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Special Guidance Project: Hialeah Junior High School

Arline Stone

TABLE OF CONTENTS

INTRODUCTION	Special Guidance Project: Hialeah Junior High School	Page 1
Part I	A NEW STUDENT	8
	Characteristics Intelligence, Personality	
Part II	SPECIAL GUIDANCE SERVICE	13
	Philosophy	
	Specific Objectives of the Criteria for Selection of Selection of the Program Scheduling Procedures	
Part III	PROGRAM AND STRATEGIES	19
	SEP—School Evaluation SEP—School Self Study SEP—School Self Control	
CONCLUSIONS	A Research Paper Submitted to the Department of Education in the Graduate Division of Barry College in Partial Fulfillment of the Requirements for the Degree of Specialist in Education	23
	Parent's Evaluation SEP Journalist	
APPENDIX		25
BIBLIOGRAPHY		28

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TABLE OF CONTENTS

INTRODUCTION . . . . .	Page 1
Part	
I. A NEW MINORITY . . . . .	4
Characteristics	
Intellectual Function	
II. SPECIAL GUIDANCE PROJECT . . . . .	7
Philosophy	
Specific Objectives of SGP	
Criteria for Identification and	
Selection of SGP Members	
Screening Procedures	
III. PROGRAM AND ACTIVITIES . . . . .	11
SGP--School Year 1966-67	
SGP--School Year 1967-68	
SGP--School Year 1968-69	
CONCLUSIONS . . . . .	20
Administrative Staff Evaluation	
Teacher Evaluation	
Student Evaluation	
Parent's Evaluation	
SGP Counselor Recommendations	
APPENDIX . . . . .	25
BIBLIOGRAPHY . . . . .	36

LIST OF TABLES

Table		Page
1.	Enrollment by Grades 7, 8, and 9 of SGP Members for Three Year Period ended June, 1969 . . . . .	34
2.	Present Status of Former SGP Students by Grade, Classification, Number and Per Cent . .	34
3.	Present Classification of Former SGP Students . . . . .	35



## INTRODUCTION

Give me your tired, your poor  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore,  
Send these, the homeless, tempest-tossed, to me;  
I lift my lamp beside the golden door.

--Inscription on base of the Statue of Liberty

For several centuries this country has boasted to other countries: "Give me . . . your poor, Your huddled masses . . . The wretched refuse of your teeming shore." The country, which for three centuries welcomed the rejected minorities of foreign shores and provided them with rich opportunities within an affluent and free society, is now amassing its own native minority which will have but the slightest chance of integration within the economy of a free society. At the same time that the United States has proved itself the assimilator of mass groups of ethnic minorities, there appears on the economic horizon the growing figure of a new minority which well may prove unassimilable.

It seems quite plausible that the minority of tomorrow--the school dropouts--will have more difficulty climbing out of the basement of their poverty than had the minorities of the past. The evidence of the future economic impasse for the educationally deficient youth may be grasped by a glance at the want ads section of a daily newspaper. Up to the time

of the present economic slowdown, there have been positions open for engineers, teachers, social workers, counselors, opticians, secretaries, skilled labor, technicians of all types. Nowhere could be found the ads of previous decades calling for assembly-line hands, construction hands, packing hands, elevator-operator hands, the millions of "hands" that were once needed in a pre-automation society. The ads are no more, for frequently the jobs themselves are no more.

The questions that were pertinent to yesterday's minorities are irrelevant, however, in analyzing why a young, healthy, and alert laborer cannot find a job. Is it a time of depression or of prosperity? It so happens that this is a time of unparalleled prosperity--but the question is not pertinent, for even in a time of peak employment he cannot obtain a job of any kind. Is he Negro or white? Is he Jew, or Catholic, or Protestant, or religiously unaffiliated? But this question is completely without relevance to the situation. Is he Irish, or Russian, or Cuban? Nationality has nothing to do with his inability to obtain a position. The only variable that is of decisive importance is that he is without the necessary skills for employment; without a high school education. The invisible mark of Cain is upon this outcast's brow simply because he has not fulfilled certain requirements, needs, for employment. It was Professor Norbert Wiener, the father of cybernetics, who prophesied: "Automation



will create an employment situation which will make the thirties seem like a pleasant joke, because the automatic machine is the precise economic equivalent of slave labor."<sup>1</sup>

Early in the 1960's it was already apparent that the dropout of the future would not survive in an automated economy. When James Bryant Conant reported that in the nation's depressed slums as many as 70 per cent of the youth who were dropouts were unemployed, he had read the writing on the wall. They were doomed. Even the highly optimistic 1964 "Manpower Report of the President" grimly prognosticated "the inadequately educated and ill-trained school dropouts are likely to form the nuclear of the future hard-core unemployed."<sup>2</sup>

Former Secretary of Labor, W. Willard Wirtz, stated that the inability of the economy to absorb the dropout is "one of the most explosive social problems in the nation's history."<sup>3</sup> The analysis is accepted, but before any basic therapy may be initiated, the disease must be diagnosed.

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<sup>1</sup>Norbert Wiener, cited by U.S., Congress, Senate, Committee on Unemployment Problems, Studies in Unemployment (Washington, D.C.: Government Printing Office, 1960), p. 558.

<sup>2</sup>James Bryant Conant, Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization, and Training, by the U.S., Department of Labor, Transmitted to the Congress March, 1964 (Washington, D.C.: Government Printing Office, 1964), p. 128.

<sup>3</sup>W. Willard Wirtz, in The Encyclopedia of Careers and Vocational Guidance, Vol. I, Editor-in-Chief, Wm. E. Hopke (Chicago, Illinois: J. G. Ferguson Publishing Company, 1967), p. v.



As of this writing there is no comprehensive work which strives to present in nontechnical language an original research study sustained by broader scientific findings concerning the origin and destiny of this variant breed of teen-agers. These youth are not confined to slum areas. They interpenetrate the total class structure. Whether one lives on Pinetree Drive or in Liberty City, it can be said that the dropouts have originated in their own homes, in their own neighborhoods, in their own schools. They are among us, but, as marginal discards, are becoming less like the rest of society. What are the characteristics and intellectual function of this rising army of the "new minority"?

## I. A NEW MINORITY

### Characteristics

Present research of the characteristics of the dropout is still inadequate, even if all of the personal and environmental conditions of this group are essentially negative. Research in this area tends to generalize.

To describe and plan for the dropout as a group is a mistake; students in any dropout program are probably as infinitely variable as any other group. They may share equally in many of the same experiences, but meet their own needs individually. Moreover, in establishing the characteristics of the students who are leaving the schools, research studies have neither positively identified the causes nor clearly found the means of remediation.

There is a pressing need for research to determine how this group learns, to investigate the "why" of conditions under which failure occurs, and to develop more refined procedures for assessing the potential for development and behavioral change. There is also a need for much more detailed documentation of the emotional-personality characteristics of the dropout than is now available.

Research gives considerable understanding of the ways in which the dropout differs from the more "successful"<sup>4</sup> children. These are the symptoms or characteristics which have appeared among many of the students leaving the schools:

1. Lack of scholastic success.
2. Misbehavior.
3. Poor attendance record.
4. Over-age.
5. Lack of interest.
6. Parental indifference or poor attitude toward school.
7. Emotionally disturbed.
8. Socially maladjusted.
9. Poor health.
10. Retained one or more years.<sup>5</sup>

Most of the research concerning characteristics of the school dropout has been developed against a background of experience with boys and girls from the homes of middle class white United States nationals. Their characteristics have been described and enumerated in terms of deviance from the

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<sup>4</sup>"Success" is measured in terms of ability to educate a child.

<sup>5</sup>Charles L. Lacy, "Identifying Potential School Dropouts," The School Counselor, XVI (September, 1968), 37.



norms of the white middle class group.<sup>6</sup> Their behaviors and conditions have been viewed as deficits rather than a source of information which the school might use in the design of meaningful and appropriate learning experiences. Research studies suggest that their language, their styles, and their values are negatives to be overcome. To degrade everything concerning the characteristics of those considered to be potential dropouts may only impede progress. Few studies are directed at identifying and understanding such young people from their personal point of view.

#### Intellectual Function

The behavioral sciences have been of great value in helping educators to understand how children may differ in their responsiveness to learning experiences and how some of these differences occur. At one time, differences in children's intelligence were attributed largely to native endowment; very little of the variation was attributed to the effects of the environment. Hunt reports that, in the light of the work of Piaget and his collaborators, fixed intelligence looks like a misplaced generalization.<sup>7</sup> His observations and experiments indicate that the behavioral and thought

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<sup>6</sup>The Education of Disadvantaged Children--A Survey of the Literature, completed by Esther C. Smith, Assistant in Educational Research, The University of the State of New York, The State Education Department, Bureau of School and Cultural Research (Albany, N.Y.: State Education Department, October, 1967), p. 2.

<sup>7</sup>J. McV. Hunt, Intelligence and Experience (New York: Ronald Press Company, 1961), p. 354.



structures comprising intelligence are continually changing as a consequence of accommodation and assimilation through environmental encounters.

It is relatively clear that experience, defined as the organism's encounters with his environment, is continually building into the developing human organism a hierarchy of operation for processing information and for coping with circumstances. These central processes are analogous to the strategies for information processing and action with which electronic computers are programmed. With such a conception of intelligence, the assumptions that it is fixed and that its development is predetermined by the genes are no longer tenable.<sup>8</sup>

Bloom's study of human development based upon longitudinal and other studies points to the fact that intelligence is a developmental concept just as is height, weight, or strength. Stability in intelligence measurements increases with time.<sup>9</sup>

## II. SPECIAL GUIDANCE PROJECT

Against such a social background a special guidance program was initiated in Hialeah Junior High School (now referred to as "Special Guidance Project" in the junior high schools, Dade County, Florida). The program was developed in cooperation with the Division of Vocational Rehabilitation of the Florida State Department of Education. The purpose of the joint agreement<sup>10</sup> was to provide opportunities for

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<sup>8</sup>Ibid., p. 362.

<sup>9</sup>B. S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Son, 1965), p. 84.

<sup>10</sup>This joint agreement can be found in Exhibit A, of the Appendix, of "Help Today Instead of Failure Tomorrow" (Dade County Public Schools, Northwest District Office, Miami, Florida, May, 1966), p. i. (Mimeographed.)

the potential dropout to receive psychiatric and psychological assistance, medical assistance and/or additional experiences not provided by the regular school program; further, to assist pupils to make the necessary personal, social, and academic adjustments needed for achievement in the regular school program, or to provide opportunities for adjustment and training for employment.

For the first time, under this program, young people of junior high school years were eligible for the services of the Division of Vocational Rehabilitation, in addition to regular services provided by the Division of Vocational Rehabilitation for high school students sixteen years old. This program was made possible through the expenditure of federal money authorized by State Senate Bill 606. The Bill provides that any agency (in this case the School Board) may enter into a cooperative agreement with the Division of Vocational Rehabilitation to provide services for clients (junior high school pupils) who would qualify for rehabilitative services. Under this agreement, the SGP Counselor would spend half of his time working with students who qualified for the services of the Division of Vocational Rehabilitation.

These broad objectives permitted considerable latitude for the SGP Counselor, and for the first time, enabled the school to offer a unique, flexible curriculum for a selected group of potential dropouts. This paper represents an attempt to evaluate the efficacy of the program as it was interpreted



and administered over a three-year period, to measure its effectiveness, and to identify techniques and methods best suited to its administration.

### Philosophy

The objectives of the program and the underlying philosophies should make a daily contribution to the regular school program. The additional personal-social and vocational counseling extended to the members through individual conferences and in group work should make a positive contribution to the over-all school program. The dynamics of the group experiences should facilitate individual attitude and personal growth.

### Specific Objectives of SGP

Within the range of the joint agreement with the Division of Vocational Rehabilitation, several specific objectives were set forth for the program at Hialeah Junior High School:

1. To provide diagnosis and treatment for students' physical or emotional problems through the services of the Vocational Rehabilitation Center.
2. To enhance better individual growth and counseling through the various common problem groupings.
3. To explore the world of work.
4. To provide prevocational training and work experiences.
5. To provide remedial help in basic skill areas where needed.
6. To assist students find or develop programs in school or out in which they can find success.
7. To modify attitudes of behavior so that the individuals may function in a more acceptable manner.
8. To develop responsible independent behavior towards learning situations.



9. To learn responsibility to self, group, school and culture.

#### Criteria for Identification and Selection of SGP Members

It is obvious that every dropout, as every graduate, is an individual with unique characteristics, problems, and personal history. No single category will pinpoint all dropouts no more than any single solution will be a universal answer. There are, however, certain central and characteristic tendencies of the dropouts that emerge from research studies. Findings are identified as:

1. Poor health or a physical disability requiring treatment and/or specialized training.
2. Lack of scholastic success.
3. Difficulty relating to peer group.
4. Poor attendance record.
5. Poor home environment.
6. Emotional disturbance.
7. Social maladjustment.
8. Retained one or more years.
9. Misconduct in school.
10. Potential for improvement.

#### Screening Procedures

There was one other important step to be completed before Hialeah Junior High School could initiate a program to meet the needs of a carefully selected group--the screening procedures. The primary goal was to keep students in school using a flexible, individualized schedule, with a program that included intensive and extensive individual counseling, group guidance, and activities. The participants must want this attention, and be willing to cooperate and trust the counselors for their improvement.

1. Students are referred by faculty and staff members. Candidacy is determined by criteria for Identification and Selection of SGP Members.
2. Students' records are reviewed and each child is interviewed by the SGP Counselor.
3. Candidates are referred to the Vocational Rehabilitation counselor, who in turn visits the student in his home and secures required parental consent.

The students were to be "pulled" from regular class on a rotating basis. Insofar as possible, absences from class were prearranged so as to minimize interruptions to the instructional program. When this project was initiated, Hialeah Junior High had been open less than two years and was not overcrowded.

The program had the use of an air-conditioned room, approximately 10'x16', equipped with a stove, refrigerator, sink, cabinets, washing machine and dryer, and a private lavatory. Upon recommendation of the SGP Counselor, the school requisitioned and received through Vocational Rehabilitation a complete set of dishes (service for twelve), flatware, cooking and baking utensils, two hair dryer units complete with chairs, two sewing machines (in walnut table cabinets), three folding bridge tables with twelve folding chairs. The room was used exclusively for the SGP program, and was known as the Personality Room by the students, staff and faculty. The name plate above the door identified it as the Personality Room.

### III. PROGRAM AND ACTIVITIES

SGP--School Year 1966-67

The first year there were thirty-two girls involved: twenty-six, seventh-grade students; three, eighth-grade; and



three, ninth-grade members. The SGP Counselor interviewed each student extensively to determine how the program could be tailored to meet the needs of each child. Some girls were provided with job training experience off campus in local industry, or in sheltered workshops. This required approval of the school principal as he has the authority to release students up to one-half time for these purposes. The girls were closely supervised by the Vocational Rehabilitation Counselor on the job, and the SGP Counselor in the school.

Three field trips were planned; one to Barnum and Bailey's Circus (the Special Education people had arranged the activity and invited SGP members to act as chaperones for their youngsters); another to a modeling school for a tour of the facilities and information regarding enrollment, possible employment, and fees. The girls were shown basic techniques in good grooming and hair styling. The week before, the instructor-guide had been to Hialeah Junior High to explain and demonstrate how to talk, sit, and stand properly. The third field trip (via private cars) was to a well-known authentic Spanish restaurant. The food was foreign to the pupils, and the decor and service evoked considerable comment. For many of the children this was their first experience eating out, and they watched one another for cues on how to proceed with the meal.

Each school day three SGP girls were assigned, on a rotating basis, for one class period of fifty-five minutes,



to the trainable Special Education room. This afforded relief for the teacher, and the girls taught the handicapped youngsters the alphabet and number system insofar as they were able to learn. These children do not often have visitors and they responded to the attention with affection. The teacher-helpers in turn exercised day-by-day patience and were proud of each measurable success.

At the beginning of the year, the Graphics teacher took pictures of each SGP participant. At the end of the second semester, they referred to them again to see if they noticed any appreciable changes in themselves. This activity resulted in improved overall appearance.

The Personality Room proved to be an asset to the total program, and was used as headquarters for the major project for the year. The SGP members served lunch to the local Lion's Club membership. The girls planned the menu, shopped at the supermarkets, arranged for piped-in music, prepared the food, and experienced a completely successful day in school. Other activities in the Personality Room included: (a) coloring Easter eggs and preparing baskets for younger children; (b) counting and rolling more than \$100. in small change in coin wrappers (given by the student body for Thanksgiving baskets for deserving families); (c) sorting donated canned goods and filling food baskets for delivery to homes; (d) washing, drying, and ironing clothes during informal guidance sessions; (e) washing and setting one another's hair, and

manicuring nails, as they met in groups of six or eight students; (f) during the cooler months the girls prepared and served hot chocolate with biscuits or toast, prior to the counseling sessions; (g) they enjoyed cleaning the Personality Room and taking inventory periodically.

This first year of operation, two students left the building three-times weekly for a prearranged hour at a Dade County Reading Clinic; three received professional eye examinations through the Lion's Club; two were supplied with glasses. Another member with a serious speech problem received individual continuous help from a speech therapist at Barry College. Other SGP members, from time to time, were put on a flexible schedule to permit remedial help in reading and mathematics. Frequently, there were visitors to Hialeah Junior High, and the SGP's would act as guides for guests from the State Department, Washington, Europe, and other states.

#### SGP--School Year 1967-68

Thirty girls were enrolled this year; twenty-five members from last year; four, eighth-graders; one from the seventh grade. A number of field trips were planned with the students, and two visits to Miami-Dade Junior College were included--one to tour the Art Department, the Drama Department's indoor theatre, and campus; another time a guided tour through the Mortuary Science laboratories, and facilities for the Nurses program. The girls learned how to make reservations



for, and plan expenses to see the motion picture "Camelot" on Miami Beach; in the spring of the year, the group traveled by bus to the Planetarium and enjoyed its publicized attraction known as "Trip into Space" on two different occasions.

The potential dropouts continued to show their concern for Special Education boys and girls. It was felt they would profit from a trip to Marian Center--a private school for retarded children, staffed and operated by nuns from Italy. None of the SGP students had visited any private school before, and it proved to be a unique experience for all.

During a group guidance session, a trip to Youth Hall was mentioned. There was so much misunderstanding about the services that arrangements were made for an early inspection of the facilities. One of the juvenile judges made himself available to answer questions, and the superintendent acted as their guide through the corridors, courtroom, cafeteria-library, recreation room, and devoted the entire afternoon to the queries of the group.

This year the principal asked the SGP's to purchase the Christmas tree for the lobby. The children assumed responsibility for the decorations, removal of the huge tree before school closed for the holidays, and packing the ornaments to be stored for another year.

A Dade County Reading Specialist came to test the reading levels of all SGP students. He scheduled a return

visit and held their interest in a highly structured classroom poetry lesson, and illustrated how low-level achieving students can enjoy poetry when the presentation is interesting and geared to the audience's comprehension level. As a result of the tabulated reading scores and accompanying report, Vocational Rehabilitation employed a special reading teacher, and eight SGP members were scheduled into daily individualized remedial sessions for the entire semester (records were kept showing weekly progress).

Involvement with Special Education continued, and this school year the girls became an integral part of plans for their annual party. They supervised the trainables, helped the orthopedics, served the children, and acted as hostesses to the parents.

During Vocational Guidance week the group helped make felt bookmarks in school colors for the English classes. This demanded concentration, perseverance, and personal responsibility. Other new activities this year were: (a) three students were encouraged to learn the basics of typing, (b) two started a coin collection, (c) flexible scheduling enabled others to observe behind-the-scene drama rehearsals for the school play, (d) on two different occasions former students were invited to speak with the potential dropouts about their feelings now on staying in school, (e) four girls acted as guides to the sixth grade elementary children from five feeder schools who came to visit junior high school,



(f) six SGP girls volunteered to be waitresses at an evening guidance dinner-meeting held in the school cafeteria.

One fifteen-year-old student was administratively promoted to ninth grade during the school year after showing sufficient academic progress due to individualized instruction; and at the Awards Assembly in May, 1968, the first Kitchen Award was presented by the cafeteria manager to a student in the SGP program for performance and diligence in doing his job under a modified schedule. Several others received certificates for "progress" and their names announced over the public address system.

The Personality Room was repainted by students; new drapes made for the windows, and two small cosmetic tables installed for the girls' personal use. They prepared lunch for themselves (and one or two faculty members) on several occasions, and were responsible for the planning, serving, clean-up details, and awareness of the tight time schedule they had to keep. They also learned to accept constructive criticism, as well as to receive compliments. A Home Economics teacher taught the girls to make a special nut fudge. They made several batches before the holidays (paying for the ingredients themselves) and shared it with their families and friends.

The Singer Sewing Machine Company sent their representative to instruct the SGP's in the use of the two machines. As a result, two of the girls each completed a dress. Two

others volunteered, and received administrative permission, to take down the American flag in each classroom, wash and iron and replace them in stands.

SGP members, as a group, were responsible for the bulletin boards in the Personality Room. They were free to make them as attractive as they wished, and they did not tire of the assignment throughout the year.

By the end of the second year, the Special Guidance Project program had an enlarged scope of activities, and the girls reflected an improvement in self-image.

#### SGP--School Year 1968-69

The enrollment numbered twenty-nine this year. Field trips continued to be a highlight of the activities, and they returned to Miami-Dade Junior College for a visit to the Police Science wing, and lunch in the cafeteria with the coeds. By invitation of the French teacher and students, the girls took a bus trip to Viscaya. Another day they accompanied the Spanish Department's group and stayed for lunch at the mansion cafeteria. All SGP members viewed the movie "Oliver" and everyone participated in discussion of the film over a bag-lunch following the movie. Other field trips were to the Junior High Opportunity School, Opa Locka, and the elementary Pilot School in the same neighborhood.

The members continued to relate with Special Education children, and this year branched over into the adjacent elementary school building. They assumed the role of teacher-



helper with the first- and second-graders at lunch time, i.e., opening milk cartons, unpacking sandwiches, mopping up spilled food, and restroom trips. The SGP's read to handicapped elementary youngsters on occasion (and talked about reading to fifth grade students who needed remedial help, for the near future).

This year three of the members were scheduled into the Drama class for self-enhancement, and the visiting speech therapist devoted additional time to more of the SGP's. Further, for the first time, several girls were old enough to participate in the work-experience program and the Rehabilitation Counselor was able to place them in part-time jobs during school hours.

One of the three-year SGP girls was asked to participate in a Special Education doctoral program at the University of Miami by a faculty member. After parental permission, she was given a complete physical, batteries of diagnostic tests by specialists at the University, and they submitted confidential evaluations in several areas. The faculty member worked with her on an approved, specialized curriculum plan. As a result in part, she was the recipient of the first SGP trophy award--for three years of outstanding participation and achievement.

There was increased supportive, individual counseling this year; many of the girls were leaving junior high school and were concerned over choices as they entered high school.

## CONCLUSIONS

## Administrative Staff Evaluation

Each school year a comprehensive evaluation is lodged with the district office in the form of completed questionnaires directed to the administrative staff, parent, student, teacher, and Special Guidance Project Counselor. (See Appendix A) The Administrative Staff supports the major strengths to be:

1. The faculty, counselors, project members, parents and DVR counselor cooperated well.
2. Excellent counseling, with counselor-pupil relationships well defined and adhered to. The counselor demonstrated sincere interest in the problems of the participants of the project.
3. The opportunity to adjust many academic programs was of great value to potential dropouts as their interests were motivated.
4. The SGP Counselor's attitude and ability to work with other teachers to provide advice and programs stimulated student interest in school.
5. The DVR provided professional services such as medical and psychological examinations.
6. The group discussions constant evaluations and adequate facilities are of great value.

The Administrative Staff over a three-year period continued with suggestions for improvement of the program and revisions were effected and changes made each year. Unfortunately, there is still not a full time SGP Counselor, and more students cannot be involved to reap benefits of the program.

Dr. Catherine Y. Walton, Coordinator, Northwest District Office, made these statements part of the overall



evaluation: "It has been found that the Special Guidance Program is effective. Those who participated in the evaluation have expressed a real need for the continuation of this program and for expansion if this is possible."<sup>11</sup>

#### Teacher Evaluation

Not all faculty members participated in the evaluation; some did not answer all questions on the questionnaire. This is not to be misconstrued as unconcern or lack of support for the program, but more likely due to the pressure of time and voluminous paper work. Tabulated results show more than 75 per cent of teachers viewed the program as being a worthwhile project contributing to the total school program; that it has been instrumental in improving overall school discipline, and as teachers they feel free to go to the SGP Counselor with problems involving these students.<sup>12</sup>

Faculty suggestions for improvement of SGP indicate prevocational skill type courses should be provided for the potential dropout; students should not be taken from the regular school program, and they recommend a separate conference area for the project.

#### Student Evaluation

Due to the flexibility of the program, some students were no longer in the project when the final evaluation was

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<sup>11</sup>Dr. Catherine Y. Walton, "Report of Special Guidance Program (SGP) 1966-67," Prepared by Dr. Catherine Walton, Dade County Public Schools, Northwest District, p. 9. (Mimeographed)

<sup>12</sup>Ibid., p. 2.

due. In order to evaluate the efficacy of the Special Guidance Project over a three-year period and to measure its effectiveness, a follow-up study was made on each participant at the senior high school levels. Twenty-six SGP's have successfully completed tenth grade; two, eleventh grade; two graduated June, 1970. Eight girls were dropped from the rolls in tenth grade and cumulative folders record reasons: (a) lack of attendance; (b) work; (c) "no show"; or (d) medical. Six were married during the tenth grade year.

On the junior high school level the crucial consideration is to keep all potential dropouts enrolled in the Special Guidance Project through the ninth grade; there were no dropouts during the three-year period.

Unfilled student recommendations for improving the program include: (a) more vocational courses, (b) involvement with elementary school children for remedial work, and (c) extend the SGP block from one hour to two hours.

#### Parent's Evaluation

Forty-eight pupils were involved in the total program; less than 50 per cent of the parents responded to the questionnaire. Some did not answer all questions. More frequent communication is essential for a successful overall program. On the basis of home-school relationship, most parents felt they understood the purpose of the Special Guidance Project, and felt free to seek conferences with the counselor. It would be unfair to determine the effectiveness of the Special



Guidance Project on the basis of completed questionnaires, but rather to remember they consented initially for their daughters to participate in the program. Over the telephone they expressed the wish for the program to continue and indeed be enlarged.

#### SGP Counselor Recommendations

The program's strength is in "change" within the limitations of the behavioral objectives set forth in this paper. The potential dropout at the junior high school level is unhappy about many kinds of conditions, and frequently unable to verbalize reasons for discontent. Numerous studies and experimental programs have made it clear that no simple cause-and-effect relationship explains why some students leave school. An analysis of the problem does, however, lead to the conclusion that most students leave school for two basic reasons: alienation and disability. They may be alienated or disinterested because they do not care for the physical environment, the organizational goals, the activities, or the personal relationships they perceive at school. Or they may be unable to succeed academically because of poor mental or physical health (including pregnancy), low scholastic aptitude, pressing financial or social circumstances (including marriage), or disturbing family situations. Therefore, the SGP program should provide for the kinds of guidance and experiences in school that will allow for directions and aid in

personal adjustment, individual pupil motivations, and a desire to remain in school.

The program is to provide purposeful flexibility in its effort to encourage students to not only remain in school, but develop their thinking, self-image, and aspirations, in order that they can move back into the mainstream of the junior high school and on into the senior high curriculum. These same experiences should provide the kinds of information and direction that would allow a student to move into the world of work if he or she must leave school.

Since cultural and economic differences among groups profoundly influence how a child sees himself as a person and as a learner, what he hopes to get out of school, what he wants to do--or not do--after he leaves school, the people he values as models to be emulated, and perhaps even how he learns, educators need to study class differences and then translate the insights they gain from that study into curricular and organizational modifications.<sup>13</sup>

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<sup>13</sup>James Olsen, "Challenge of the Poor to the Schools," Phi Delta Kappan, October, 1965, p. 84.



EVALUATION OF SPECIAL EDUCATION PROGRAM

(to be completed by the Principal and such  
designated Principal - APT, APT, APT)

Directions:

In a few statements, please evaluate the Special Education  
Program (SEP) in your school in terms of the following  
areas:

STUDENT ACHIEVEMENT:

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TEACHER INVOLVEMENT:

APPENDIX A

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PARENT INVOLVEMENT:

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COMMENTS OR RECOMMENDATIONS

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EVALUATION OF SPECIAL GUIDANCE PROGRAM

(to be completed by the Principal and each  
Assistant Principal - APG, APC, APA)

**Directions:**

In a few statements, please evaluate the Special Guidance Program (SGP) in your school in terms of the following areas:

STUDENT ADJUSTMENT:

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TEACHER INVOLVEMENT:

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PARENT INVOLVEMENT:

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COMMENTS OR RECOMMENDATIONS:

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SPECIAL GUIDANCE PROJECT  
TEACHER EVALUATION

(Please do not put your name on the questionnaire)

The Special Guidance Project in the Northwest District has been a cooperative program with the Division of Vocational Rehabilitation since the beginning of the 1966-67 school year. Each school has had a unique program. You have been selected to help evaluate the effectiveness of the joint effort to help boys and girls. Please complete the following questions and return this form to the Special Guidance Project in your school. You will be informed of the results of the total evaluation. Thank you very much for your cooperation.

Part I

1. Do you feel that the Special Guidance Project has been a worthwhile project? Yes \_\_\_ No \_\_\_
2. Have you been given adequate information about the Special Guidance Project? Yes \_\_\_ No \_\_\_
3. Have you initiated any conferences with the Special Guidance Counselor? Yes \_\_\_ No \_\_\_
4. Has the Special Guidance Counselor initiated any conferences with you? Yes \_\_\_ No \_\_\_
5. How many students have you had in class who are participating in this program? \_\_\_\_\_
6. Have you seen a positive change in these students? All \_\_\_  
Some \_\_\_  
None \_\_\_
7. Have you identified and recommended any students for the Program? Yes \_\_\_ No \_\_\_
  - a. Were you notified about the disposition of this referral? Yes \_\_\_ No \_\_\_
  - b. If your answer to (a) was yes, have you been informed concerning progress of the student? Yes \_\_\_ No \_\_\_

Teacher Evaluation (continued)

8. Do you feel that this program has helped you understand those students better? Yes\_\_No\_\_
9. Are you satisfied that this program has contributed to the total school program? Yes\_\_No\_\_
10. Would you like to see the program expanded? Yes\_\_No\_\_
11. Would you like to see the program eliminated? Yes\_\_No\_\_

Part II

1. If you answered yes to question No. 10, what suggestions do you have for expanding the program?

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2. What suggestions do you have for improving the program?

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SPECIAL GUIDANCE PROJECT  
STUDENT QUESTIONNAIRE

- |  | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1. Do you feel that you have been treated more fairly since you have been in this program?                           | ___        | ___       |
| 2. Since you have been in this program do you think your parents have a better attitude toward the school?           | ___        | ___       |
| 3. Do you think school rules are important?  | ___        | ___       |
| 4. Have you received a medical examination through the efforts of this program?                                      | ___        | ___       |
| 5. Have you received glasses, a hearing aid, had your teeth fixed, etc., through Vocational Rehabilitation services? | ___        | ___       |
| 6. Are you now working at a part-time job?   | ___        | ___       |
| 7. If so, did Vocational Rehabilitation get this job for you?  | ___        | ___       |
| 8. Check the activities in this program that have been most helpful to you?  |            |           |
| Individual counseling  | ___        |           |
| Group counseling   | ___        |           |
| Field trips  | ___        |           |
| Medical services   | ___        |           |
| Job training   | ___        |           |
| 9. As a result of being in this program I feel that:   |            |           |
| I understand myself better.  | ___        |           |
| I get along better with my parents.  | ___        |           |
| I get along better with my teachers.   | ___        |           |
| I am making better grades.   | ___        |           |
| I like school better.  | ___        |           |
| My attendance record is better.  | ___        |           |
| (Please list any others)   |            |           |
| _____  |            |           |
| _____  |            |           |

SPECIAL GUIDANCE PROJECTPARENT QUESTIONNAIRE

(Please do not put your name on the questionnaire)

The Special Guidance Project in the Northwest District has been a cooperative program with the Division of Vocational Rehabilitation since the beginning of the 1966-67 school year. Each school has had a unique program. You have been selected to help evaluate the effectiveness of this joint effort to help your boy or girl. Please complete the following questions and return this form to the Special Guidance Project Counselor in your school. Thank you very much for your cooperation.

- |   | <u>A</u>          | <u>Moderately</u> | <u>A</u>      |
|---|-------------------|-------------------|---------------|
|   | <u>Great Deal</u> | <u>Moderately</u> | <u>Little</u> |
| 1. Has the Special Guidance Program been beneficial to your child in:               |                   |                   |               |
| a. Attitudes at home  | _____             | _____             | _____         |
| b. Behavior   | _____             | _____             | _____         |
| c. Getting along with people  | _____             | _____             | _____         |
| d. Grades in school   | _____             | _____             | _____         |
| e. Attendance at school   | _____             | _____             | _____         |
| 2. Has the Special Guidance Project Counselor kept you informed about this program? |                   |                   |               |
|   | By phone _____    | In person _____   |               |
| 3. Have you received cooperation from the counselor?                                |                   |                   |               |
|   | Yes ___           | No ___            |               |
| 4. Did your child feel he was getting special attention in this program?            |                   |                   |               |
|   | Yes ___           | No ___            |               |
| 5. Has your child received medical help through this program?                       |                   |                   |               |
|   | Yes ___           | No ___            |               |
| 6. Would you like to have your child remain in this program next year?              |                   |                   |               |
|   | Yes ___           | No ___            |               |

COMMENTS:



These cases are... considered...

1. One of the... graft... deformed, sightless... requested a... Eye Institute... which five years...

APPENDIX B

As a result of... has undergone... change in... Personnel... dropout is...

2. A seventeen year old girl... suicidal tendencies. Psychological... fifteen weeks of... point of view. She was referred... orthodontist... Due to her satisfactory adjustment, therapy is no longer necessary.

## CASE HISTORIES

These case histories illustrate the diversity of services provided through this program:

1. One of the referrals was a sixteen year old ninth grade pupil who was healthy and normal except for a badly deformed, sightless right eye. The student evidenced extreme feelings of inadequacy and depression. The school counselor requested a physical examination. An ophthalmologist was then consulted and a referral was made to the Bascom Palmer Eye Institute where the child was fitted for an eye shell, which fits over the sightless eye and articulates with the normal eye.

As a result of the services provided, this teen-ager has undergone marked improvement. There is a noticeable change in personality, and student's self-esteem has improved. Personal-social relationships have improved. This potential dropout is presently making satisfactory progress in school.

2. A seventeen year old girl was referred because of her suicidal tendencies. Psychological and psychiatric evaluations indicated a need for immediate psychotherapy. During the fifteen weeks of psychotherapy she was seen on a weekly basis by the counselor and supported from a nontherapeutic point of view. She was referred for job training with an orthodontist where the girl remained for eight months. Due to her satisfactory adjustment, therapy is no longer necessary.



TABLE 1

PERCENT GRADES IN GRADES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

School Year	Grade 1			Grade 2			Grade 3			Total Percent
	Students			Students			Students			
	Old	New	Total	Old	New	Total	Old	New	Total	
1966-1967										
1967-1968										
1968-1969										

APPENDIX C

TABLE 2

PERCENT GRADES IN GRADES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Classification	Number	Percentage
Completed Ninth Grade		
Completed Tenth Grade		
Completed Eleventh Grade		
Completed Twelfth Grade		
Private School (American-Spanish system)		
Dropped		
Barriers		
TOTAL	48	100

TABLE 1

ENROLLMENT BY GRADES 7, 8, AND 9 OF SGP MEMBERS FOR  
THREE YEAR PERIOD ENDING JUNE, 1969

School Year	Grade 7			Grade 8			Grade 9			Total Enroll- ment
	Students			Students			Students			
	Old	New	Total	Old	New	Total	Old	New	Total	
1966- 1967	. .	26	26	. .	3	3	. .	3	3	32
1967- 1968	. .	1	1	24	3	27	1	1	2	30
1968- 1969	. .	2	2	3	2	5	18	4	22	29

TABLE 2

PRESENT STATUS OF FORMER SGP STUDENTS BY GRADE,  
CLASSIFICATION, NUMBER AND PER CENT

Classification	Number	Percentage
Completed Ninth Grade	2	4
Completed Tenth Grade	26	54
Completed Eleventh Grade	2	4
Completed Twelfth Grade	2	4
Private School (Dearborn-Tenth Grade)	2	4
Dropouts	8	17
Married	6	13
Total	48	100



TABLE 3  
PRESENT CLASSIFICATION OF FORMER SGP STUDENTS

Category	Number	
Graduated from High School . . . . .		2
Still in School:		
Functioning well . . . . .	28	
Functioning poorly . . . . .	2	
Private School (Dearborn) . . . . .	<u>2</u>	32
Dropouts:		
Employed . . . . .	5	
Unemployed . . . . .	2	
Married . . . . .	6	
Unknown . . . . .	<u>1</u>	14
Total . . . . .		48

Wilson, H. C. ...

DeVries, ...

Ed. Blau ...

Smith, J. ...

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U.S. ...

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