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No. 916

DEVELOPMENTAL-PLAY GROUP COUNSELING
WITH EARLY PRIMARY GRADE STUDENTS
EXHIBITING BEHAVIORAL PROBLEMS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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May, 1975

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Gaulden, Gary L., Developmental-Play Group Counseling with Early Primary Grade Students Exhibiting Behavioral Problems. Doctor of Education (Counseling and Student Services), May, 1975, 109 pp., 22 tables, 3 illustrations, bibliography, 55 titles.

This research study was developed to investigate whether a structured discussion group on feelings, in combination with play group counseling, can be effective as an intervention approach in working with disadvantaged primary grade children who are exhibiting disruptive classroom behavior. The general nature of the research hypotheses was that developmental-play group counseling would not only reduce disruptive behavior of disadvantaged second grade students, but would also help to enhance these students' self concepts and attitudes toward school.

The subjects were forty-five non-repeating second grade students from four Title I schools, who were selected because they were exhibiting disruptive classroom behavior. In each of the four schools, twelve students were randomly assigned to a developmental-play group, a play counseling group, or a control group. Each of the groups, in each of the schools, consisted of four students each. Three of the children were not available for post- and follow-up testing.

The "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale, the Beere's Attitude

Toward School Instrument, and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were the instruments used to assess classroom disturbance behavior, attitude toward school, and perceived self image. Prior to counseling, the instruments were administered in November, 1973. At the conclusion of the counseling period and at the eight week follow-up period, the three instruments were readministered in the same way and manner as they had been in the pretesting stage. The statistical approach used in the study was a two-factor mixed design with repeated measures on one factor.

Fourteen forty-five-minute developmental-play group sessions and fourteen forty-five-minute play group sessions were held over a period of seven weeks in four Title I elementary schools, with each group leader serving two groups. The children in the control group received no counseling or attention of any kind during the period of study.

In the developmental counseling phase of the developmental-play group procedure, a discussion triad was used. This triad allowed each child to rotate through three different roles: (a) talker, (b) listener, and (c) observer. The topics discussed were almost all school-related. This approach gave the children in the group both a structure in which they learned to verbally express their feelings, and a structure in which they further explored feelings and attitudes. The latter phase consisted of play group counseling.

In the play group counseling sessions, the counseling approach followed the tenets of relationship counseling. The primary focus was on the child's present level of functioning, and dealt with the feelings and expressions of the child, rather than with problems or symptoms. Play media were used in this approach.

None of the six hypotheses were confirmed. Developmental-play group counseling did not significantly reduce "classroom disturbance" behavior, improve perceived self image, or improve attitude toward school over periods of time. The data indicated that play group counseling did significantly reduce "classroom disturbance" behavior after seven weeks of treatment, and maintained that general level of improvement eight weeks after the end of the study. The above finding suggested that play group counseling be utilized with disadvantaged early primary grade children who present behavior problems in school.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS	viii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purpose of the Study	
Hypotheses	
Theoretical Background	
Definition of Terms	
II. REVIEW OF THE LITERATURE	19
Group Play Therapy and/or Play Group Counseling with First and Second Grade Students	
Group Play Therapy and/or Play Group Counseling with Third through Sixth Grade Students	
Summary of the Chapter	
III. DESIGN OF THE STUDY	37
Organization of the Study	
The Title I School Population	
Qualifications of the Group Leaders for the Study	
Instruments	
<u>Measure of Classroom Behavior</u>	
<u>Measure of Attitude Toward School</u>	
<u>Measure of Self Concept</u>	
Selection of Structured Topics and Training Program for the Group Leaders Participating in the Study	
Selection of Subjects	
Collection of Data	
Procedure for Group Counseling	
Statistical Procedure	
IV. PRESENTATION AND ANALYSIS OF DATA	53
The Problem and General Hypotheses	
Presentation and Analysis of Data	
Statistical Analysis of Individual Change Data on "Classroom Disturbance" Factor	

	Page
Statistical Analysis of Individual Change Data on Attitudes Toward School	
Statistical Analysis of Individual Change Data on "Self-as-Subject" Subtest	
Non-Statistical Results and Observations Attendance	
V. SUMMARY, RESULTS, DISCUSSION, AND RECOMMEN- DATIONS	90
Summary	
Results	
Discussion	
Recommendations	
APPENDIX	100
BIBLIOGRAPHY	104

LIST OF TABLES

Table	Page
I. Pretest, Posttest, and Follow-up Means and Standard Deviations on the <u>Devereux Scale</u> "Classroom Disturbance" Factor	56
II. Analysis of Variance (Two-Factor Mixed Design) Data for the Comparison of Scores on the <u>Devereux Scale</u> "Classroom Disturbance" Factor	58
III. Duncan's Multiple-Range Test Applied to Treatment Mean Differences for "Classroom Disturbance" Factor	59
IV. Duncan's Multiple-Range Test Applied to Period Mean Differences for "Classroom Disturbance" Factor	59
V. Duncan's Multiple-Range Test Applied to Treatment Mean Differences at Posttesting for "Classroom Disturbance" Factor	61
VI. Duncan's Multiple-Range Test Applied to Treatment Mean Differences at Follow-up for "Classroom Disturbance" Factor	61
VII. Pretest, Posttest, and Follow-up Means and Standard Deviations of the <u>Thomas Self Concept Scale</u> "Self-as-Subject" Subtest	64
VIII. Analysis of Variance (Two-Factor Mixed Design) Data for the Comparison of Scores on the <u>Thomas Self Concept Scale</u> "Self-as-Subject" Subtest	65
IX. Duncan's Multiple-Range Test Applied to Period Mean Differences for "Self-as-Subject" Subtest	66
X. Pretest, Posttest, and Follow-up Means and Standard Deviations on the <u>Beere's Attitude Toward School Instrument</u>	68

Table	Page
XI. Analysis of Variance (Two-Factor Mixed Design) Data for the Comparison of Scores on the <u>Beere's Attitude Toward School Instrument</u>	70
XII. Effectiveness of Treatments in Reducing Classroom Disturbance Behaviors from Pre- to Posttesting	71
XIII. Effectiveness of Treatments in Reducing "Classroom Disturbance" Behavior from Pre- to Follow-up Testing	72
XIV. Effectiveness of Treatments in Improving Attitude Toward School from Pre- to Posttesting	75
XV. Effectiveness of Treatments in Improving Attitude Toward School from Pre- to Follow-up Testing	76
XVI. Effectiveness of Treatments in Improving Self Concept from Pre- to Posttesting	77
XVII. Effectiveness of Treatments in Improving Self Concept from Pre- to Follow-up Testing	78
XVIII. Attendance Record of the Students Participating in Developmental-Play Group Counseling	87
XIX. Attendance Record of the Students Participating in Play Group Counseling	88
XX. Individual Scores of the Developmental-Play Counseling Group on the "Classroom Disturbance" Factor of the <u>Devereux Elementary School Behavior Rating Scale</u> , the "Self-as-Subject" Subtest of the <u>Thomas Self Concept Scale</u> , and the <u>Beere's Attitude Toward School Instrument</u>	101
XXI. Individual Scores of the Play Counseling Group on the "Classroom Disturbance" Factor of the <u>Devereux Elementary School Behavior Rating Scale</u> , the "Self-as-Subject" Subtest of the <u>Thomas Self Concept Scale</u> , and the <u>Beere's Attitude Toward School Instrument</u>	102

XXII.	Individual Scores of the Control Group on the "Classroom Disturbance" Factor of the <u>Devereux Elementary School Behavior Rating Scale</u> , the "Self-as-Subject" Subtest of the <u>Thomas Self Concept Scale</u> , and the <u>Beere's Attitude Toward School Instrument</u> . .	103
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LIST OF ILLUSTRATIONS

Figure	Page
1. Mean Levels of Group Functioning at the Pre-testing, Posttesting, and Follow-up Assessment Points for Developmental-Play, Play, and Control Groups on the "Classroom Disturbance" Factor	57
2. Mean Levels of Group Functioning at the Pre-testing, Posttesting, and Follow-up Assessment Points for Developmental-Play, Play, and Control Groups on the "Self-as-Subject" Subtest	64
3. Mean Levels of Group Functioning at the Pre-testing, Posttesting, and Follow-up Assessment Points for Developmental-Play, Play, and Control Groups on the <u>Beere's Attitude Toward School Instrument</u>	69

CHAPTER I

INTRODUCTION

In recent years writers (5, 6, 13, 15, 17) in the field of elementary school guidance and counseling have stressed that counseling with children can and should be done in groups. Dinkmeyer (5, 6) feels that the group is a particularly effective approach with children because the child is a social being and generally interested in interactions. Because much of children's learning occurs in groups in the school setting, it is assumed that group counseling is one of the most effective and economical methods for new learning and for unlearning ineffective attitudes and behavior. However, it has been only in the last few years that enough group research has been conducted at the elementary school level to provide guidelines for practice, trends, operational procedures, and points of departure for future investigations. Furthermore, much of this group research has focused mainly on the older student population, relatively little having been done with the primary grade student to grade three. If underachieving patterns and their accompanying correlates are established by grade three as indicated by Howard and Simpfer (13), then it would seem that a major focus of counseling should be toward the children in the early primary grades.

A new group counseling approach that offers considerable promise for working with primary grade children is developmental group counseling (5). The emphasis of this type of group is to encourage a child to participate in an inter-personal process, through which he can explore his feelings, attitudes, values, and behaviors as they are related to the tasks and problems of his developmental stage. Developmental group counseling is therefore both preventive and remedial.

Play group counseling or play media group counseling is also an important method in working with early primary grade children, especially those children who present behavioral problems in the classroom. This form of counseling provides a safe atmosphere wherein the child is able to express his own regressive tendencies, thereby lessening the need to act out such forms of behavior in his real life situation, such as the classroom or the home. The play therapy aspect of this approach also provides children with an opportunity to grow in their own self-acceptance and respect. Children are helped to explore feelings, attitudes, temporary tensions, and conflicts that cannot be expressed easily and safely in school or at home. Another important aspect of play group counseling is the concentrated relationship with the counselor. Primary age children, especially disadvantaged primary age children, respond more to warmth than to praise for being right and doing well.

The inner city child usually comes from those groups in society that are the most deprived economically, most the objects of prejudice, and most the victims of aggression. Thus, it is not surprising to find behavioral and conceptual patterns implying chronic states of severe and inordinate anxiety, withdrawal, fear, and hostility among these groups. In dealing with these types of problems in young children, successful treatment would seem to demand flexibility in the application of treatment methods, and especially facility in moving from one form of treatment to another if a change seems indicated.

Thus, the most effective approach in helping these children would seem to be one that provides a warm, safe, and non-threatening environment where they can be helped to understand, label, and express their emotions effectively and accurately, and at the same time provide the opportunity for play and other forms of motoric activities. The play aspect is important because verbalizing of feelings is difficult for most young children. As Schieffer points out,

Subtle complexities of thought and feeling, which would be difficult to describe otherwise become expressed more readily through a spontaneous "language" consisting of words, gestures, enactments of life situations with dolls and puppets, paintings, and drawings, and still other methods (18, p. 95).

Combining the two different approaches of developmental group counseling and play group counseling results in an approach that is suitable for working with the child in the

inner city school. This approach gives the child both a structure in which he can learn to verbally express his feelings, and a structure in which he can further explore feelings and attitudes.

Statement of the Problem

The problem with which this study was concerned was the effect of developmental-play group counseling on disadvantaged second grade children who are exhibiting behavior problems in the classroom.

Purpose of the Study

The purpose of this study was to determine if the self-concept, attitudes toward school, and classroom adjustment of disadvantaged second grade students exhibiting behavioral problems in the classroom would change after developmental-play group counseling. Another purpose was to compare the subjects involved in developmental-play counseling with subjects in a play counseling group, and with subjects in a control group.

Hypotheses

To carry out the purposes of this study, the following hypotheses were formulated:

1. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly lower mean scores on the "Classroom Disturbance" factor of the Devereux Elementary School

Behavior Rating Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling.

2. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly higher mean scores on the "Self-as-Subject" subtest of the Thomas Self-Concept Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling.

3. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly higher mean scores on the Beere's Attitude Toward School Instrument than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling.

4. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly lower mean scores on the "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

5. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly higher mean scores on the "Self-as-Subject"

subtest of the Thomas Self-Concept Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

6. Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly higher mean scores on the Beere's Attitude Toward School Instrument than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

Theoretical Background

Group counseling appears to be appropriate as an intervention technique with deprived acting out primary grade children. Gardner (8) has pointed out that the deprived or inner-city child often has an extremely high overload of anxiety. This anxiety is often the chronic fear of aggressive acts directed at the child by persons in authority over him. At the same time there exists within the child a concomitant fear of not being able to control his own impulses to prevent counter-aggressive acts toward other people.

The various defenses usually utilized by the child against the above fears are (1) withdrawal into fantasy; (2) overactivity with an aggressive, violent, or disruptive goal; (3) active seeking for and attending to any possible external distracting item in the environment; and (4) active

stimulation and utilization of peer group members to effect such distracting events and situations (8).

What then would be the most effective way to modify these behavioral and conceptual patterns of withdrawal, fear, hostility, and overactivity in the deprived child? The research suggests that a group counseling approach is one of the more effective methods for the following reasons: (1) Deprived children often perceive the world as hostile and expect nothing but doom. The counseling group helps them reveal more than conceal. It reduces the wall that their fear and anxiety has built up between them and other people; (2) Because much of children's learning occurs in groups, it is assumed that group counseling offers the most effective and economical approach for new learning and for the unlearning of ineffective attitudes and behaviors (7); (3) A counseling group being a miniature society, offers motivation and support for change, as well as a safe place for testing new modes of behavior (10); (4) The group counseling approach is especially useful in working with acting out or behavior problem children because it provides children with a wider repertoire of sublimatory activities, which in turn reduces underlying aggressive acting out (10); (5) It exposes children to a new quality of intimate relationships; and (6) Most importantly, it provides a warm, supportive, and secure atmosphere, in which a child can test new and more satisfying modes of relating to others (5, 6, 9, 14).

Nugent (16) suggests that children need help in understanding, labeling, and expressing their emotions effectively and accurately at an early age through direct verbal interaction. However, the young child has not developed his verbal skills to a high enough level and verbally loaded group counseling may have its limitations. This approach seems to have merit when combined with another approach such as play or relationship group counseling.

Play is important in working with and understanding all young children because play is the "language of childhood" (11). Schiffer (18) has pointed out that young children are, in a sense, prisoners of language, and that play and other motoric activities are more natural communicative pathways.

According to Amster (1), play is an activity a child comprehends, and with which he is comfortable, an integral part of his world, his method of communication, his medium of exchange, and his means of testing, thus incorporating and mastering external realities. It is a medium of exchange that is comparable to words. It is a method of understanding or reaching deprived children who are often non-verbal, and fearful of talking or relating to adults.

Solomon (20) has pointed out that play helps the release of hostility toward parents or other authority figures, gives the opportunity to express freely all love fantasies, provides associations with other children the same age, and is helpful with young children who lack the facility for

verbal expression. He also indicates that through the use of play, the child is able to express his own regressive tendencies, thereby lessening the need to act out such forms of behavior in his real life situations.

According to Slavson (19), the play group is important in working with young children, especially young deprived children, because it supplies a field in which a child may relate himself or herself to others, thus helping him or her to break through isolation, withdrawal, and aggressive rejection of people. He also points out that the play group allows the child to test himself against others and helps him to discover the boundaries of his ego.

The permissiveness of the play group, as Schiffer (18) has pointed out, enables children to express thoughts and emotions without anxiety. This brings about a reduction in guilt feelings and a reduction of hostility; both of which are consequences of hostile thoughts and negative behavior. Deprived acting out young children, through the play group, discover that they need not fear reprisals or aggression from others. It is the group leader's continuing acceptance of the child, despite the aggressiveness, plus the warm relationship which are the modifying elements in treatment.

According to Moustakas:

In relationship therapy, the relationship is both means and end. The relationship is the significant growth experience. In psychoanalytic approaches, the relationship is the means through which other goals are achieved. Client-centered therapy, a significant approach in its own right,

comes close to relationship therapy, but here the focus is not on the relationship itself but on the therapist and child as separate individuals with the therapist making reflections and clarifications, conveying empathic understanding and having unconditional regard for the client (14, p. 2).

Therefore, it is the relationship that is the significant growth experience. In addition, the counselor attempts to deal with the feelings and expressions of the child, rather than his problems, symptoms, or cures. This type of relationship, between the counselor and child and between the children themselves, helps the child to achieve a sense of personal worth.

Developmental counseling is aimed at the prevention of personal-emotional problems. Prevention is the key word. It can also be broadly interpreted as guidance for all children. In this respect, groups do not need to be crisis-oriented, but can have a developmental focus. The child is encouraged to participate in an inter-personal process, through which he explores his feelings, attitudes, values, and behaviors as they are related to the tasks and problems of his developmental stage. Thus, developmental counseling can have a two-pronged effect in that it can be both preventive and remedial.

The developmental group counseling approach can be traced to the work of Dinkmeyer (4, 5, 6) and Gazda (9). Dinkmeyer sees man holistically as a biosocial, decision-making being whose psychological transactions are purposive.

His psycho-social system is clearly tied to the developmental tasks of life. The following are major premises of his position:

- (1) Behavior is goal-directed and purposive, and is more than caused;
- (2) All behavior has social meaning, and is best understood in terms of its social context;
- (3) The individual has the creative capacity to make decisions;
- (4) Behavior is a function of the individual's field of perception at the instant of action, and the behavior change is the result of an active being evaluating his self percepts and relationships with others;
- (5) In understanding behavior, it is more important to be concerned with idiographic laws; and
- (6) It is more important to understand how the individual uses his abilities than to understand what he possesses (4, pp. 81-82).

Dinkmeyer's approach also recognizes that children need to develop independence through making choices and accepting responsibility for their choices. They need to appraise aptitudes and interests realistically. They also have a need to be loved, accepted, secure, and relatively free of threat. Finally, he believes that both the school and home need to cooperate and work together in achieving this aim. If this is done, it will help the child to become a fully functioning person.

Gazda's approach (9) is a systematic attempt to provide an approach to group counseling and guidance which is applicable to all age levels. He relies heavily on the developmental tasks concepts of Havighurst (12) and Zaccaria (21). Gazda stresses the point that developmental tasks or stages serve as guideposts for helping students at any given time.

Knowing the developmental tasks along with the appropriate coping behaviors will help the counselor in spotting potential problems.

The focus of this section was to show how developmental group counseling and play group counseling, in their own unique ways, are extremely useful methods in helping children resolve personal-emotional problems. It was pointed out that developmental group counseling offers a structured approach through which children can be helped to become more aware of feelings through direct verbal interaction. It would seem to add a new dimension as it teaches children to try and express the way they feel. However, as this approach has its limitations when working with young children, and especially young deprived children, it would then seem reasonable to combine it with an approach such as play group counseling which utilizes play, the natural method of communication for children. By combining the two approaches, the following would seem to be accomplished:

1. Through direct verbal interaction, children will be helped to understand, label, and express their emotions effectively and accurately at an early age.

2. The children will also get to use a medium of exchange that is comparable to words, and this will be helpful to children who are especially non-verbal or lack the facility for verbal expression.

3. Through a combining of the two approaches, the children in the group are able to talk as well as play together, and this widens or increases the ways in which children can relate themselves to others. This is probably more effective than either approach alone.

A review of the research on group counseling with children suggests that this study is unique or significant because:

1. It combines a structured group counseling approach with an unstructured group counseling approach in working with second grade students.

2. It is one of the few studies on group counseling with early primary grade students that has used a fairly large sample of children.

3. It is one of the few studies with early primary grade students that proposed to see if group counseling can modify attitude toward school.

Definition of Terms

Classroom disturbance behavior.--The extent to which the child's behavior is active, social (although inappropriate), and disruptive or obstreperous as perceived and identified by the teacher. These behaviors usually necessitate teacher imposition of controls and structure in order to guide the child back to the work assigned. These behaviors usually disrupt the classroom functioning of others and interrupt the flow of work.

Developmental-play group counseling.--An approach which combines the technique of developmental group counseling and play group counseling. Developmental group counseling is a structured verbal approach where the child can learn to verbally express his feelings, and a structure in which he can further explore feelings and attitudes (4). In the developmental counseling phase of the developmental-play group procedure, a discussion triad is used. This triad allows each child to rotate through three different roles: (a) talker, (b) listener, and (c) observer. In this study, developmental group counseling took place within the first fifteen to twenty minutes of a forty-five minute session. During this time a group of children (three to four) rotated through the three different roles and discussed topics dealing with their feelings about themselves, schools, and others. The final part of the developmental group counseling phase was used by the group leader to summarize and clarify the topics discussed.

Play group counseling is an unstructured approach which uses play media to help the child experience himself. The children are permitted to use the session as they wish. The group leader's primary emphasis is on relating to the "here and now," interacting with each child by observing, listening, and making statements of recognition. This type of therapeutic relationship helps each child in the group achieve a sense of personal worth. In a climate of understanding and

acceptance, the child is freed from the damaging effects of his hostility and anxiety and recovers himself as a unique individual. In this form of play media group counseling, little emphasis is placed on the child's past, and the group leader has as his primary focus the individual's present level of functioning. In this study the play group counseling phase took place in the last twenty-five to thirty minutes of the forty-five minute session. The children were allowed to use this part of the session as they wished. They could play, talk among themselves, talk with the group leader, or do nothing at all.

Self-concept.--This refers to a person's view of himself. It is the fullest description of himself that a person is capable of giving at any particular time. It is also a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself (3).

Attitude toward school.--The set of social and academic beliefs or feelings that a child holds about his particular school or school experiences.

Play group counseling.--Play group counseling is an unstructured approach which uses play media to help the child experience himself. The children are permitted to use the session as they wish. The group leader's primary emphasis is on relating to the "here and now," interacting with each child by observing, listening, and making statements of

recognition. This type of therapeutic relationship helps each child in the group achieve a sense of personal worth. In a climate of understanding and acceptance, the child is freed from the damaging effects of his hostility and anxiety and recovers himself as a unique individual. In this form of play media counseling, little emphasis is placed on the child's past, and the group leader has as his primary focus the individual's present level of functioning. In this study, the play group counseling groups met for forty-five minute sessions. During this time they were allowed to use the time as they wished.

Structured approach.--A structured approach to group counseling involves the introduction of a specific external technique into the group at the onset of each session as a stimulus which thereby serves to structure the original direction that the group discussion will take.

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CHAPTER II

REVIEW OF THE LITERATURE

Many of the writers and researchers (2, 3, 5, 11, 15, 17) in the field of counseling and guidance have emphasized the importance of group counseling at the elementary school level. However, much of the research has been done with uppergrade children and very little with kindergarten children or primary students to grade three. This chapter is a review of the literature related to group play therapy and play group counseling with first and second grade students and upper elementary grade school students.

Group Play Therapy and/or Play Group Counseling with First and Second Grade Students

As early as 1948, Davis (7) conducted a study where she counseled nine first-grade students in two groups. She attempted to find out if their degree of social acceptance could be improved by group counseling. The two groups met twice a week in thirty-minute sessions for ten weeks. Davis used a sociometric test, teachers' daily reports, and photographed the children periodically during a free-play period to appraise change in pre-, post-, and follow-up testing. She concluded that group counseling did improve social acceptance.

Until recently much of the research in group counseling with primary level students has mainly used the traditional, unstructured free-interaction type of counseling or play therapy. The early work of Axline (1) with second grade retarded readers suggested that non-directive play therapy would be a useful approach to use in the remediation of reading difficulties. More recently, Maulin (24), using twenty-four underachieving primary level children, found that non-directive play therapy helped these children make significant gains on the Non-Language Section of the California Test of Mental Maturity and in meaningful language as measured by the Illinois Test of Psycholinguistic Abilities. He concluded that play media should be carefully reviewed because for some children, especially those preschool and primary school age children who possess limited vocabularies and short attention spans; it may expedite language usage.

Thombs and Muro (33), in a study comparing verbal counseling groups and play counseling groups, found that thirty-three socially isolated second grade students who were involved in play media group counseling showed a greater positive change in social position than did those in verbal group counseling sessions, or those in a control group. Relationship counseling was used with the play media. What also seems noteworthy in their investigation is that group counseling, with or without the use of play media, may be a beneficial supplement to teachers' efforts to promote healthy peer acceptance.

Nau (29) investigated first and second graders in counseling groups by themselves in contrast to group counseling with significant adults (parents or teachers). His only criterion for change was the California Test of Personality. Nau found the greatest positive change in "total personality adjustment" when counseling only the students. He concluded that group counseling with primary school age children is effective without the need for supportive help going to teachers or parents.

In contrast to Nau's findings, Taylor and Hoedt (32) found that group counseling with significant adults (parents or teachers) only was more effective than group counseling with elementary school children only in reducing classroom behavior problems. The design for their study involved 372 children of average sociometric background from grades one through six. The children were placed into groups by grade level with five groups from the primary level. They were then randomly assigned into three treatment groups: Treatment A (indirect intervention) consisted of children whose mothers were exposed to an Adlerian form of group counseling; Treatment B (indirect intervention) consisted of children whose teachers were exposed to an Adlerian form of group counseling; and Treatment C (direct intervention) consisted of children who directly experienced an eclectic group counseling approach. The indirect approaches met once a week for ten weeks. The criterion instrument used in the study

was the Devereux Elementary School Behavior Rating Scale. An analysis of variance revealed that the indirect approach was more effective in reducing behavior problems in the classroom than the direct approach, regardless of grade level.

House (14) investigated the effects of nondirective group play therapy upon the sociometric status and self-concept of second grade children who were chosen low on a sociogram. There were thirty-six children involved in the study. Twelve children participated in group play therapy for ten weeks, one session per week, and twenty minutes per session. Twelve children participated in reading groups and the remaining twelve did not participate in anything other than their usual school work. The primary criterion instrument used was the Scamin Self-Concept Inventory. He found a significant difference toward a positive change in self-concept for the group involved in group play therapy. However, there was no significant change in sociometric status.

There also appears to be little research in the use of behavior modification group counseling approaches with children in the primary grades. The few articles published have shown consistent results when reinforcements were used. Maierhofer (21), working with second grade students, found significant changes in their adaptive behaviors using behavioral group counseling. Clement, Fazzone, and Goldstein (5), working with second and third grade boys who had been referred because of shy, withdrawn behavior, found that the boys in a play group who received tangible reinforcements for social

approach behavior did significantly better than a verbal play group where no reinforcements were given. The verbal group was treated similarly to the token group except that no tangible reinforcements were used. A one year post-therapy follow-up was performed, and the authors found that the token group boys continued to be better adjusted than the verbal and control group subjects.

It has only been in the last few years that the use of structured techniques (9, 28) in group counseling with primary level children have begun to be used. The published research thus far has been minimal.

Myrick and Kelly's (28) study on developmental group counseling focused on structuring a learning experience. Three first grade children were given the opportunity to learn about feelings and behaviors, their own and others. The counselor met the children for a series of five half-hour sessions conducted over five consecutive school days. The children discussed school teachers, other significant adults, feelings as related to behavior, and finally, feelings about each other. A discussion triad allowed each child to rotate through three different roles: (a) talker, (b) listener, and (c) observer. This discussion triad allowed each child to talk and be heard. In terms of traditional research, this study of group counseling is limited because the collection of data was confined to one subject. However, a systematic observation and recording system in the actual

classroom provided objective data which suggested that this group counseling process contributed significantly to a positive change in behavior. The authors concluded that because young children do not have the verbal capacity or the attention span to participate in traditional group experiences, a more structured approach should be developed which will help young children to become more aware of feelings, and to practice expressing and relating them to their behavior in school.

In a study conducted by Millaway (26), forty-eight pupils who had failed the first and second grades were divided into an experimental group composed of four subgroups and a control group. Four of the groups participated in a structured group counseling approach using selected materials from the DUSCO-1 kit. Sixteen thirty-minute counseling sessions were held over a period of eight weeks. Pre- and post-tests of the Primary Self-Concept Inventory, the School Attitude Test (oral form), and the Behavior Rating Form were administered and the results indicated no significant differences in self-concept, attitude toward school, or behavior as rated by teachers. However, Millaway did find that: (1) group counseling helped stabilize the attitude toward school of children who have failed the first or second grades; (2) children who fail the first or second grade do not have negative self-concepts as measured by a self-response instrument; and (3) group counseling with children who have failed the first

or second grade does not have an effect on their self-concept as perceived by teachers.

Group Play Therapy and/or Play Group Counseling
With Third Through Sixth Grade Students

Koenig (18), in an early study, carefully screened ten children from grades three through six, and using a non-directive approach found that nine of the ten children made significant improvement in behavior. Four months following termination of treatment, seven of the ten children still showed significantly improved behavior. Hoyer's (16) investigation of the effectiveness of therapeutic non-directive play therapy in making changes in reading achievement and other reading correlates of third grade boys, found no differences among her groups in reading achievement or reading attitude. What she did find was that non-directive play therapy significantly increased the total self-concept of her subjects. However, she found that a combination of non-directive play therapy and reading therapy increased total self-concept even more. Lewis (19), in his study using non-directive play group counseling with third grade boys, found that neither group counseling nor consultation was effective in increasing sociometric status or social and personal adjustment. In contrast, Mishne's study (27), found that third grade children's social and classroom adjustment increased as a result of non-directive group counseling.

Jensen (17) utilized a combination of music, art, drama, and dance and interview group counseling with underachieving school children in grades two, three, and four. The subjects were ten children with normal measured intelligence, but their classroom behavior was not conducive to learning. Four days a week each child received a combination of academic remedial instruction for one hour apiece. The experimental program consisted of approximately sixty to eighty periods during the year. During this period the group tasks or activities would often change. It was found that eight of the ten pupils benefited from the treatment program. Jensen concluded that pupils with problems involving social relationships can be "restored" to adequate classroom performance within a relatively short time if the right counseling is given.

In a study conducted by Barcai, Umbarger, Pierce, and Chamberlain (2), sixty-two fourth and fifth grade students from a low socioeconomic area, who were classified as underachievers, were counseled in three group intervention techniques. The three techniques were group counseling, group remediation, and art activity. The group counseling and group remedial approaches were divided into three working groups each (eight children in each group). The art activity group was divided into two groups of seven children each. All three approaches met for one hour once a week for fourteen weeks. The group remediation intervention taught

learning skills to improve specific learning deficits, such as inability to pay attention. The sessions were structured in the form of games. The group counseling approach used a conversational, informal approach. The main aim was to help the group understand themselves, and the impact that others had on them, and they had on others. The art activity had no specific aim, but was to be benevolent, exciting, and supportive.

In general, the author's conclusions, based on the results of the Wechsler Intelligence Scale for Children subtests, story telling to the Tell A Story Test, and a teacher behavior rating scale, was that: (1) Children of a low socioeconomic group who attend a slum school do improve, at least temporarily, as a result of specific, though brief, interventions; (2) Even one hour per week of programmed intervention is valuable and upgrades their performance in pre-selected tests, while the amount of time invested without appropriate focus does not have the same impact; and (3) Although teacher's personality, expectations, and attitudes may enhance or retard any potential intervention effects, they are not sufficient in producing a significant improvement on their own without the actual training of skills provided by the intervention procedures.

In contrast, Martin's study (23) of the effects of group counseling on self-concept and achievement of educationally disadvantaged children in grades three through six in an

elementary school participating in an ESEA Title I Project found no significant change in self-concept, achievement, or behavior as rated by teachers. Seventy children were randomly selected from each of the grade levels. The groups met once a week, by grade level, for a period of one hour per session for eight weeks. The group sizes ranged from six to ten. The techniques used in the group counseling were role playing, open ended questions, discussion of Thematic Apperception Test cards, and audio-visual materials on possibilities of career development. Martin concluded that the duration of the counseling was not long enough.

Using games as reinforcement stimuli with groups of elementary school children from grades three, four, and five, Hinds and Roehlke (12) found that significant behavioral changes were obtained in the treatment setting and were observed to have transferred to the classroom setting. Some of the changes included greater attention to classroom activities, less domination, less submissiveness, and greater participation in learning activities. Twenty children were involved in treatment, and an equal number was used as controls. A learning theory model was applied in the group counseling to modify specific problem behaviors of the children. The groups met twice a week for thirty to forty minutes each session over a period of ten weeks. A male and female counselor were involved with each group and at least two male and two female children were included in each group.

In addition to games, points, verbal approval, tokens, and video feedback were used as reinforcers. The authors permitted games for the last ten to fifteen minutes of a session after the children had earned a certain number of points.

Crow (6) investigated structured group counseling (audio and visual) and unstructured group counseling with sixth grade students. Thirty-six randomly chosen students were utilized in the study, and were assigned to one of six groups with six students in each group. The group sessions were conducted in forty-five minutes sessions over a period of three and one-half months, for a total of nine hours. The criterion instruments used were the Coopersmith Self-Esteem Inventory, the Behavior Rating Form, and a sociometric test. On the basis of the data from her study, although non-significant, Crow recommended that a structured approach to group counseling be used with elementary school children.

In his study comparing the effectiveness of seven different types of group counseling with third grade students who had personal-adjustment problems, Lisle (20) found that those treatment approaches which did not require pupil involvement were more effective than those with pupil involvement in improving pupil adjustment as perceived by teachers. There were six experimental groups which received counseling: students only, parents only, teachers only, both the students and parents separately, both the students and the teachers separately, and both the parents and the teachers

separately. The criterion instruments used were the Rating Scale for Pupil Adjustment, the California Test of Personality, and a sociometric questionnaire. In conclusion, he found there was no specific approach or combination which was effective for improving self-perceived personal-social adjustment, and no specific approach nor combination was superior to all the others for improving pupil adjustment as perceived by the pupil himself, his teacher, and his peers.

In a study conducted by Clement (5), eleven third grade boys exhibiting shy, withdrawn behavior were assigned to three play therapy groups. One group of four subjects met in a playroom and received tangible reinforcements (tokens) for socially approved behavior. Another experimental group of four subjects received verbal reinforcement from the play therapist for socially approved behavior. A third or control group met in a playroom in the absence of a play therapist. Fourteen play sessions were held for each group. He found that: (1) subjects receiving tangible reinforcements exhibited an increase in social approach behavior and a decrease in discrete problem behavior; (2) subjects receiving verbal reinforcement increased slightly in social approach behavior; and (3) the control group showed no change on the objective measure used for evaluation. All groups, however, failed to demonstrate change in "productivity," "anxiety," and "general psychological adjustment."

Marchant (22) conducted a study of the effects of group counseling and consultation on the classroom behavior of fourth and fifth grade students. Four groups of ten to twelve students were randomly selected from each of the grade levels. The students were selected with the use of the Walker Problem Behavior Identification Checklist. The sampling procedure consisted of fourth and fifth grade teachers selecting the students in their classes whom the teachers defined as exhibiting problem behavior. The behavior problem could include anything from withdrawal to acting out. All children who scored above ten on the total score of the WPBIC were included in the study. Three approaches, a combination of group counseling and consultation, consultation only, and group counseling only, were utilized during the study. The groups met twice a week for five weeks. The dependent variable for this study was the score change from the pretest to the posttest, as measured by the WPBIC. Marchant concluded that there was no difference among counseling, consultation, or counseling plus consultation, as used in this study. The analysis did show, however, that all three procedures were more effective than the absence of counseling and/or consultation services in reducing classroom problems behavior.

Summary of the Chapter

This chapter is an overview of group procedures with primary and upper grade elementary school children. Selected

research studies were summarized to illustrate the successful and non-successful use of play group counseling, verbal group counseling, behavioral group counseling, developmental group counseling, and other action-oriented approaches with elementary school children.

In the section dealing with group counseling approaches in the early primary grades, it appeared that the use of play media was an important component in many of the studies. Several of the studies reviewed in this chapter suggested that play media group counseling may be the most workable approach for counselors in meeting the needs of children in the lower elementary grades. On the other hand, the studies dealing with group counseling in the upper elementary grades suggested that a structured approach might be the most useful and feasible approach to use when dealing with behavior problems in the classroom.

The present study was designed to incorporate both a structured and unstructured counseling approach in working with early primary grade children who are exhibiting disruptive classroom behavior. A review of the literature indicates that there have been few studies where a structured verbal approach has been combined with play media group counseling. The majority of studies using the combined approach have been activity-interview studies with upper grade children.

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CHAPTER III

DESIGN OF THE STUDY

This study was primarily concerned with the effect of developmental-play group counseling upon the disruptive classroom behavior of disadvantaged second grade students. This chapter is a description of the design of the study.

Organization of the Study

In organizing the study, a brief description of the study was presented to the Title I Director. After obtaining his approval, the investigator met each of the six elementary school principals and explained the study and the amount of necessary teacher involvement. The role and involvement of the group counselors was also explained. All the administrators expressed an interest in the study and committed themselves and their staff to the study for the 1973-1974 school year.

The Title I School Population

There were thirty-four Title I elementary schools within a school district located in a large metropolitan area in southern Louisiana. The socio-economic level of the Title I school areas fell mostly in the lower income bracket. Title I identified students are those students who are the most

economically and educationally deprived in a school system. These children also function one to two years below in reading and/or math.

At the time of the study, there were 11,549 designated Title I children enrolled in the thirty-four Title I schools. Of these, 1,748 were second graders. It was from this population of second grade students that the subjects were selected for this study.

Qualifications of the Group Leaders for the Study

The four female group leaders who led the group counseling sessions were staff members of a multi-discipline team that provided services to Title I children who were experiencing learning and/or emotional difficulties. Two of the group leaders were psychologists, one was a psychometrist, and one was a center nurse. The two psychologists had masters degrees in applied psychology and school psychology, respectively. The psychometrist had a Bachelor of Arts degree with a major in psychology, while the center nurse graduated from nursing school with a speciality in early childhood care. All four of the group leaders had attended at least two workshops on play group therapy. Each of these staff members had at least three years of supervised experience in working with children's counseling groups. All counseling groups led by these four staff members were supervised by the center child psychiatrist. They

were considered to be equally capable with respect to the administration of the treatments included in the experiment.

Instruments

Measure of Classroom Behavior

It was the primary assumption of this study that the developmental-play counseling approach would be an effective way of modifying overactive or disruptive classroom behavior. The verbal portion of this approach dealt with feelings and attitudes toward school. Changing or improving attitudes about school should bring about concomitant behavior changes in the classroom. Thus, an instrument had to be chosen that could measure behavior changes among children within the regular classroom setting as observed by their teachers.

The instrument used for measuring classroom behavior was the Devereux Elementary School Behavior Rating Scale (5). This scale was developed for use in kindergarten through the sixth grade. The purpose of this scale is to measure behaviors that reflect a child's overall adaptation to the demands of the classroom setting and his subsequent academic achievement in the classroom. The normative sample was drawn from both normal classes and special education classes for the emotionally handicapped. Eight hundred and nine children were used in the standardization study (5).

As regards validity, each of the eleven factors has been shown to correlate significantly with teacher grades, after

the influence of measured IQ has been partialled out statistically. Test-retest reliabilities over a one-week period are reported as ranging between .85 and .91 for all factors, with a median test-retest coefficient of .87. Rater reliability was found to range from .62 to .77, with a median coefficient of .70 (5).

There are eleven factors in the scale designed to measure classroom disturbance, disrespect-defiance, external blame, achievement anxiety, external reliance, comprehension, withdrawal, irrelevant-responsiveness, creative-initiative, closeness to the teacher, and impatience (5). For the purpose of this study, only the data from the classroom disturbance factor was used.

The scale takes an average of eight minutes to complete, and a scoring profile is attached for calculating factor scores and graphing them into standard score units. The teacher is asked to make each behavior rating based on his or her subjective norm of what the average normal classroom behavior is of a child the same sex and age.

A number of studies have been made to ascertain the use of the Devereux scale in effectively measuring disruptive classroom behavior. Swift, Spivack, Orkin, Scott, and Gaffney (6), using a sample of 1325 normal French children, essentially replicated the findings of the original study done in the United States.

Smith (4) found that the Devereux scale differentiates between kindergarten children with and without prior nursery school experience in both urban and suburban kindergarten classes. Taylor and Hoedt (7), using a sample of 372 elementary school children, found that group counseling with significant adults was more effective in reducing behavior problems, as measured by the Devereux scale, than a direct counseling approach, regardless of grade level.

Measure of Attitude Toward School

Since the developmental-play group approach is based partially on discussions about feelings, behaviors, and attitudes toward school, then it would seem essential to use a scale that measures attitude toward school in young children. A secondary reason was to see what types of attitudes young deprived children held about their school experiences.

The Beere's Attitude Toward School Instrument (1) was used to measure the attitudes that early primary grade children have about their school. It is a group instrument that is appropriate for pre-literates because it presents the choices pictorially; that is, the response choices are represented by five faces that vary in expression from very happy through neutral to very sad.

The instrument contains forty items. Thirty-two are presented orally, and eight are presented pictorially. Each item has five possible response choices that range from very positive through neutral to very negative. Each response

choice is a drawing of a face that includes the head outline, brows, eyes, and mouth. The brows and mouth vary on each of the five faces to show a different expression. The children make their responses on the faces.

Normative data was based upon thirty second grade classrooms of 520 children in southern Michigan. The reliability of the forty-item instrument was .93. The mean score for girls was 78.70, and the mean scores for boys was 72.79. The mean score for girls was significantly higher. The author felt that since girls do have more positive feelings toward school than do boys, evidence of construct validity can be inferred (1).

Each item is assigned a score of 1, 2, 3, 4, or 5. A high score on an item is assigned to the response that indicated positive feelings toward school; a low score is assigned to the response indicative of negative feelings toward school. The total test score is the sum of the scores assigned to the individual items. No additional studies have as yet been reported using Beere's instrument.

Measure of Self Concept

A measure of self concept was included in this study because it was felt that if developmental-play group counseling could reduce classroom disturbance behavior and improve attitudes toward school, then it would also improve one's self image of himself. Thus, the "Self-as-Subject" subtest of the Thomas Self-Concept Scale (8) was used to

measure perceived self image. Only the "Self-as-Subject" subtest of the scale was used because the present study was primarily interested in the feelings of intrinsic worth that the child held about himself.

The approach to testing is unique in that the examiner takes a polaroid snapshot of the youngster. The photo is placed before the child, and his attention is directed to it in terms of fourteen bipolar adjective items that constitute the representative value system in which the child reports his self-perceptions and his perceptions of how significant others view him.

The test-retest reliability coefficient of the Thomas Self-Concept Scale (with a sample of thirty-four Head Start children) was .78. The median coefficient for the distribution of nineteen Head Start children was .75. All of the derived coefficients were significant at the .05 level of confidence where the critical level was .345. The scale has a mean of 50 and a standard deviation of 10 (8). Muro (3), in a study using the Thomas Self-Concept Scale, found that play media group counseling produced significantly more score change on the self-referral dimension of the Thomas scale than did a classroom meeting counseling group, and significantly more score change on the peer referral dimension of the Thomas Self-Concept Scale.

Selection of Structured Topics and Training Program for the Group Leaders Participating in the Study

The topics used in the first five sessions came from Myrick and Kelly's (2) study on developmental group counseling with primary school age children. The remaining topics dealt with feelings about school, and evolved from Beere's study (1) dealing with young children's attitudes toward school. (A list of the topics is contained in the section on procedures for group counseling.)

Four weekly meetings were held to discuss the techniques essential to developmental-play group counseling. Each of the topics was discussed. The approach that was to be used was also reviewed.

The investigator conferred with the four group leaders throughout the training period. The final meeting was used to finalize the procedures for the study.

Selection of Subjects

From four Title I elementary schools in low socio-economic areas of a metropolitan school system in southern Louisiana, fifty-six second grade students were identified who exhibited observable disruptive classroom behavior as measured by the Devereux Elementary School Behavior Rating Scale. The four schools were randomly chosen from eight schools who volunteered to be a part of the study. Children were initially nominated by their classroom teachers for inclusion in the study because of disruptive classroom behavior.

The children who were rated by their teachers to be one or more standard deviations above the mean on the "classroom disturbance" factor of the Devereux Elementary School Behavior Rating Scale were used in the study.

From the pool of fifty-six eligible second grade students, twelve students were randomly assigned to one of three groups in their respective schools: Treatment A (Developmental-Play Group Counseling), Treatment B (Play Group Counseling), and Treatment C (Control Group). There were four students in each of the three groups in each of the four schools.

The original subject group consisted of forty-eight students, thirty-four boys and fourteen girls. However, three children were unavailable for post-testing. The remaining subject population was composed of thirty-two boys and thirteen girls, resulting in a total sample of forty-five students. These children were utilized as the sample for the present study.

The developmental-play counseling group was composed of four sub-groups, as was the play counseling group. The developmental-play group was composed of eleven boys and four girls, while the play counseling group was composed of ten boys and five girls. The control group was composed of eleven boys and four girls. Therefore, the sex ratio for the three groups was substantially the same.

The children in the sample ranged from six to ten years to eight to two years, with a mean age of seven to five years. All treatment groups were composed of students who had not repeated a grade.

The racial makeup of the sample used in the study was forty-three black children and two white children. The majority of the children reflect the racial makeup of the Title I student population.

All subjects in the study were involved in the same kind of structured educational setting. That is, they were all in regular classroom settings in Title I schools, as well as in Title I reading and mathematics remedial programs.

Collection of Data

The Devereux Elementary School Behavior Rating Scale, the major criterion instrument, was given to the designated second grade classroom teachers to complete. The children who exhibited classroom disturbance behavior as measured by the above instrument were then assigned to one of the three groups.

After selecting the subjects and assigning the developmental-play group, the play counseling group, and the control group, the Beere's Attitude Toward School Instrument and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were administered by the investigator. These tests were administered during regular classroom periods, and neither subjects or their teachers were informed of the nature of the test. All of these instruments were administered one week prior to the beginning of group counseling. The gathering of these data was accomplished in November, 1973.

One week after the conclusion of the group counseling sessions, the Devereux Elementary School Behavior Rating Scale was completed by the classroom teachers. The Beere's Attitude Toward School Instrument and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were readministered by the investigator. These data were collected in March, 1974.

Eight weeks after the posttest data were obtained, the Devereux Elementary School Behavior Rating Scale was again completed by the classroom teachers. The Beere's Attitude Toward School Instrument and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were readministered by the investigator. These data were obtained in May, 1974, and constituted the follow-up portion of the study.

Procedures for Group Counseling

Each of the four group leaders was assigned a developmental-play group and a play counseling group at one of the four schools. The group leaders led their group sessions within the assigned school buildings. Each developmental-play group and each play counseling group met for two forty-five minute sessions per week for seven weeks for a total of fourteen sessions. The group leaders were randomly assigned to schools.

The following procedural guidelines were adhered to in this study. If at any time there were fewer than three of the four pupils assigned to a group present, that session was

rescheduled. A minimum of twelve pupils in each of the two experimental counseling groups (Treatment A or Treatment B) must have attended at least ten sessions to complete the study. As stated above, several sessions had to be rescheduled, and not all pupils completed the required number of sessions.

The developmental-play counseling approach was utilized during the first fifteen to twenty minutes of the forty-five minute session. This approach is designed to help children become more aware of feelings, as well as allow the children to practice expressing and relating them. Specifically, the developmental small group experience is set up to encourage children to talk about feelings and behaviors as related to school.

In the developmental counseling portion of the session, a discussion triad allowed each child to rotate through three different roles: (a) talker, (b) listener, and (c) observer. This discussion triad allowed each child to talk and to be heard. The purpose was to elicit feelings from the children and a conversation of behaviors related to these feelings. It also enabled the counselor to respond more directly to each child and to incorporate group reactions.

The talker was given one minute to talk about the specific topic of the day. The role of the listener was to ask questions, and to try to repeat what he had heard when the talker was finished. The remaining two children observed

the listener and added to the discussion anything they felt was not already mentioned. After each child rotated through each part, they were allowed to discuss what had happened. This gave the counselor an opportunity to expand, summarize, clarify, and restate feelings that had been mentioned.

The specific topics discussed were

- Session I- Things which make children your age happy and unhappy about school.
- Session II- Discussion about teachers and other adults you know.
- Session III- Discussion on "What are feelings?" Counselor also gave each child pictures from magazines showing strong expression of feelings (sadness, happiness, and anger). Each child told the others what he saw in the pictures and how he thought the person was feeling inside.
- Session IV- Discussion on how feelings are related to behaviors. Using the feelings discussed in Session III, the children were asked what made them feel happy, sad, or angry.
- Session V- This session was used to relate feelings to behaviors. The children were asked, "What things do you do that makes others happy, sad, or angry?" Each child told the others by name what they did that made him feel sad, happy, or angry.
- Session VI- What things do you do that make your teacher happy, sad, or angry?
- Session VII- Tell the group about the most frightening thing that ever happened to you.
- Session VIII- How do you feel what you get up in the morning and get ready to come to school?
- Session IX- How do you feel when you are sitting at your desk doing some work and the room is very quiet? Very loud?
- Session X- What things does your teacher do in the classroom that makes you feel happy, sad, angry, or scared?

- Session XI- Last time we talked about what your teacher does in class that makes you feel happy, sad, angry, or scared. Now what can you do in the classroom that will make your teacher feel good about you?
- Session XII- Teachers were to be included in this session. The teacher was to tell each of her pupils, by name, what they did that made her feel happy. After teacher left, and using the discussion triad, the counselor asked each child how he felt about what his teacher said. If the teacher did not participate in this session, the counselor went back to the topic of Session XI.
- Session XIII- What are dreams? Each child responded to what they thought a dream was. The counselor asked, "Tell us about a dream you remember having, any dream--what happened?" Each child responded, and then the listener asked the talker if the dream made him feel happy, sad or scared.
- Session XIV- The counselor told each child why she liked him or her, and then told the group why. In this session the counselor became a part of the group. This session ends with the children also discussing how they felt about the group meetings and how they might become better friends.

In the final part of each session, the children met for approximately thirty minutes in a play group counseling situation. Counseling behavior followed the philosophical tenets of relationship theory, or the condition that provides a unique growth experience for the child. Little emphasis was placed on the child's past, and the counselor had as his primary focus the child's present level of functioning. In addition, the counselor attempted to deal with the feelings and expressions of the child, rather than the child's problems, symptoms, or cures. Play media consisted

of puppets, dolls, small cars, trucks, and magic markers. The children were permitted to use the remaining play time as they wished. In this part of the session the emphasis was on the relationship between the counselor and the children. It was this relationship that was believed to provide the significant growth experience or the modifying element in the latter stages of the session.

Group leader behavior followed the philosophical tenets of relationship theory as outlined in the preceding paragraph. The counselor assigned to a particular school was responsible for conducting both the developmental-play group and the play counseling groups at that school.

Statistical Procedure

All of the data were handscored by the investigator. All the test data were then processed at the University of New Orleans Computer Research Center. A two-factor mixed design with repeated measures on one factor was used to analyze the data of the three instruments used in the study. The Duncan's New Multiple Range Test, the F-Test for Simple Effects, and the t -test were applied to identify specific mean differences. Significance in means and gains or losses in means were tested at the .05 level.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The steps followed in obtaining the data by which the hypotheses could be tested were described in Chapter III. This chapter presents the results obtained from a statistical treatment of the raw data, an analysis of the pre-, post-, and follow-up results in terms of the hypotheses presented in Chapter I, and non-statistical findings. In order to facilitate continuity in the study, the problem and general hypotheses are restated at this point.

The Problem and General Hypotheses

The purpose of this study was to determine if the self-concept, attitude toward school, and classroom adjustment of disadvantaged second grade students exhibiting behavioral problems in the classroom would change after developmental-play group counseling. This purpose was based on the general belief that young children can be helped to understand, label, and express their emotions effectively and accurately through direct verbal interaction and, also, that in conjunction with play group counseling, can be one of the most effective methods in resolving classroom problems. A second purpose was to compare the subjects involved in developmental-play group counseling with subjects involved in play group

counseling as well as with subjects involved in a control group. It was felt that developmental-play group counseling would be the approach that would bring about the greatest desired improvement in terms of satisfactory classroom adjustment, improved self image, and improved attitude toward school.

In examining the data, important statements which should be considered are the following: Developmental-play group counseling will produce results in the areas of teacher-rated behavior, attitude toward school, and self concept, that will be significantly different than results obtained by the play group counseling approach or the control group. The children involved in the developmental-play group approach will continue to show statistically significant gains in the areas of teacher-rated behavior, attitude toward school, and self concept over those children involved in play group counseling, or in the control group eight weeks after the end of the counseling.

The results of this study are presented in terms of the hypotheses being tested relative to the particular instrument used.

Presentation and Analysis of Data

For purposes of statistical analysis, the stated hypotheses of Chapter I will be restated.

Hypothesis I and Hypothesis IV

Hypothesis I was: Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly lower mean scores on the "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling. Hypothesis IV was: Students who are exhibiting classroom disturbance behavior and receive developmental-play group counseling will attain significantly lower mean scores on the "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale than students who are exhibiting classroom disturbance behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

The means and standard deviations of the pre-, post-, and follow-up treatment scores for the developmental-play, play group counseling, and control groups on the "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale are presented in Table I.

According to Table I, the largest mean change was obtained by the play counseling subjects from pre- to post-testing (4.266). The second largest mean change was also obtained by the play group counseling subjects from pre- to follow-up testing (3.400). A decrease in mean scores over time for each condition would indicate a general decrease in

classroom disturbance behavior. The means of the developmental-play group and the control group remained relatively stable over time.

TABLE I
PRETEST, POSTTEST, AND FOLLOW-UP MEANS AND STANDARD DEVIATIONS ON THE DEVEREUX SCALE "CLASSROOM DISTURBANCE" FACTOR

Group	Pretest		Posttest		Follow-up		Main Treatment Mean
	M	SD	M	SD	M	SD	
Developmental-Play	18.733	3.035	17.467	3.796	17.533	3.248	17.91
Play	16.933	3.105	12.667	6.424	13.533	5.235	14.38
Control	18.333	2.919	17.333	3.498	17.667	3.735	17.778
Main Time Mean	18.000		15.822		16.244		

Note: n=15 in each group

With the exception of the standard deviation of the play group at posttesting and follow-up testing, the standard deviation remained relatively stable. The means of the three groups are displayed in Figure 1.

The graph shows that the developmental-play and control groups decreased their classroom disturbance behavior from pretesting to posttesting, and were nearly at the same level at the follow-up assessment. However, the play group showed a marked decrease in "classroom disturbance" behavior at

posttesting, with a slight rise at follow-up testing. Thus, the play group was showing less classroom disturbance behavior than either the developmental-play or control groups at follow-up.

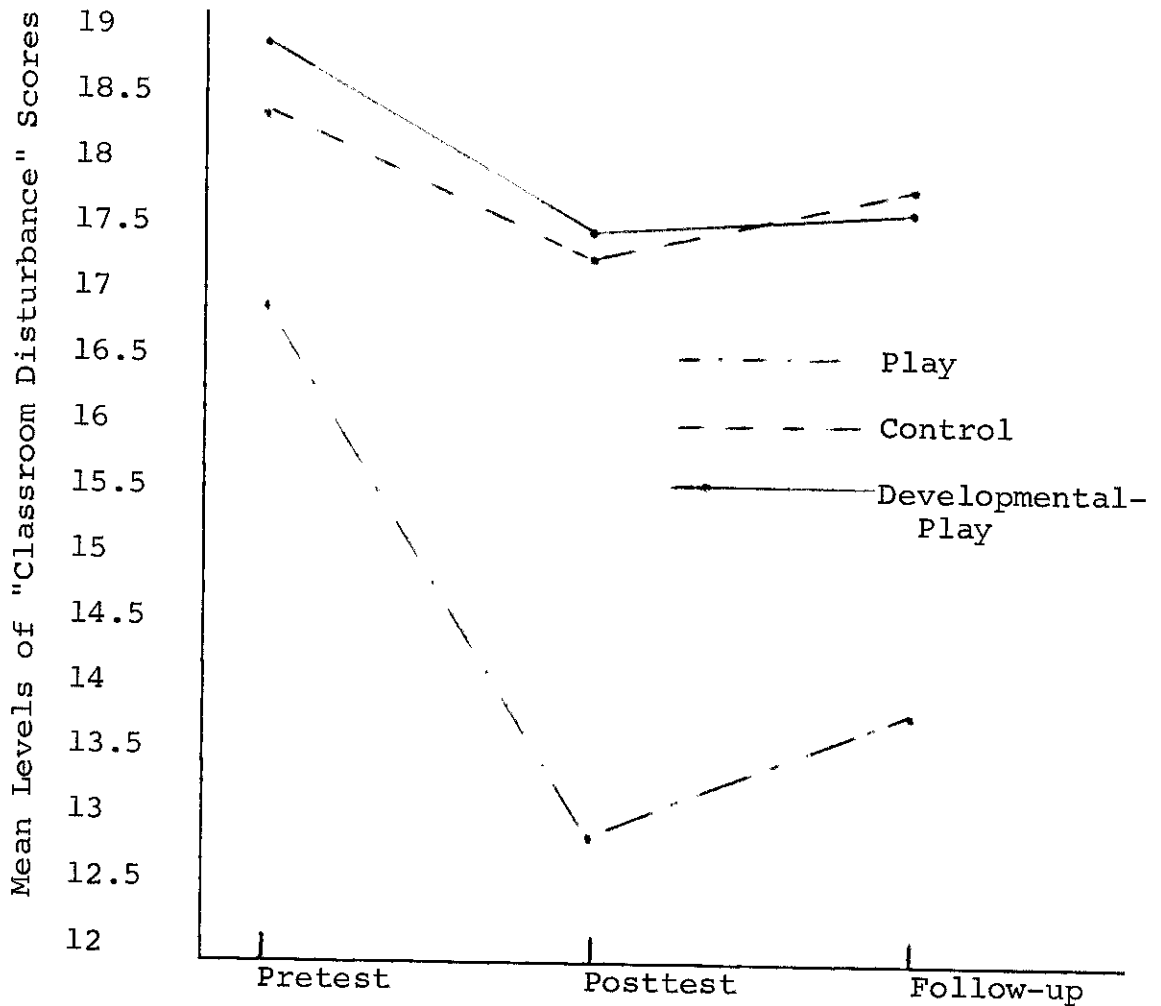


Fig. 1--Mean levels of group functioning at the pre-testing, posttesting, and follow-up assessment points for developmental-play, and control groups.

The analysis of variance data for the developmental-play, play, and control groups on the "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale are presented in Table II.

TABLE II

ANALYSIS OF VARIANCE (TWO-FACTOR MIXED DESIGN) DATA
FOR THE COMPARISON OF SCORES ON THE DEVEREUX
SCALE "CLASSROOM DISTURBANCE" FACTOR

Source of Variance	Sum of Squares	df	Mean Square	F
Treatment	360.933	2	180.467	4.599*
Error _b	1,647.999	42	39.238	
Period	120.045	2	60.022	12.226**
Treatment X Period	55.556	4	13.889	2.829*
Error _w	412.400	84	4.910	
Total	2,596.933	134	---	

*p < .05

**p < .001

As shown in Table II, analysis of variance of the "Classroom Disturbance" factor scores for the three groups of subjects showed significant main effects for both treatment and periods. There were also significant interaction effects between treatment groups and periods.

The New Duncan's Multiple Range Procedure ($p < .05$, $df = 2/42$) was used to determine which of the three groups (developmental-play, play, and control) actually differed significantly, and is presented in Table III.

The New Duncan's Multiple Range Procedure computed for the treatment means showed that play group counseling and developmental-play group counseling differed significantly in terms of their overall effectiveness. Play group counseling

and control also differed significantly in terms of overall effectiveness. Developmental-play counseling effects were not significantly different from those under the control condition.

TABLE III

DUNCAN'S MULTIPLE-RANGE TEST APPLIED TO TREATMENT MEAN DIFFERENCES FOR "CLASSROOM DISTURBANCE" FACTOR

Comparison	Range	Least Significant Range	
Developmental-Play vs. Play	3.53	>	2.81*
Developmental-Play vs. Control	0.13	<	2.67
Play vs. Control	3.40	>	2.81*

* $p < .05$

As shown in Table III, analysis of variance also indicated a significant main effect for periods ($F = 12.226$, $df = 2/84$, $p < .001$). The New Duncan's Multiple Range Procedure was applied to identify specific mean differences as shown in Table IV.

TABLE IV

DUNCAN'S MULTIPLE-RANGE TEST APPLIED TO PERIOD MEAN DIFFERENCES FOR "CLASSROOM DISTURBANCE" FACTOR

Comparison	Range	Least Significant Range	
Pretest vs. Posttest	2.18	>	1.63*
Pretest vs. Follow-up	1.76	>	1.58*
Follow-up vs. Posttest	0.42	<	1.63

* $p < .001$

The New Duncan's Multiple Range Procedure computed for the period means showed that the pretest period differed significantly from both the post- and follow-up periods. The follow-up period did not significantly differ from the post period.

As indicated in Table II, there was significant interaction between treatment groups and periods ($F= 2.829$, $df= 4/84$, $p < .05$). The F-Test for Simple Effects indicated the subjects in the play counseling group ($F= 15.50$, $df= 2/84$, $p < .05$) showed significant improvement over the subjects in developmental-play group counseling as well as the subjects in the control group across periods. The developmental-play group subjects did not significantly differ from the subjects in the control group across periods.

The F-Test for Simple Effects indicated that the means of the three groups ($F=2.73$, $df=2/84$, $p > .05$) were not significantly different at the pretest period. The F-Test also indicated that the three groups differed significantly at posttesting ($F=22.84$, $df=2/84$, $p < .001$) and follow-up ($F=16.84$, $df=2/84$, $p < .001$).

The New Duncan's Multiple Range Procedure was applied to identify specific mean differences at posttesting as shown in Table V.

The New Duncan's Multiple Range Procedure computed for the posttest means showed that the play counseling group differed significantly from both the developmental-play group and the control group at the posttest period.

TABLE V

DUNCAN'S MULTIPLE-RANGE TEST APPLIED TO TREATMENT MEAN DIFFERENCES AT POSTTESTING FOR "CLASSROOM DISTURBANCE" FACTOR

Comparison	Range	Least Significant Range
Developmental-Play vs. Play	4.800	> 1.719*
Play vs. Control	4.666	> 1.635*
Developmental-Play vs. Control	.134	< 1.635

* $p < .05$

The developmental-play group did not significantly differ from the control group at the posttest period.

The New Duncan's Multiple Range Procedure was applied to identify specific mean differences at follow-up as shown in Table VI.

TABLE VI

DUNCAN'S MULTIPLE-RANGE TEST APPLIED TO TREATMENT MEAN DIFFERENCES AT FOLLOW-UP FOR "CLASSROOM DISTURBANCE" FACTOR

Comparison	Range	Least Significant Range
Play vs. Control	4.134	> 1.719*
Play vs. Developmental-Play	4.000	> 1.635*
Developmental-Play vs. Control	.134	< 1.635

* $p < .05$

The New Duncan's Multiple Range Procedure computed for the follow-up means showed that the play counseling group differed significantly from both the developmental-play group and the control group at follow-up. The developmental-play group did not significantly differ from the control group at follow-up.

Finally, a t -Test was applied to see if the play group mean at follow-up differed significantly from the play group mean at the posttest period. When the data were computed, the play group posttest and follow-up means were not found to be significantly different ($t=.407$, $df=28$, $p > .05$).

To summarize up to this point, then, the data indicated that "classroom disturbance" behavior declined significantly across periods for only the play counseling group.

The results of the analysis of variance of the "Classroom Disturbance" factor was not at all consistent with predictions. There was no evidence that developmental-play counseling was the more effective group counseling approach in reducing "classroom disturbance" behavior. Thus, the data in Table II did not confirm Hypothesis I or Hypothesis IV. The results of this part of the study suggested that play group counseling was the more effective method of the two in reducing "classroom disturbance" behavior, as well as maintaining that reduction over an extended period.

Hypothesis II and Hypothesis V

Hypothesis II was: Students who are exhibiting "classroom disturbance" behavior and receive developmental-play group counseling will attain significantly higher mean scores on the "Self-as-Subject" subtest of the Thomas Self Concept Scale than students who are exhibiting "classroom disturbance" behavior and receive either play group counseling or no group counseling. Hypothesis V was: Students who are exhibiting "classroom disturbance" behavior and receive developmental-play group counseling will attain significantly higher mean scores on the "Self-as-Subject" subtest of the Thomas Self Concept Scale than students who are exhibiting "classroom disturbance" behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

The means and standard deviations of the pre-, post-, and follow-up treatment scores for the developmental-play, play group counseling, and control groups on the "Self-as-Subject" subtest of the Thomas Self Concept Scale are presented in Table VII.

According to Table VII, the largest mean change was obtained by the developmental-play subjects from pre- to follow-up testing (1.333). The second largest mean change was also obtained by the developmental-play subjects from pre- to posttesting (1.066). An increase in mean scores over time for each condition would indicate a general increase in perceived self image.

TABLE VII

PRETEST, POSTTEST, AND FOLLOW-UP MEANS AND STANDARD DEVIATIONS OF THE THOMAS SELF CONCEPT SCALE "SELF-AS-SUBJECT" SUBTEST

Group	Pretest		Posttest		Follow-up		Main Treatment Mean
	M	SD	M	SD	M	SD	
Developmental-Play	9.467	2.78	10.533	2.13	10.800	1.76	10.267
Play	9.400	2.68	10.000	1.75	10.535	1.82	9.978
Control	9.733	3.40	10.333	2.47	10.600	2.39	10.222
Main Time Mean	9.533		10.289		10.644		

Note: n=15 in each group

The means of the three groups are displayed in Figure 2.

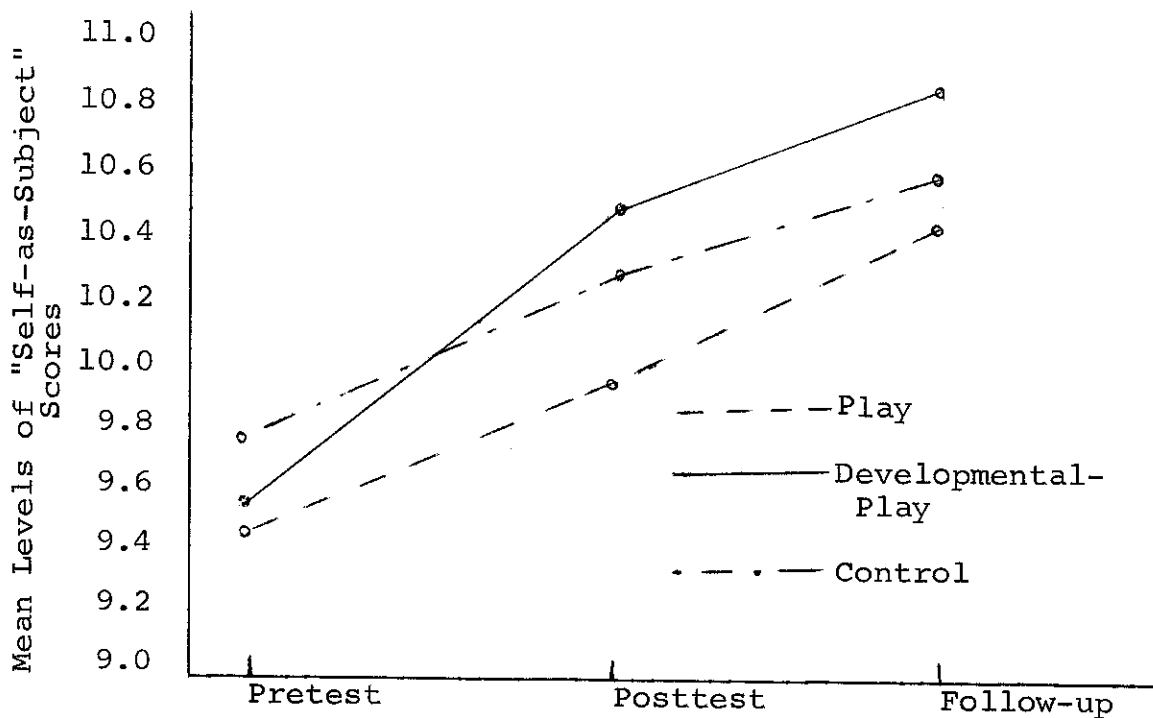


Fig. 2--Mean levels of group functioning at the pre-testing, posttesting, and follow-up assessment points for developmental-play, play, and control groups.

The graph shows that all three groups increased their perceived self images from pretesting to follow-up testing. However, the range of increase was not large.

The analysis of variance data for the developmental-play, play, and control groups on the "Self-as-Subject" subtest of the Thomas Self Concept Scale are presented in Table VIII.

TABLE VIII

ANALYSIS OF VARIANCE (TWO-FACTOR MIXED DESIGN) DATA
FOR THE COMPARISON OF SCORES ON THE THOMAS SELF
CONCEPT SCALE "SELF-AS-SUBJECT" SUBTEST

Source of Variance	Sum of Squares	df	Mean Square	F
Treatment	2.178	2	1.089	0.067
Error _b	678.889	42	16.164	
Period	28.978	2	14.489	11.683**
Treatment X Period	1.511	4	.378	.305
Error _w	104.178	84	1.240	
Total	815.733	134	---	

**p < .001

As shown in Table VIII, analysis of variance of the "Self-as-Subject" subtest scores for the three groups of subjects showed only a significant main effects for periods. There was no significant main effects for treatment and no significant interaction effects between treatment groups and periods.

As shown in Table VIII, analysis of variance indicated a significant main effects for periods ($F=11.683$, $df=2/84$, $p < .001$). The New Duncan's Multiple Range Procedure was applied to identify specific mean differences as shown in Table IX.

TABLE IX

DUNCAN'S MULTIPLE RANGE TEST APPLIED TO PERIOD MEAN DIFFERENCES FOR "SELF-AS-SUBJECT" SUBTEST

Comparison	Range	Least Significant Range	
Follow-up vs. Pretest	1.11	>	0.70*
Follow-up vs. Posttest	0.35	<	0.67
Posttest vs. Pretest	0.76	>	0.70*

* $p < .005$

The New Duncan's Multiple Range Procedure computed for the period means showed that the pretest period differed significantly from both the post and follow-up periods. The follow-up period did not significantly differ from the post period.

The results of the analysis of variance of the "Self-as-Subject" subtest was not consistent with predictions. There was no evidence that developmental-play group counseling was the more effective counseling approach in improving perceived self image. Thus, the data in Table IX did not confirm Hypothesis II and Hypothesis V.

Hypothesis III and Hypothesis VI

Hypothesis III was: Students who are exhibiting "classroom disturbance" behavior and receive developmental-play group counseling will attain significantly higher mean scores on the Beere's Attitude Toward School Instrument than students who are exhibiting "classroom disturbance" behavior and receive either play group counseling or no group counseling. Hypothesis VI was: Students who are exhibiting "classroom disturbance" behavior and receive developmental-play group counseling will attain significantly higher mean scores on the Beere's Attitude Toward School Instrument than students who are exhibiting "classroom disturbance" behavior and receive either play group counseling or no group counseling eight weeks after the end of the study.

The means and standard deviations of the pre-, post-, and followup treatment scores for the developmental-play, play group counseling, and control groups on the Beere's Attitude Toward School Instrument are presented in Table X.

According to Table X, the largest mean change was obtained by the developmental-play subjects from pre- to posttesting (5.066). The second largest mean change was also obtained by the developmental-play subjects from pre- to follow-up testing (4.266). An increase in mean scores over time for each condition would indicate an improvement in attitude toward school.

TABLE X
 PRETEST, POSTTEST, AND FOLLOW-UP MEANS AND STANDARD
 DEVIATIONS ON THE BEERE'S ATTITUDE
TOWARD SCHOOL INSTRUMENT

Group	Pretest		Posttest		Follow-up		Main Treat- ment Mean
	M	SD	M	SD	M	SD	
Develop- mental- Play	73.267	13.99	78.333	7.66	77.533	7.30	76.378
Play	74.667	12.35	76.200	8.47	74.400	8.37	75.089
Control	79.800	7.19	79.500	6.37	79.200	5.59	79.600
Main Time Mean	75.911		78.111		77.044		

Note: n=15 in each group

The means of the control group remained quite stable over time. The means of the three groups are displayed in Figure 3.

The graph shows that the developmental-play and play counseling groups improved their attitudes toward school from pretesting to posttesting. The above two groups' attitudes toward school declined from posttesting to follow-up. The control group's attitude toward school remained quite stable from pretesting to follow-up.

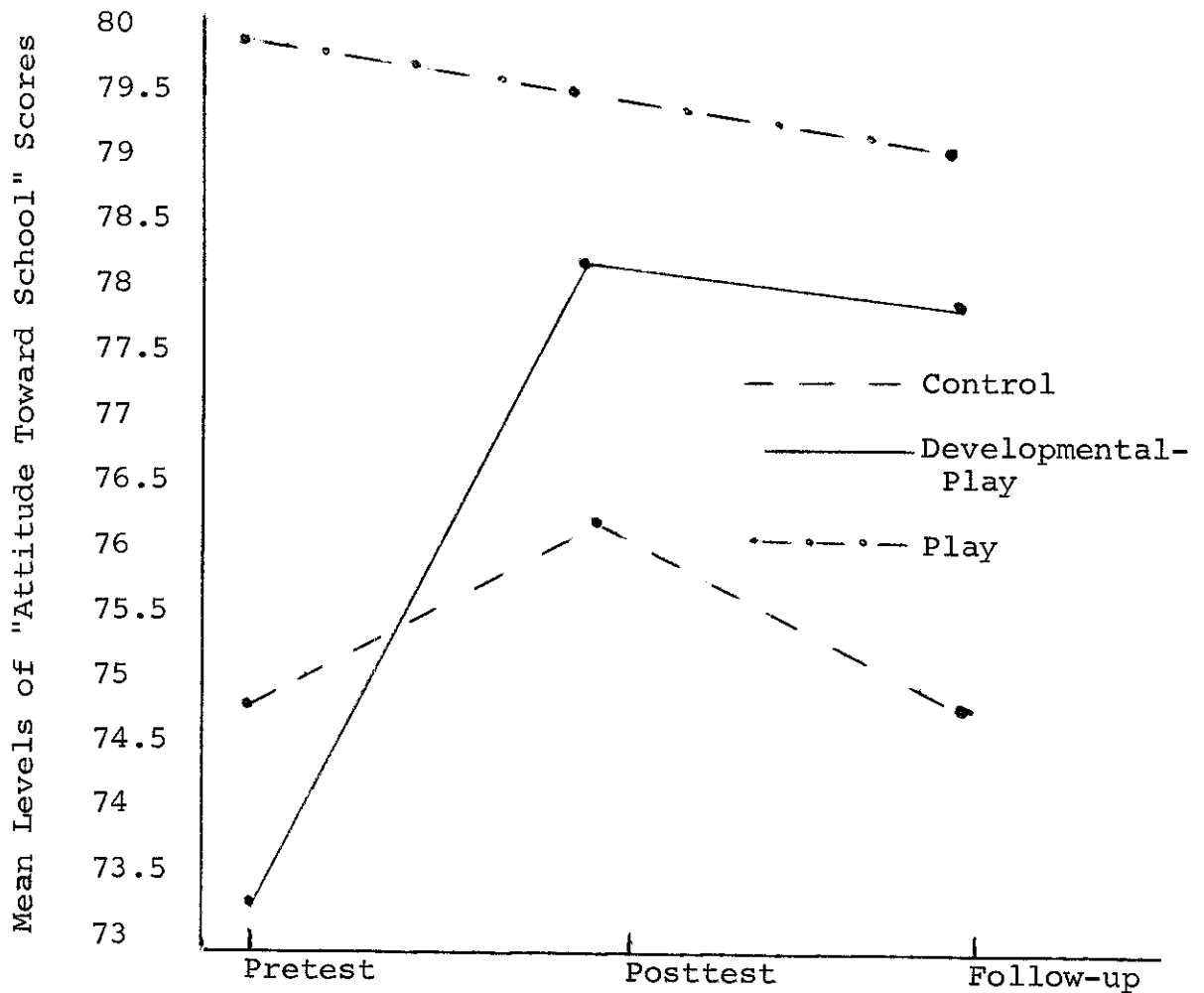


Fig. 3--Mean levels of group functioning at the pre-testing, posttesting, and follow-up assessment points for developmental-play, play, and control groups.

The analysis of variance data for the developmental-play, play, and control groups on the Beere's Attitude Toward School Instrument are presented in Table XI.

As shown in Table XI, analysis of variance of the attitude toward school scores for the three groups of subjects showed no significant effects for both treatment and periods. There were also no significant interaction effects between treatment groups and periods.

TABLE XI
 ANALYSIS OF VARIANCE (TWO-FACTOR MIXED DESIGN) DATA
 FOR THE COMPARISON OF SCORES ON THE BEERE'S
ATTITUDE TOWARD SCHOOL INSTRUMENT

Source of Variance	Sum of Squares	df	Mean Square	F
Treatment	485.911	2	242.956	1.07
Error _b	9,498.356	42	226.151	
Period	108.933	2	54.467	2.998
Treatment X Period	145.556	4	36.389	2.00
Error _w	1,526.178	84	18.169	
Total	11,764.934	134	---	

The results of the analysis of variance of the attitude toward school test was not at all consistent with predictions. There was no evidence that developmental-play group counseling was the more effective counseling approach in improving attitude toward school. Thus, the data in Table XI did not confirm Hypothesis III or Hypothesis VI.

To summarize up to this point, then, none of the six hypotheses were confirmed. Developmental-play group counseling did not significantly reduce "classroom disturbance" behavior, improve perceived self image, or improve attitude toward school over periods of time. The data indicated that play group counseling did significantly reduce "classroom disturbance" behavior after seven weeks of treatment, and maintained that general level of improvement eight weeks after the end of the study.

Statistical Analysis of Individual Change Data
on "Classroom Disturbance" Factor

In an analysis of data, it is also important to consider individual changes and the direction of those changes. The data in this section are presented in terms of numbers and percentages. The specific changes wherein movement was one standard deviation or more from the mean Devereux Scale "classroom disturbance" factor pretest in the designated direction is also included.

A summary of the pretest to posttest data on the "classroom disturbance" factor of the Devereux Elementary School Behavior Rating Scale for all three treatments is presented in Table XII.

TABLE XII

EFFECTIVENESS OF TREATMENTS IN REDUCING CLASSROOM
DISTURBANCE BEHAVIORS FROM PRE- TO POSTTESTING

Treatment Group	Number	Classroom Disturbance Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental- Play Group	15	7 (3)	47 (20)	3 (1)	20 (7)	5	33
Play Group	15	11 (9)	74 (60)	2 (1)	13 (7)	2	13
Control	15	8 (4)	53 (27)	3 (0)	20 (0)	4	27

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

As shown in Table XII, although all treatments produced significant changes from pre- to posttest of one or more standard deviations in reducing classroom disturbance behavior, the play group counseling approach produced a 60 percent improvement of one standard deviation or more. This compares to improvement of 27 percent and 20 percent for control and developmental-play groups, respectively.

As for individual regression from pre- to posttest, there was one child in the developmental-play group and one child in the play counseling group whose classroom disturbance behavior significantly increased one or more standard deviations. A total of eleven children (24 percent) in the three treatments showed no gain or loss.

Table XIII is a summary of the pre- to follow-up change data on the classroom disturbance factor of the Devereux Elementary School Behavior Rating Scale.

TABLE XIII

EFFECTIVENESS OF TREATMENTS IN REDUCING CLASSROOM DISTURBANCE BEHAVIOR FROM PRE- TO FOLLOW-UP TESTING

Treatment Group	Number	Classroom Disturbance Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental-Play Group	15	7 (2)	47 (13)	2 (0)	13 (0)	6	40
Play Group	15	10 (8)	67 (53)	1 (0)	7 (0)	4	26
Control	15	4 (2)	27 (13)	3 (0)	20 (0)	8	53

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

As shown in Table XIII seven children (47 percent) in the developmental-play group made gains in improving classroom disturbance behavior from pre- to follow-up testing. Two children (13 percent) in this group made a significant improvement. Six children (40 percent) had no gain or loss. The remaining two children (13 percent) lost points or regressed, but none significantly.

Within the play counseling group, ten children (67 percent) made gains in improving classroom disturbance behavior. Eight of these children (53 percent) made a significant improvement. Four children (26 percent) had no gain or loss. The remaining child (7 percent) lost points, but not significantly.

Within the control group, there were four children (27 percent) who made gains in improving classroom disturbance behavior. Two of these children (13 percent) made a significant improvement. Eight children (53 percent) had no gain or loss. The remaining three children (20 percent) lost ten points or regressed, but none significantly.

It appears that the most individual gain or improvement occurred in the play group counseling approach. The developmental-play group did no better than the control group in producing significant changes in classroom disturbance behavior.

Overall, the play group counseling approach brought about the greatest gain in reducing classroom disturbance behavior. However, this gain decreased from posttesting to

follow-up testing. Nine children (60 percent) made significant gains in improving classroom disturbance behavior after posttesting; while only eight children (53 percent) made significant gains after follow-up testing. A very slight gain, one or more standard deviations, in improvement of classroom disturbance behavior was noted in the developmental-play group from posttesting to follow-up testing. Finally, it would appear that individual gain, whether significant or non-significant, was slightly more from pretest to posttesting than from pre- to follow-up testing.

Statistical Analysis of Individual Change Data on Attitudes Toward School

As in the previous section, the data on changes in attitude toward school are presented in terms of numbers and percentages.

Table XIV is a summary of the pre- to posttest change data on the Beere's Attitude Toward School Instrument for all three treatments.

As shown in Table XIV, ten children (67 percent) in the developmental-play group made gains in improving attitudes toward school from pre- to posttesting. Three children (20 percent) in this group made a significant improvement. Two children (13 percent) had no gain or loss. The remaining three children (20 percent) lost points or regressed.

Within the play counseling group, nine children (60 percent) made gains in improving attitude toward school. One of

these children made a significant improvement. The remaining six children (40 percent) lost points or regressed, but not significantly.

TABLE XIV

EFFECTIVENESS OF TREATMENTS IN IMPROVING ATTITUDE
TOWARD SCHOOL FROM PRE- TO POSTTESTING

Treatment Group	Number	Attitude Toward School Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental- Play Group	15	10 (3)	67 (20)	3 (0)	20 (0)	2	13
Play Group	15	9 (1)	60 (7)	6 (0)	40 (0)	0	0
Control	15	6 (0)	40 (0)	8 (0)	53 (0)	1	7

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

There were six children (40 percent) in the control group who made gains in improving attitudes toward school. One child had no gain or loss. The remaining eight children (53 percent) lost points or regressed.

Table XV is a summary of the pre- to follow-up change data on the Beere's Attitude Toward School Instrument for all three treatments.

As shown in Table XV, six children (40 percent) in the developmental-play group made gains in improving attitudes toward school from pre- to follow-up testing. Three children

made significant improvement. One child had no gain or loss. The remaining eight children (53 percent) lost points or regressed.

TABLE XV
EFFECTIVENESS OF TREATMENTS IN IMPROVING ATTITUDE
TOWARD SCHOOL FROM PRE- TO FOLLOW-UP TESTING

Treatment Group	Number	Attitude Toward School Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental- Play Group	15	6 (3)	40 (20)	8 (0)	53 (0)	1	7
Play Group	15	5 (1)	33 (7)	9 (1)	60 (7)	1	7
Control	15	4 (0)	27 (0)	9 (1)	60 (7)	2	13

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

Within the play counseling group, five children (33 percent) made gains. One child made a significant improvement. Nine children (60 percent) lost points or regressed. One of these children made a significant regression. One child had no gain or loss.

Within the control group, there were four children (27 percent) who made gains. Two children (13 percent) had no gain or loss. The remaining nine children (60 percent) lost points or regressed.

Initially, the developmental-play group children made the most gain in improving attitude toward school, but this gain decreased over time. The play group counseling children gain scores also decreased from posttesting to follow-up testing. After the follow-up testing, the play group counseling approach gain was only six percentage points above the control group gain. Overall, the loss or regression was greater than the gain after follow-up testing.

Statistical Analysis of Individual Change Data
on Self-As-Subject Subtest

In this section the individual change data on the Self-as-Subject subtest is presented. The data on the above are presented in terms of numbers and percentages.

Table XVI is a summary of the pre- to posttest change data on the Self-as-Subject subtest of the Thomas Self Concept Scale for all three treatments.

TABLE XVI

EFFECTIVENESS OF TREATMENTS IN IMPROVING SELF CONCEPT
FROM PRE- TO POSTTESTING

Treatment Group	Number	Self-as-Subject Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental-Play Group	15	6 (0)	40 (0)	0 (0)	0 (0)	9	60
Play Group	15	4 (0)	27 (0)	2 (0)	13 (0)	9	60
Control	15	5 (0)	33 (0)	2 (0)	13 (0)	8	54

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

As shown in Table XVI, six children (40 percent) in the developmental-play group made gains in perceived self image from pre- to posttesting. No children lost points. Nine children (50 percent) had no gain or loss.

Within the play counseling group, four children (27 percent) made gains in perceived self image. Nine children (60 percent) had no gain or loss. The remaining two children (13 percent) lost points.

There were five children (33 percent) in the control group who made gains in perceived self image. Eight children (54 percent) had no gain or loss. The remaining two children (13 percent) lost points.

Table XVII is a summary of the pre- to followup test change data on the Self-as-Subject subtest of the Thomas Self Concept Scale for all three treatments.

TABLE XVII
EFFECTIVENESS OF TREATMENTS IN IMPROVING SELF CONCEPT
FROM PRE- TO FOLLOW-UP TESTING

Treatment Group	Number	Self-as-Subject Change					
		Improve		Regress		No Change	
		n	%	n	%	n	%
Developmental- Play Group	15	4 (0)	27 (0)	2 (0)	13 (0)	9	60
Play Group	15	6 (0)	40 (0)	1 (0)	7 (0)	8	53
Control	15	4 (0)	27 (0)	3 (0)	20 (0)	8	53

Note: Specific changes wherein movement was one standard deviation or more in the designated direction are enclosed in parentheses.

As shown in Table XVII, four children (27 percent) in the developmental-play group made gains in perceived self image from pre- to follow-up testing. Nine children (60 percent) had no gain or loss. The remaining two children (13 percent) lost points.

Within the play counseling group, six children (40 percent) made gains in perceived self image. Eight children (53 percent) had no gain or loss. One child lost points.

There were four children (27 percent) in the control group who made gains in perceived self image. Eight children (53 percent) had no gain or loss. The remaining three children (20 percent) lost points.

Non-Statistical Results and Observations

Some of the counseling notes and comments made by the four counselors who led the groups are included to provide additional insights into the process of the groups.

Group I (Developmental-Play)

First session: "The kids did not talk very much. Each spoke for only about twenty seconds. No one could think about anything they disliked about school. The first part of the session lasted approximately five minutes. The remaining time was spent in play activity."

Second session: "The children decided that they do not like adults who do not like them, and they like those that like them. Other than a few statements concerning the above

they said very little. They did play well together for the remainder of the session."

Seventh session: "The kids all talked about dreams, and monsters in their dreams. They could not relate to actual incidents which occurred."

Tenth session: "The kids had trouble discussing what their teachers did that made them feel happy, sad, or angry. After much prompting on my part, they decided that when the teacher yells they feel bad. They again played well for the remainder of the session."

Twelfth session: "Their teachers would not participate in the session. The children were less restless today, but managed to sit throughout the talk session. Again they cannot seem to talk for long, and their answers are merely parroting of what the first child says."

Fourteenth session: "The children would not respond much at all. The talk session was a washout. _____ was a holy terror during the play part. In talking with his teacher, I found that he has improved considerably in class."

Group II (Developmental-Play)

First session: "Except for _____, the group was very fidgety, talkative, uninhibited, and interrupted each other a lot. They seem immature and are difficult to keep on task. In the discussion part of the session, they went through it rapidly, and just did not listen when I tried to sum up. They were cutting up the whole time."

Second session: "They participated well but lots of cutting up. _____ complained that others were not listening to him, but he does not listen to others. He seems to be the most acting out of the group."

Seventh session: "_____ seemed to be in a much better humor today. _____ was not as much involved in the discussion, but he does participate. All were better behaved today--more relaxed, calm, etc. During activity time they talked about scary dreams a lot."

Tenth session: "_____ was very loud today. He said his cat had been run over this morning and he was upset about that. _____ and _____ both talked very loudly apparently trying to get attention. _____ is very subdued compared to the others."

Twelfth session: "The group got along very well today. They talk so loud!"

Fourteenth session: "All got along pretty well today. _____ went through a brief pouting spell, but later seemed happy. All expressed sorrow that the group was ending."

Group III (Developmental-Play)

First session: "The talkers did fairly well--all had general likes and dislikes. _____, the only white child, could not look at group when talking. _____'s attention span is very short, but is verbal. The listeners did a fairly good job. All enjoyed drawing after the discussion."

Second session: "All were anxious to come with me. _____ clung to my waist. This time the listeners and observers talked more. I felt they just could not get into talking about big people they did not like. All of them disliked "mean" teachers. _____ brought up he did not like strangers because you never know what they are going to do. Once they started playing, _____ said, 'Oh, this means time is almost up.' The children did not like the idea of time being up. All were quite verbal during the play segment."

Seventh session: "This was the easiest topic to talk about thus far. _____ really spacey today, and would not talk when it was his turn. He jabbered almost constantly during other people's turns. Settled down during the play period. _____ seemed angry, and when picked up for the group, he began to howl like a wolf. He is a strange kid. Seems like you cannot get close to him."

Tenth session: "_____ was anxious today. _____ rambled throughout the session. The group agreed that they get angry when their teacher gives them a lot of homework. _____ and _____ got into a fight."

Twelfth session: "Kids seemed to find it hard to say very much in detail about why they like someone. They always seemed to make a general statement."

Fourteenth session: "They talked easily about "bad dreams" and monsters. Group was anxious today."

Group IV (Developmental-Play)

First session: "Children got through talk part O.K. _____ has little impulse control, and could not sit still. She excites the other kids. _____ seems very dull. _____ tries to control himself."

Second session: "It was very hard for them to get through the talking part. They all played well during the second part of the session."

Seventh session: "Kids pretty well controlled today. They were not so aggressive."

Tenth session: "Kids talked about getting whipped. They did not seem to comprehend the topic for the day."

Twelfth session: "Tried to get them to say why, but none could. _____ did say it gave him a happy feeling inside. Group was very aggressive during the play session."

Fourteenth session: "_____ was only one to do any talking. He is still very impulsive and aggressive, but eventually responds to controls."

The following is a tape recording of a meeting with the four group leaders. This meeting was held two weeks after the end of the study. These comments dealt with the process, and the group leaders' feelings about developmental-play group counseling.

Counselor I: Most of the feelings that were brought out, always had a question that kids were to discuss. They discussed school related type feelings, you know, both

positive and negative type feelings about their own behaviors, and about the teacher's attitudes and reactions to them in the classroom. This in itself is good because most of the kids are real behavior problems in the classroom, and it made them more aware of the consequences of their behaviors, and how other people felt about them, in addition, to realizing how they felt at the time.

Counselor II: What did you feel was not so good about it?

Counselor III: One of its weaknesses was that it had preset topics for each meeting, and often did not meet the immediate needs of the kids in the group. If one had a rough time that particular day, it did not allow for that.

Counselor I: Another thing is that the children would rarely add anything after the first child spoke. The other children tended to repeat what the first child said. Sort of a perseverative type thing, you know.

Counselor III: But in a way it was good, at least, for the first child, because these kids are not accustomed to verbalizing their feelings at all, and it helped in that way.

Counselor IV: I really liked the idea that it was very structured. It did give them a way to talk about feelings, which they were not accustomed to doing, and also in a very non-threatening kind of situation. I also like the model of talk and listen. I think the idea of one child really actively listening to the first child, knowing that he is

going to repeat it back, is something they are not usually accustomed to doing. Where the whole thing broke down for me was getting the observer to participate. It was a kind of a nebulous role.

Counselor III: Especially for kids like this, Even for middle class children I think the role of observer would be difficult.

Counselor I: With three other children it might work if you let them all be listeners.

Counselor IV: One of the biggest problems is the fact that you have four kids instead of three. The two observers would often start engaging in other sorts of behaviors, and did not really listen to what was being said. One observer might have been better.

Counselor III: That's why I thought it was not the very best kind of thing you could do with the kind of children we see. Number one, they are not accustomed to verbalizing, although it did give them some training in that. They are so active, you know, that it was hard to get them settled down to begin with, and ask them to go through the talk part. Actually, I had to keep the toys under my arm.

Counselor I: I know, you had to practically sit on them like you were hatching them or something. Plus the fact that once they got accustomed to the idea that there was going to be toys and fun and games afterward they did not talk for the necessary time limit. They would rush

right through it so they could get to the play, and in a way I think it was detrimental, as I think they would have said more.

Counselor IV: Yes, but on the other hand, I think you could use that as positive reinforcement, that after you do this you will get a choice.

Counselor III: Oh, and the other thing we were talking about, I know that it is not always done in the schools, but I like the idea of doing this sort of thing in the school, even though I had such a hard time at _____, you know, losing my room. It does show the kids another function of the school. As far as being comfortable with the concept of the approach, I think we were all comfortable with it.

Counselor I: I think many of the kids in the developmental-play group were much too young and much too immature to respond appropriately.

Counselor III: I did feel more comfortable with the play group counseling approach. In fact, I think the kids in the play group were more settled in the end, and more able to control their impulses.

Attendance

The attendance record for each child in each of the developmental-play groups is presented in Table XVIII.

Seven of the fifteen developmental-play group children attended all fourteen sessions, three attended thirteen sessions, three attended twelve sessions, one attended

eleven sessions, and one attended six sessions. One child was dropped after the first session, because he was being seen by the counselor at his school.

TABLE XVIII
ATTENDANCE RECORD OF THE STUDENTS PARTICIPATING
IN DEVELOPMENTAL-PLAY GROUP COUNSELING

Students	Sessions														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
C.S.	x	Dropped													1
T.C.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
H.W.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
G.A.	x	x	x		x	x	x	x	x	x	x	x	x	x	13
Sum	4	3	3	2	3	3	3	3	3	3	3	3	3	3	42
B.D.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
R.M.	x	x		x					x	x	x				6
K.S.	x	x	x		x	x	x	x	x	x	x	x	x	x	13
R.S.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Sum	4	4	3	3	3	3	3	3	4	4	4	3	3	3	47
I.P.	x	x	x	x	x	x		x	x	x	x		x	x	12
D.Q.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
A.M.	x	x	x	x	x	x	x	x			x	x	x	x	12
D.E.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Sum	4	4	4	4	4	4	3	4	3	3	4	3	4	4	52
F.B.	x	x		x	x		x	x		x	x	x	x	x	11
K.L.	x	x	x	x		x	x	x	x		x	x	x	x	12
M.R.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
S.W.	x	x	x	x	x	x	x	x	x	x	x		x	x	13
Sum	4	4	3	4	3	3	4	4	3	3	4	3	4	4	50

The total combined attendance was 191 sessions out a possible 211 sessions, or 90.5 percent.

The attendance record for each child in each of the play-counseling groups is presented in Table XIX.

TABLE XIX
ATTENDANCE RECORD OF THE STUDENTS PARTICIPATING
IN PLAY GROUP COUNSELING

Students	Sessions														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
R.S.	x	x	x	x	x	x	x	x	x	x		x	x	x	13
A.T.	x	x	x	x	x	x	x	x	x	x	x	x	x		13
E.P.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
G.M.	x	x		x	x	x	x	x	x	x		x		x	11
Sum	4	4	3	4	4	4	4	4	4	3	3	4	3	3	51
N.J.			x	x		x	x		x	x		x	x		8
K.K.	x	x	x	x	x	x	x	x		x	x	x	x		12
M.S.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
J.D.	x	x	x	x		x	x	x	x	x	x	x		x	12
Sum	3	3	4	4	2	4	4	3	3	4	3	4	3	2	46
C.S.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
L.B.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
N.S.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
T.J.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Sum	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
J.F.		x	x	x	x	x	x	x	x	x	x	x	x	x	13
O.B.	x	x	x	x	x	Dropped									5
S.M.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
N.J.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Sum	3	4	4	4	4	3	3	3	3	3	3	3	3	3	46

Eight of the fifteen play group counseling children attended all fourteen sessions, three attended thirteen sessions, two children attended twelve sessions, one attended eleven sessions, and one attended eight sessions. One child transferred to another school after five sessions, and was dropped from the study.

The total combined attendance was 197 sessions out of a possible 212 sessions, or 93 percent attendance.

All group leaders made the remark that they saw marked changes in several of the students in both approaches. In one instance a play group was responsible for keeping a child coming to school. The over-all feeling of the group leaders was that the groups should have continued over a longer period of time.

CHAPTER V

SUMMARY, RESULTS, DISCUSSION, AND RECOMMENDATIONS

Summary

This research study was developed to investigate whether a feelings and structured discussion group in combination with play group counseling can be effective as an intervention approach in working with disadvantaged primary grade children who are exhibiting disruptive classroom behavior. The purpose of this study was fivefold: (1) To determine, first of all, the effect of developmental-play group counseling on disruptive classroom behavior; (2) to determine the effect of developmental-play group counseling on the self concept and attitude toward school of second grade students who are exhibiting disruptive classroom behavior; (3) to determine if developmental-play group counseling is more effective than play group counseling in changing disruptive classroom behavior; (4) to determine the short and long term effects of developmental-play group counseling; and (5) to analyze the implications of these findings for elementary school counselors and teachers.

The general nature of the research hypotheses was that developmental-play group counseling would not only reduce disruptive classroom behavior of disadvantaged second grade

students, but would also help to enhance these students' self concepts and attitudes toward school.

The subjects were forty-five, non-repeating, second grade students from four Title I schools, who were selected because they were exhibiting disruptive classroom behavior. In each of the four schools, twelve students were randomly assigned to a developmental-play group, a play counseling group, or a control group. Each of the groups, in each of the schools, consisted of four students each.

The "Classroom Disturbance" factor of the Devereux Elementary School Behavior Rating Scale, the Beere's Attitude Toward School Instrument, and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were the instruments used to assess classroom disturbance behavior, attitude toward school, and perceived self image. Prior to counseling, the instruments were administered in November, 1973. The Devereux Elementary School Behavior Rating Scale was completed by the classroom teacher; and the Beere's Attitude Toward School Instrument and the "Self-as-Subject" subtest of the Thomas Self-Concept Scale were administered by the investigator.

Fourteen forty-five-minute developmental-play group sessions and fourteen forty-five-minute play group sessions were held over a period of seven weeks in four Title I elementary schools with each group leader serving two groups.

In the developmental counseling phase of the developmental-play group procedure, a discussion triad was used. This triad allowed each child to rotate through three different roles: (a) talker, (b) listener, and (c) observer. The topics discussed were almost all school related. The latter phase consisted of play group counseling, and followed the tenets of relationship counseling. Play media was an important component of this phase.

In the play group counseling session, the counseling approach followed the tenets of relationship counseling, or the condition that provides a unique growth experience for the child. The primary focus was on the child's present level of functioning, and play media was used. In this approach the counselor tried to deal with the feelings and expressions of the child, rather than with problems or symptoms.

The children in the control group received no counseling or attention of any kind during the period of this study.

At the conclusion of the fourteen sessions and at the eight week follow-up period, the three instruments were readministered in the same way and manner as they had been in the pretesting stage.

All of the data were handscored by the investigator. All the test data were then processed at the University of New Orleans Computer Research Center. A two-factor mixed design with repeated measures on one factor was used to

analyze the data of the three instruments used in the study. The Duncan's New Multiple Range Test, the F-Test for Simple Effects, and the t-Test were applied to identify specific mean differences. Significance in means and gains or losses in means were tested at the .05 level.

Results

The principal results centering around the six hypotheses were

1. Hypotheses I and IV were not verified. The developmental-play group counseling approach was not superior to either play group counseling or no intervention in reducing "classroom disturbance" behavior on either a short or long term basis. What the data did indicate was that play group counseling was significantly better than either developmental-play group counseling or no intervention in reducing "classroom disturbance" behavior, as well as maintaining that level of reduction across periods. The final follow-up testing revealed that 53 percent of the children in the play group counseling approach made significant changes of one or more standard deviations in the reduction of "classroom disturbance" behavior compared to 13 percent for both the developmental-play and the control groups.

2. Hypotheses II and V were not verified. The developmental-play group approach was not superior to either play group counseling or to no intervention in improving perceived self image on either a short or long term basis.

No trends favoring one approach over the others were evident from an analysis of the data.

3. Hypotheses III and VI were not verified. The developmental-play group approach did not significantly improve attitude toward school over periods of time when compared with the other two approaches.

The results and observations of this study suggest the following conclusions:

1. Developmental-play group counseling does not have an effect on the "classroom disturbance" behavior of Title I second grade students as perceived by teachers.

2. Developmental-play group counseling does not have an effect on the perceived self concepts of Title I second grade students who are exhibiting "classroom disturbance" behavior.

3. Developmental-play group counseling does not have an effect on the attitude toward school of Title I second grade students who are exhibiting "class disturbance" behavior.

4. Second grade students who are exhibiting "classroom disturbance" behavior do not have negative self concepts or negative attitudes toward school.

5. Play group counseling does significantly reduce "classroom disturbance" behavior.

Discussion

The discussion of the results is centered around the six major research hypotheses. In each case appropriate comparisons and results presented in the survey of literature are made.

Hypothesis I predicted that developmental-play group counseling would be more effective in reducing "classroom disturbance" behavior than either play group counseling or no group counseling. This hypothesis was not confirmed. Hypothesis IV predicted that developmental-play group counseling would still be more effective than either play group counseling or no group counseling in reducing "classroom disturbance" behavior eight weeks after the end of the study. This hypothesis was also not confirmed. The results of the above hypotheses are consistent with the findings of Taylor and Hoedt (7), Crow (1), Martin (3), and Millaway (4) in that no significant changes were found in teacher ratings after group counseling. However, the non-hypothesized finding that play group counseling significantly reduced "classroom disturbance" behavior was not consistent with the above studies.

The next step was to determine if developmental-play group counseling would be an effective approach in improving attitude toward school. The results of the present study indicated it was not effective. The specific findings of Hypothesis II and Hypothesis V are consistent with Millaway's

(4) findings in which no significant changes in attitude toward school were found after group counseling.

The third step was to determine if developmental-play group counseling would be an effective approach in improving perceived self image. The specific findings of Hypothesis III and Hypothesis VI are consistent with Martin's (3) findings in which no significant changes in self concept were found after group counseling. However, this study does not support the findings of Muro (5) in which significant changes were found on the "Self-as-Subject" subtest of the Thomas Self-Concept Scale as a result of play media group counseling.

This study was primarily designed to determine whether developmental-play group counseling decreased disruptive classroom behavior, and the evidence suggests it does not. An analysis of the data and the counselors' notes suggested several reasons for the failure of this approach to bring about any significant changes in areas investigated. First, it was found that the children in the developmental-play group had a tendency to rush through the discussion period so they could get to use the play media. All of the counselors felt that the children in the developmental-play group were much too young and immature to respond appropriately. It was felt that a more effective use of the discussion phase of the approach would have been facilitated by limiting the number of children in the group to three, and dropping one of the observer roles.

The implications of the present findings suggest that play group counseling may be the most effective approach in dealing with classroom disturbance behavior of deprived second grade students. This is largely due to children's use of play materials to express themselves since play is their natural language of expression and the interaction-relationship with the counselor. The significance of a play media approach among this age group has been previously documented by Nelson (6). Finally, the implications of the present findings also suggest that the two group counseling approaches used in this study did have a positive effect on several children based on the observations of the group leaders and on analysis of individual student data.

On the basis of the findings of this study and reported research dealing with group counseling with young children, it is recommended:

1. That another study similar to the present one be conducted, with the exception that the developmental-play group be limited to three members.
2. That the developmental-play group counseling approach be used with older children, as they might respond better to the verbal component of this particular model.
3. That future research with Title I primary grade students who are exhibiting classroom disturbance behavior focus on areas other than self concept or attitude toward school since such children do not have negative self concepts or negative attitudes toward school.

4. That play group counseling be utilized with disadvantaged children who present behavior problems in school.

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APPENDIX

TABLE XX

INDIVIDUAL SCORES OF THE DEVELOPMENTAL-PLAY COUNSELING GROUP OF THE "CLASSROOM DISTURBANCE" FACTOR OF THE DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE, THE "SELF-AS-SUBJECT" SUBTEST OF THE THOMAS SELF CONCEPT SCALE, AND THE BEERE'S ATTITUDE TOWARD SCHOOL INSTRUMENT

Students	Test								
	<u>DESBRS</u>			<u>TSCS</u>			<u>BATSI</u>		
	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up
F.C.	20	15	15	12	12	12	81	84	82
H.W.	20	18	20	8	8	10	85	81	84
G.A.	21	18	18	12	12	12	81	84	81
B.D.	20	22	20	10	12	10	91	85	85
R.M.	22	22	22	4	8	8	53	65	63
K.S.	23	13	13	10	10	10	68	74	77
R.S.	17	15	16	8	12	10	60	68	69
I.P.	16	16	15	8	8	10	82	81	82
D.Q.	14	19	15	8	10	10	87	87	87
A.M.	14	20	20	12	12	12	74	75	74
D.E.	22	22	22	14	14	14	68	77	76
F.B.	17	17	17	6	8	8	90	95	88
K.L.	22	22	22	14	14	14	74	74	77
M.R.	16	10	13	8	10	12	40	73	76
S.W.	17	13	15	8	8	10	65	72	64

TABLE XXI

INDIVIDUAL SCORES OF THE PLAY COUNSELING GROUP ON THE
 "CLASSROOM DISTURBANCE" FACTOR OF THE DEVEREUX
ELEMENTARY SCHOOL BEHAVIOR RATING SCALE,
 THE "SELF-AS-SUBJECT" SUBTEST OF THE
THOMAS SELF CONCEPT SCALE, AND THE
BEERE'S ATTITUDE TOWARD SCHOOL
INSTRUMENT

Students	Test								
	<u>DESBRS</u>			<u>TSCS</u>			<u>BATSI</u>		
	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up
R.S.	14	16	18	12	11	12	95	92	88
A.T.	20	22	20	9	9	10	85	82	81
E.P.	18	12	10	4	9	9	94	87	74
G.M.	22	22	22	11	10	10	88	87	80
N.J.	16	6	10	11	10	10	67	74	77
K.K.	17	7	7	7	7	8	63	67	68
M.S.	14	8	10	9	9	9	87	85	87
J.D.	14	10	8	8	8	10	65	69	65
C.S.	22	21	18	12	12	12	70	74	74
L.B.	13	10	13	14	14	14	79	76	82
N.S.	18	18	18	10	11	10	72	73	74
T.J.	16	4	10	6	8	8	72	76	74
J.F.	15	10	12	12	12	14	52	61	56
S.M.	14	5	7	6	10	12	70	73	71
N.J.	21	19	20	10	10	10	61	67	65

TABLE XXII

INDIVIDUAL SCORES OF THE CONTROL GROUP ON THE "CLASSROOM DISTURBANCE" FACTOR OF THE DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE, THE "SELF-AS-SUBJECT" SUBTEST OF THE THOMAS SELF CONCEPT SCALE, AND THE BEERE'S ATTITUDE TOWARD SCHOOL INSTRUMENT

Students	Test								
	<u>DESBRS</u>			<u>TSCS</u>			<u>BATSI</u>		
	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up	Pre-	Post-	Follow-up
D.S.	18	17	18	10	10	12	77	76	74
L.P.	22	21	22	7	8	7	81	85	81
D.W.	22	22	22	4	9	9	69	66	68
C.F.	19	20	20	14	14	14	73	76	76
D.L.	18	21	20	8	8	10	92	90	92
M.R.	16	15	16	8	8	8	94	87	84
L.S.	17	19	19	8	10	10	77	74	76
M.G.	16	13	16	14	14	14	79	81	81
D.P.	15	15	15	7	8	7	81	81	79
M.M.	22	22	22	12	10	12	92	90	87
A.B.	22	20	22	12	12	12	68	76	74
D.F.	16	13	15	4	8	8	80	82	80
C.B.	15	15	10	14	14	14	79	74	79
W.A.	15	13	13	14	14	12	84	82	81
B.M.	22	14	15	10	8	10	71	77	76

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