypothesis was accepted. The group experiment failed to improve significantly the self-concept of experimental children in comparison with inactive control children.

The mean self-concept of inactive control children was significantly superior to the mean self-concept of experimental children. This result was not expected.

Both groups recorded lower mean self-concept scores at post-testing than at pre-testing of the Lipsitt Self-Concept Scale for Children.

Of six secondary hypotheses tested, only two hypotheses were rejected in favour of the alternative hypothesis. Experimental boys and grade 6 experimental children significantly improved their self-concept in comparison with inactive control boys and grade 6 inactive control children respectively.

Social work practice with groups did not significantly improve the self-concept of the following experimental subgroups: girls, first generation Canadian children, grades 4 and 5 children when these subgroups were compared with corresponding inactive control subgroups.

The mean self-concept of inactive control girls and grade 4 children was significantly superior to the mean self-concept of experimental girls and grade 4 children.

These results suggested that social work practice with groups affected the experimental children differentially. They also suggested that the choice of the Lipsitt Self-Concept Scale for Children as a criterion measure was inappropriate.

The inappropriateness of this measure stemmed from the inadequacy of this scale as a measure of self-concept, and from the unrealistic introduction of self-concept as a criterion

measure in the first place.

The researcher's failure to demonstrate that social work practice with groups was an effective means of improving the self-concept of children in grades 4 and 5 prompted him to investigate a number of probable causes.

This investigation pointed to three specific areas of concern: group composition, research procedure and awareness of member readiness for specific criterion measures.

While both experimental and inactive control groups had been randomly selected, no attention was paid to the possible influences of the presence or absence of high self-concept models, and the combining of sexes on group performance. The data indicated that both of these factors might have affected the group performance of experimental children. Further research to explore the effects of purposefully including models and combining the sexes with children in grades 4, 5 and 6 seemed to be warranted.

Research procedure was questioned because no allowance had been made for the possible effects of attention, and heightened self-awareness on the experimental children. The inclusion of at least one Hawthorne control group, and the provision of an incubation period following the group sessions were thought to be necessary additions to procedural considerations.

Differential readiness for the self-concept criterion was observed among experimental children. However, this observation was made after the group sessions had ended. Further

research to determine the readiness of children in grades 4, 5 and 6 for specific criterion measures seemed called for. The advisability of applying identical criterion measures to all group members at the same time was questioned.

Summary of Serendipitous Findings:

The form of stratified random sampling used in selecting experimental and inactive control groups was accepted as an appropriate method of providing for two independent samples.

Because of the small N in experimental and inactive control groups, it was impossible to determine the significance of an observed difference between the means of the combined experimental and inactive control groups and Lipsitt's samples.

The inclusion of additional groups in the demonstration project would have increased the number of children participating and made it possible to generalize about the research findings.

Summary of Post-Group Interviews:

Self-Report Measures

No significant difference between experimental and inactive control children was found following the analysis of two researcher-constructed self-report measures. These measures included characteristic affect and behaviour, and self-awareness scales.

Because of flaws in the construction and administration of these measures, it was impossible to determine whether or not the group experience had improved the characteristic affect and behaviour, and self-awareness of the experimental children.

Research involving the development and testing of a wide variety of criterion measures seemed to be required. This researcher believed that emphasis should be placed on the achievement of short-term goals, measured by suitable criteria. He believed that institutions such as schools would be more willing to accept the contributions of social work practitioners when these practitioners produced observable, measureable results in relatively short periods of time.

Interview Schedule Results

Ninety per cent of the experimental children desired to repeat their group experience even though some modification of programme content was indicated.

This was the first time that these children had been involved in social work practice with groups, or any other form of group counseling.

Seventy per cent of the experimental children reported that social work practice with groups had helped them with personal problems. These problems centered on their personal adequacy in the school, at home and in the community.

There was evidence that the experimental children themselves might have been able to help the researcher identify their readiness for the self-concept criterion measure.

The experimental children seemed to have used the group experience differentially. The development of individual goals

and objectives might have made the group experience more rewarding for group members.

A statistically significant number of experimental children approved of the group's discussions and said that the group had made them feel better. The researcher's role and participation in the group was approved by a statistically significant number of children as well.

There were indications that the give and take atmosphere of the group bothered some of the experimental children. The necessity of having to fend for themselves might have been a unique experience for these children.

The experimental children were able to consider both their own needs and the needs of others in the group setting. This indicated that social work practice with groups might be used to help children gain some perspective about themselves. Social work practice with groups might be used to help children answer the question "who am I?"

Recommendations

1. That attention be given to the construction, and development of criterion measures relevant to social work practice with groups. And that these measures be varied enough to evaluate different, specific aspects of group life.

2. That developmental counseling programmes, such as the demonstration project completed by this researcher, be made an integral part of the school curriculum. By legitimatizing the discussion of problems common to children at various life stages within the school setting the school would be helping to improve the mental health of its students.

3. That teachers be required to take courses dealing with the emotional social and physical needs of children. And that these teachers be provided with readily available help in understanding how to implement what they learn from these courses in the classroom. Such help could be provided in the form of regularly scheduled group discussions led by school social workers and psychologists.

4. That the number of school social workers and psychologists within the Windsor Separate School System be increased so that recommendations (2) and (3) could be effected properly. Because of the differential skills of school social workers and psychologists, it is suggested that a minimum of one social worker and one psychologist be made responsible for each of the four areas within the Windsor Separate School System.

5. That consideration be given to the effects of combining grade levels within a single classroom, particularly in the

grades 4, 5 and 6 range. Because of differing stages of emotional and social maturity among children in these grades, certain children might find difficulty in making friends and feeling a part of the class group.

6. That programmes helping children to identify and understand differing social and cultural values be developed in schools serving multiple ethnic, social and cultural groups.

APPENDICES

Lipsitt Self-Concept Scale For Children

Instruction Sheet

Note to teachers:

Please give each child in your class a copy of this instruction sheet. Go over the instructions with them before giving them a copy of the Lipsitt Self-Concept Scale. Each child should be given as much time as he, or she requires to complete the scale. Each child should work individually, and should not discuss the scale with other children while completing the scale. You may help a child who asks a question during the completion of the scale.

Please ask each child to put his or her name at the top of page 1 of the scale. Ask each child to put the date on which the scale is completed, the school he, or she, attends, and the class he, or she, is in (ie. Mrs Smith, Grade 4.)

See Page B -- for specific instructions to children.

Give each child a copy of Page B.

Thank you for your help.

Glenn Campbell

Lipsitt Self-Concept Scale For Children

Instruction Sheet to children.

We would like you to rate a series of statements according to:

A Not at all

B Not very often

C Some of the time

D Most of the time

E All of the time

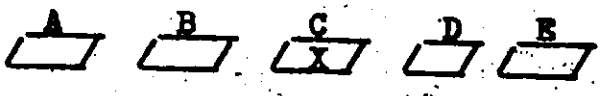
Please rate all of the statements

There are no right or wrong answers

Your choices will not be seen by other class members

Indicate your choice by placing an X in an appropriate box

<u>An example:</u>

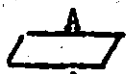
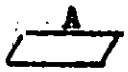
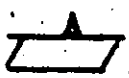
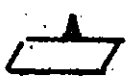
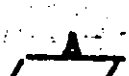
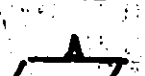
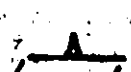
I like ice cream 

Lipsitt Self-Concept Scale for Children

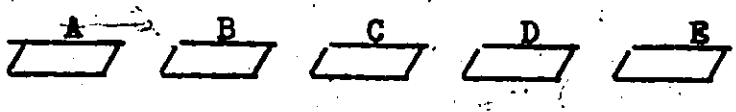
Name Date

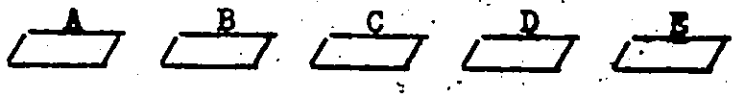
School Class

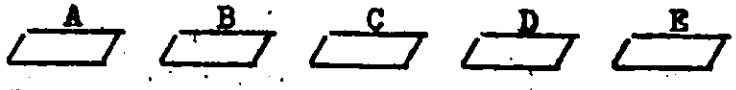
Part A

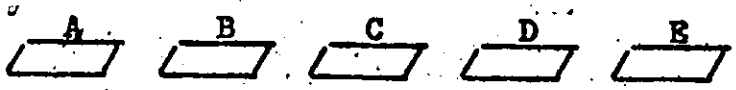
		A	B	C	D	E
1	I am friendly					
2	I am happy					
3	I am kind					
4	I am brave					
5	I am honest					
6	I am likeable					
7	I am trusted					
8	I am good					
9	I am proud					
10	I am lazy					
11	I am loyal					
12	I am cooperative					
13	I am cheerful					
14	I am thoughtful					
15	I am popular					

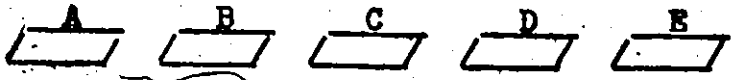
-continued -

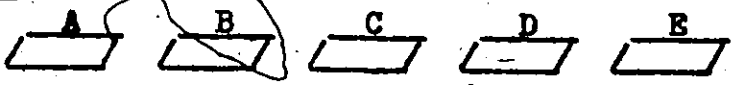
16 I am courteous 

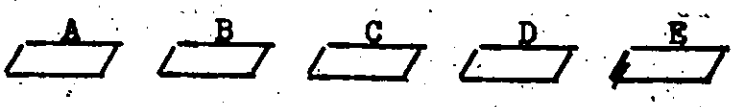
17 I am jealous 

18 I am obedient 

19 I am polite 

20 I am bashful 

21 I am clean 

22 I am helpful 

Part B

1 I would like to be friendly

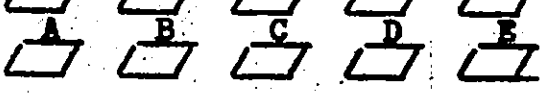
2 I would like to be happy

3 I would like to be kind

4 I would like to be brave

5 I would like to be honest

6 I would like to be likeable

7 I would like to be trusted 

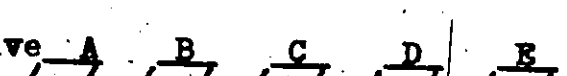
8 I would like to be good

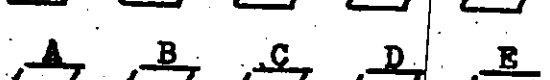
9 I would like to be proud

-continued -

10 I would like to be lazy

11 I would like to be loyal

12 I would like to be cooperative 

13 I would like to be cheerful 

14 I would like to be thoughtful

15 I would like to be popular

16 I would like to be courteous

17 I would like to be jealous

18 I would like to be obedient

19 I would like to be polite

20 I would like to be bashful

21 I would like to be clean

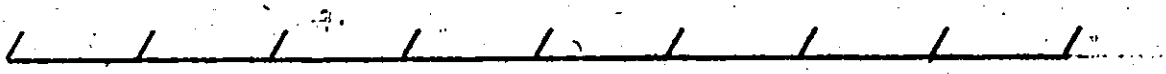
22 I would like to be helpful

APPENDIX B

Researcher-Constructed Characteristic Affect and Behaviour Scale Instruction Sheet

I would like you to rate yourself according to how you feel about certain comments.

Look at the following example:



Ability to write letters — Inability to write letters

Consider this line to be like a thermometer.

To the left (ability to write letters) represents the best score that you can give yourself.

To the right (inability to write letters) indicates that you need to improve.

In the middle, indicates average ability.

Place an X on the line at that point which describes how you would rate yourself.

The X should be placed on the line at a point where the (/) meets the line, or half-way between two (/) marks.**

You are asked to rate 15 comments about yourself.

Please rate all of the comments.

**This instruction sheet was not available to the experimental and inactive control group children. The researcher gave the instructions verbally to each child. The researcher demonstrated how the scale was to be used.

Researcher-Constructed Characteristic
Affect and Behaviour Scale.

Experimental Group ▱

Inactive-Control Group ▱

Last Name _____ First Name _____

Today's Date _____

Ability to express oneself — Inability to express oneself

Ability to be honest about your feelings — Inability to be honest about your feelings

A feeling of being self-confident — Lacking self-confidence

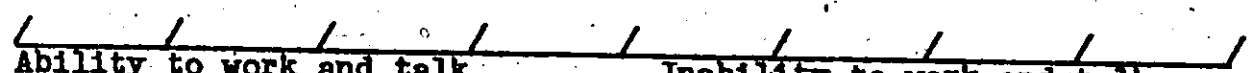
Ability to accept yourself as you are — Inability to accept yourself as you are

Ability to tell others what you think of them — Inability to tell others what you really think of them

Ability to understand your own behaviour — Inability to understand your own behaviour

Ability to tell others what you are really like — Inability to tell others what you are really like

continued:

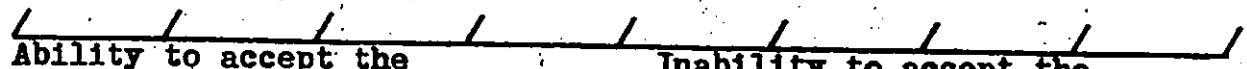


Ability to work and talk with other children in a group

Inability to work and talk with other children in a group

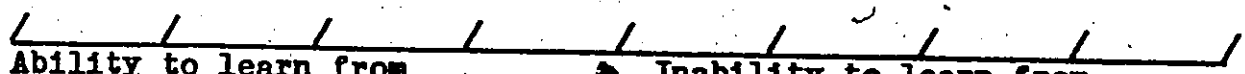
Ability to understand yourself

Inability to understand yourself



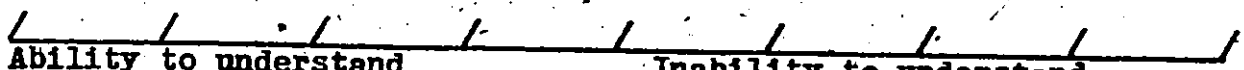
Ability to accept the behaviour of others

Inability to accept the behaviour of others



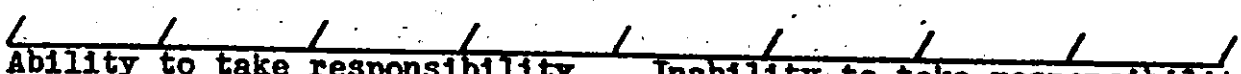
Ability to learn from others

Inability to learn from others



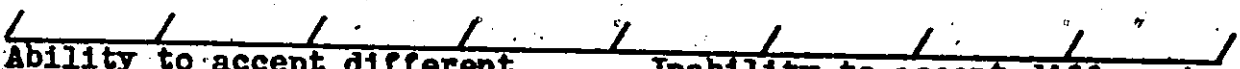
Ability to understand adults

Inability to understand adults



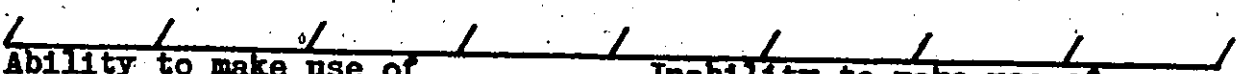
Ability to take responsibility for oneself

Inability to take responsibility for oneself



Ability to accept different kinds of behaviour

Inability to accept different kinds of behaviour



Ability to make use of knowledge learned in one situation, in another situation

Inability to make use of knowledge learned in one situation, in another situation

Researcher-Constructed Self-Awareness Scale

Experimental Group ☐

Inactive-Control Group ☐

Last Name _____ First Name _____

Today's Date _____

Check only those items which apply to you:

_____ I question adult decisions and opinions.

_____ I am able to show how I really feel.

_____ I am comfortable being in a group with other children.

_____ I am able to be honest about my feelings.

_____ I know that there are things about me that I need to improve.

_____ I accept myself as I am.

_____ I am not comfortable being in a group with other children.

_____ I have an idea of how other people see me.

_____ I have an idea of how I compare with other children.

_____ I can accept help from other children.

_____ I take responsibility for what I do.

_____ I like to give help to other children.

Interview Schedule Experimental Group Only

_____, _____
Last Name First Name

_____ _____
Today's Date Grade and name of teacher

If you had the opportunity , would you agree to be a member of another group, like the one that has just ended?_____
What are your reasons for your answer? _____

_____

_____

_____

Have you ever belonged to a group like the one that has just ended before? _____
If your answer was yes, what did you do? What did you talk about? _____

_____

_____

It is common for children your age to have problems. What would you say are problems or concerns that you are having right now? _____

_____

_____

_____

_____

To whom do you usually talk over your problems and concerns?

Do you feel that the group has helped you with any of your problems and concerns?

What did you find most helpful about the group?

a) discussions _____

b) games _____

c) meeting new people _____

d) finding out about yourself _____

e) finding out about other people _____

f) other (indicate) _____

What did you find least helpful about the group? _____

Could you give any specific examples of things that happened during the group meetings that you remember most? _____

_____

_____

_____

Check these statements which are most importantly true of your group experience:

Comments by group members helped me to understand myself _____

Examples given by other group members helped me to see my own situation _____

A private comment made to me was helpful _____

I felt good because I was able to help someone else _____

The good feeling in the group helped me to feel better _____

I felt that this group listened to me _____

Knowing others have problems too makes me feel better _____

The leader talked too much _____

The leader didn't talk enough _____

The leader's comments helped me _____

The discussion did not interest me _____

I found a new way of looking at myself _____

Other (list) _____

_____

_____

_____

Children's Face Sheet Information

Last Name _____ First Name _____

Today's Date _____ Grade and name of teacher _____

Birthdate _____ Place of birth (city,town,country) _____

If you were born in a country other than Canada, when did you come to this country? _____

If your parents come from a country other than Canada, where did they come from? _____ and when did they come from this country to Canada? _____

Others Living in Your Home:

Name	Age(approximately)	Relationship

Face Sheet Information -continued

Page 2

Is your father employed:_____ Is your mother employed:_____

If yes, what does he do? If yes, what does she do?

_____ _____

Full time _____ Full time_____

Part time _____ Part time _____

Seeking work _____ Seeking work _____

Health does not permit work _____ Health does not permit work _____

How long have you attended this school? _____

_____

How many different schools have you attended? _____

_____

Is there anyone in your family other than yourself attending this school? ____ If yes, how many are there? _____

and which grades are they in? _____

_____ _____

If there is a member of your family in your class how do you feel about it? I think it's great _____

I think it's O.K. _____

I don't know _____

I don't like it _____

Comments:

March 30, 1973

Dear Parent:

I would like your permission to include *** in a group that I will be running at *** School.

This group will meet once a week for eight weeks beginning Wednesday, April 4, 1973. Involving 12 children, 6 girls and 6 boys, this group will hopefully provide an opportunity for these children to explore and to discuss issues, and needs that are important to them. Some of these issues and needs may include the learning of friendship skills, the need to belong to a group of peers, and the need to learn about oneself through relationships with other children. Programming in this group will include discussions, games and activities.

I have received the permission of the Roman Catholic Separate School Board, and of ***, Principal of *** School to run this group.

If you approve, or disapprove of your child's participation in this group, will you please sign your name in the space provided below.

If you have any questions about this group, I can be reached at ***, or at *** School on Mondays and Wednesdays.

Sincerely,

Glenn Campbell,
Master of Social Work Candidate
University of Windsor,
Class of 1973.

1 -- I approve of my child's participation _____

2 -- I do not approve of my child's participation _____

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VITA AUCTORIS

Glenn Campbell was born on March 9, 1941, in Windsor, Ontario. He received his elementary and secondary school education in Windsor at Prince Edward, John McCrae Public Schools, and Riverside High School. Following his high school graduation he attended the University of Windsor where he received his Bachelor of Arts degree in 1963.

In the Fall of 1963 he entered the Ontario College of Education in Toronto where he earned his Secondary School teaching certificate in the Spring of 1964. In September, 1964, he joined the teaching staff at W.D. Lowe Technical School in Windsor, where he taught history for two years.

He resigned to attend Trinity College, University of Toronto for one year to study theology and then returned to high school teaching in Toronto before coming back to Windsor in the summer of 1968.

In August, 1968, he began working for the Children's Aid Society of the County of Essex as a social worker. He was employed there for three years before taking a leave of absence to enter the School of Social Work, University of Windsor. He graduated with the degree of Master of Social Work in September, 1973.