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COUNSELING AND TUTORING INTERVENTIONS FOR STUDENTS
WITH SPECIAL NEEDS TO PROMOTE SUCCESS IN REGULAR CLASSES
COURSEWORK: CALIFORNIA STATE UNIVERSITY PROFILE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements of the Degree
Master of Arts

In
Education: Special Education

By
Salwa T. Abdel-Mesih

June 1998

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Approved by:


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ABSTRACT

The general purpose of this study was to investigate the concept that (the learning disabled group (LDG) students who are given extra attention will show improvement in their regular classes.) There are a variety of ways that this task could be accomplished. The three methods that were selected are:

a) Group counseling, b) individual counseling, and c) individual tutoring.

{ The specific purpose of this study was to compare the three methods and find which, If any, would be significantly more successful if compared with the others, or with a control group which received no special counseling. The three criteria used in the study for comparing the relative merits of the respective types of counseling were:

1) Academic achievement (grades), 2) a teacher rating survey (class work and homework), and 3) a quantity count

of discipline and attendance referrals¹. The results of this study can be adaptable to a typical school situation, if the counseling technique is within a realistic time expectation from a counselor, or a teacher in a special education department.

¹ Discipline and attendance referrals are used by the school faculty to refer students to an administrator or counselor for disciplinary action because of misbehavior, tardies, truancies, and scholastic deficiencies.

ACKNOWLEDGEMENT

Due to the ever-increasing complexity of our society, some high schools have been compelled to do a more comprehensive job in educating the youth of our society. Not all of the school population seems able or interested in learning at this new level of complexity or even learning the established curriculum at all. Students of all levels of intellectual ability, cultural and social attitude, and levels of motivation are required to be involved in some form of formal education up to age of 18 (California, Sec. 12551 1975).

The schools have been required to provide such special programs as may be needed to aid and educate all students with special needs attending our public schools¹. It is national Tenet that "all" are entitled to an equal opportunity to be educated.

Most school systems have established some types of special education classes to assist students with special needs for a variety of reasons (slow learners, mental retardation, emotional handicaps, and neurological

involvement). Those students are not having their educational and social needs met in the regular classroom.

Most special education classes are self-contained in that the student is in the "least restrictive environment" appropriate for that students needs. "Least restrictive environment for a learning handicapped" students could be in regular classes with monitoring, or regular classes with a resource room teacher.

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CHAPTER 1 INTRODUCTION AND STATEMENT OF THE PROBLEM

Preview

Many of the students are successful in the controlled environment of special education classes. This fact creates a problem for special education teachers and counselor. The curriculum and rate of presentation in the regular education classroom cannot be readily individualized or controlled as it can be in the special education classroom. This is the problem - how to lower the LD student's relatively high failure rates, in a regular classroom setting.

Statement Of The Problem

Students with LD fail in regular classes for a variety of reasons -- poor attitudes, poor motivation inadequate academic skills, disruptive behavior, and poor attendance.

Many of these reasons often have the same basis -- repeated failure in a school situation. Whether this is due to neurological dysfunction or emotional difficulties. The results are the repeated failure in the school. To

overcome these problems small specially organized LD classes try to provide the student an opportunity for success. Unfortunately, these successes which often occur in the LD classes seem to have relatively little carryover in promoting success in regular classes.

In order for a student to be enrolled in the special education program, he must have had the permission of his parent. The LD program included academic remediation and attempts to change or modify behavior that interfered with school performance and attendance. Students of all levels of intellectual ability, cultural and social attitude, and levels of motivation are required to be involved in some form of formal education. It is a national tenet that "all" are entitled to an equal opportunity to be educated in public schools.

Most school systems have established some types of special education classes for students who are not having their educational and social needs met in the regular classroom. These classes will assist those students for a variety of reasons (mental retardation, emotional

handicaps, neurological involvement, etc.). In California the majority of the public high schools offer some special education classes.

"Special education" refers to any program designed to assist any student who is considered below the normal grade level achievement. Students whose special needs cannot be met in a regular classroom. Most special education classes are self-contained in that the students are in a controlled environment for most of the school day. This makes it possible for the teacher to construct a suitable environment that will provide a situation conducive to a maximum amount of remediation and behavior control.

Under California State regulation governing special education classes, those students are enrolled in classes designated as learning disability groups (LDG). They can spend a maximum of 50% of their school day in LDG classes. Many of these students are relatively successful in the controlled environment of special education classes, but have difficulty achieving in the regular classes.

The curriculum and rate of presentation in the regular education classes cannot be as readily individualized or controlled as it can be in special education classroom. This then is the problem—how to lower the LDG student's high failure rates in the regular classroom that is not under close control. Students with learning disability fail in regular classes for a variety of reasons—poor attitudes, poor motivation, inadequate academic skills, disruptive behavior, and poor attendance.

Null Hypothesis

The following null hypothesis were posed for this study:

Hypothesis 1

Any statistical difference between the control group and each of the three experimental groups (group counseling, individual counseling, and individual tutoring) would be no greater than that which is attributable to change.

Hypothesis 2

Any statistical difference between the respective pairs of the three experimental groups would be no greater than that which is attributable to chance.

In order for a student to be enrolled in the special education program, he must have had the permission of his parents. The LDG program included academic remediation and an attempt to change or modify behavior, which interfered with school performance and attendance.

CHAPTER 2 REVIEW OF THE LITERATURE

Preview

This study used students who are defined as educationally handicapped with learning disability. It is necessary to look at those factors that characterize an educationally handicapped or learning disabled student. The students in this study were all enrolled in classes for the educationally handicapped (EH) or learning disability (LD) the students had been diagnosed and fell into one of three categories:

- A. Specific learning disabilities.
- B. Specific behavior disorder.
- C. Emotional handicapped.

In addition, there were those students who at one time were classified as mentally retarded (IQ: 75-85). However, due to changes in the state regulation governing special education programs, they no longer qualify for an EMR program. These students must fall into one of the above

three categories in order to be eligible for placement in an EH or LD class.

All three types of special education students must be included in any general definition of a learning disabled student or special education student. Baker defines special education students as those who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity. This definition is agreed to and repeated by Siegel and others.

Categories And Characteristics Of Learning Disabled Students

Students with learning disabilities fall into three categories:

1. Those who are emotionally handicapped.
2. Those who have a specific learning disability.
3. Those who have a specific behavior disorder.

All of those students enrolled in EH or LD classes must be under 21 years of age and fall into one of these categories ("California, Sec. 6750, 1975"). Many students involved in an EH or LD classes will have more than one specific disability. For example, students with specific neurological problems may also have serious emotional conflicts. Therefore, many of the students can also be considered as multiply handicapped (Jordan, 1992).

Estimates of the number of students who are learning disabled vary. Cruickshank (1993) states that the incidence of brain injury (neurological impairment) in the United States may be as high as 7 percent of the population, or two or three students out of an average class of 30. Katherine D'Evelyn states that studies indicate that about 10 percent or three of 30 students in schools have emotional problems severe enough to require assistance. Bower (1992) also supplies this estimate of emotionally disturbed students. Other researchers have studies that state similar percentages.

In describing characteristics of students with learning disabilities the focus must be on those features which separate one group from another. A learning disability is defined as a specific disability that impedes a student's ability to learn.

Characteristics Of Emotional Disabilities

The characteristics of the emotionally handicapped student vary depending on the severity of the disorder. In general, severely emotionally disturbed students would not be found in high school special education programs. Therefore, the discussion is limited to those who have learning disability, emotional disorder, and behavioral disorder.

Some characteristics which identify some of the common symptoms of an emotional disturbance:

- A. Poor motivation, with need for constant prodding to complete work.
- B. Inattention or laziness.
- C. Exhibition of nervous mannerisms such as nail biting, extreme restlessness.

- D. Exclusion by other students when possible.
- E. Failure in school with no obvious mental or physical reason.
- F. High degree of absenteeism, school phobia.
- G. Depression and unhappiness most of the time.
- H. Underachievement and tendency to be jealous and over competitive.

Other researchers tend to confirm these characteristics, especially the inability of the emotionally disturbed student to form normal peer and teacher relationships.

In order for these students to be enrolled in special classes they must meet the following standards:

1. They must not be so severely disturbed as to be excluded from public education facilities.
2. The students are able to profit from their school experiences.
3. Any specific interventions are within the capabilities of the placement recommended by a psychiatric evaluation.

4. Appropriate ancillary services are available for the proper remediation of the student within a specific program "California, Sec. 3230, 1975".

Characteristics of A Behavior Problem

The characteristics of a student with a specific behavior problem are often similar to those exhibited by students in the previous two categories. Kirk (1962) defines a behavior disorder as "that behavior of a child with:

1. Has a detrimental effect on his development and adjustment and/or
2. Interferes with the lives of other people."

In order for a student to be admitted to a special education program on the basis of a specific behavior disorder he or she must fit into one or more of the following categories:

1. Due to his or her behavior, the student cannot benefit from regular classes. Such disorder may be school phobia, adjustment reactions, impulsiveness, etc.

2. The behavior disorder is severe enough to cause a significant discrepancy between ability and achievement.
3. That the remediation program recommended by a psychological or psychiatric evaluation be within the capabilities of the program to which the individual is assigned.
4. That any disability is due to reasons other than mental retardation (California, Sec. 3230, 6750, 1975).

CHAPTER 3 RESEARCH METHODOLOGY

In this study a quasi-experimental design (Campbell and Stanley, 1963) was used.

Sample

The sample used in the study originally consisted of 49 students. All of the subjects were in grades nine through 12 and were enrolled in the learning disability program at Glenn High School. At the start of the study the sample consisted of 42 males and seven females. Because four subjects left Glenn High School during the course of the study, the final study sample consisted of 45 students.

All of the students were in at least one but not more than three log classes, and all were in attendance at the beginning of the second semester (February 1985). The average number of regular classes attended was three. None of the students spent more than 50 percent of their school day in LD classes.

The grades from physical education (PE) were included in the study, even though it was not an academic class, for these reasons:

1. PE is required for graduation.
2. Many LD students have difficulty with PE
3. The attitude of the student in PE seems to be the determining factor as to pass or fail.

All of the subjects were at least 3 years below grade level and some were as much as 9 years below in reading skills. The mean grade level in reading was 4.9 (range: 1.8 to 8.1). The average math skill level was high at 5.3, but the spread was less (range: 2.9 to 6.3). One student score was omitted for the math average because of an unusually high math score of 11.1. Its inclusion would create a distorted view of the means. All of the math and reading skill level scores were obtained by using the wide range achievement test. The students represented a cross-section of behavior problems ranging from none to extremely disruptive.

Research Design

In this investigation, the independent variable was counseling technique or method:

- A. Group counseling.
- B. Individual counseling.
- C. Individual tutoring.
- D. No counseling or tutoring.

The three dependent variables were as follows:

- 1. Grade point averages.
- 2. Results from a teacher rating scale (see Appendix A, p. 59)
- 3. Quantity of discipline/attendance referrals, using the quasi-experimental design, this investigation tested the following null or statistical hypothesis.

Hypothesis I

Any statistical difference between the control group and each of the experimental groups (would be no greater than that which is attributable to chance.

Hypothesis II

Any statistical difference between the respective pairs of the experimental groups would be no greater than that which is attributable to change.

Description Of Counselors

The four teachers who did the counseling and tutoring in this study were all assigned to the LD program at Glenn High School. Two of the four teachers had graduate training in group counseling, and three had advanced training in group counseling, and three had advanced training in group counseling, and three had advanced training in school counseling. The remaining teacher did not have any formal training relating to counseling.

The case load and experimental techniques used were assigned to teachers based on their abilities and training. Two of the instructors worked only with those students being tutored. One teacher did both individual counseling and group leading. The fourth teacher worked with students assigned to all three experimental groups. The LD teachers

used those counseling techniques, which they had acquired prior to the experimental period and no approaches. The teachers used those counseling and tutoring techniques with which they felt most comfortable.

Selection And Assignment To Groups

All the students who were enrolled for the entire semester in LDG classes at Glenn High School were used in the study. The students were randomly assigned to one of four groups, three of which were the experimental groups (group counseling, individual counseling, individual tutoring). The fourth group being the control group. Each group consisted of a blend of all grade levels (9-12) so that no group would have a maturity advantage over another (see Table 1).

Experimental Procedure

Group Counseling

This group (Total N=11) was divided into two small groups with five and six students each. A different leader headed each group. The students were assigned to the

groups on the basis of past compatibility shown during the previous semester. Both group leaders received the same instruction concerning the conduct of the group session. That the purpose of the group was to improve the subject's grades through techniques aimed at improving the student's classroom behavior, their attitudes toward their feeling toward and methods of dealing with the different instructors, and their methods of improving their study habits. There was not direct attention given to specific subject matter.

The initial session was used to set up the general conditions and purposes of the group and to familiarize the group members with each other. In addition to discussions concerning attitudes, the need for school success, and problems in regular classes, techniques such as role-playing and socio-drama were used with the groups.

Each group session lasted an average of 44 minutes, with a range between 40 and 53 minutes. The periods during which the groups met were rotated throughout the six period days so as not to interfere with any one class. Both

groups met once a week for 9 weeks. Counseling sessions were discontinued 3 weeks prior to the end of school because of the heavy year-end workload required of the special education teachers (who are serving as the counselors and tutors in this study).

Individual Counseling

In this experimental group each student was assigned at random to one of two counselors who had been instructed to try to improve the academic performance of the subject without doing any direct tutoring in specific subjects. Counseling to improve attitudes towards teachers, school, particular subjects, and self concepts was allowed as well as general discussion concerning study habits or any other problems the individual student may have had that could interfere with classroom achievement. In addition, as in the group sessions, the students were encouraged and instructed in how to seek help from their regular teachers.

Each student was counseled on an average of 34 minutes once each week for 9 weeks. Originally the individual sessions were to have been 40 to 55 minutes; however, this

amount of time turned out to be longer than was realistically practical or possible.

Individual Tutoring

The students in this experimental group were assigned at random to three SDC teachers. The teachers were instructed to work with each student between 40 and 55 minutes per week for 9 weeks. The same problem of time limitation developed as with the individual counseling group, so the average length of time for tutoring sessions was shortened to 32 minutes.

During the tutoring sessions the subjects received assistance which focused directly on the subject matter and/or classroom projects which were assigned to the student. For example, the tutor could help in the reading of texts, the answering of questions or the search for information, but was not to engage in any attitude or behavior counseling.

Control Group

The only consideration given the control group was that of recording and analysis of their grades, teacher

rating scales, and the number of referrals as compared to those for the experimental group. They did not receive any form of counseling or special treatment. If they question why some students were receiving more counseling or were involved in-groups, they would have been told that the students would eventually be involved in some form of counseling. The need for this did not occur.

General Instructions

In order to receive the cooperation of the LDG staff and decrease the chances of incidental counseling all LDG teacher-counselors were fully informed as to the nature and purpose of the study. Each was given the option of being involved in the study. General instructions to students were more limited. None of the subjects was informed that a study was being undertaken they were told that they were involved in an attempt to improve their grades and that all students would receive some extra attention at some time to achieve improvement in their regular classes. None of the students involved in either the experimental groups or the

control group questioned why some students were involved and others were not.

The one area that presented a problem was the handling of attendance scholastic, and behavior referrals. All referrals were treated in the normal manner regardless of the group to which the student was assigned. The same counselor handled students who received referrals so as to limit any effect different counselors might have on the study.

Collection Of Data

All three experimental groups were treated the same in regard to general instructions and the method and type of data collected. Three separate types of data were used to compare the four groups in the study: (including the control group.)

- A. Academic achievement (grades).
- B. Teacher survey (see Appendix A, p. 59).
- C. The numbers of individual referrals.

The study was divided into a pre-experimental or baseline period and an experimental period. The pre-experimental period extended for 6 weeks. During this time no tutoring, counseling, nor any discussion concerning the experiment were conducted with any of the subjects. Grades, surveys, and the number of referrals were recorded at the end of this period. The experimental period consisted of 9 of the last 12 weeks of the semester.

Instrumentation And Measurement

At the end of the semester, the grades, surveys, and number of referrals for the preceding 6 weeks were recorded for each subject, and a comparison of the pre-and post-experimental data was performed. Each dependent variable was treated statistically or graphed.

The academic grades were assigned to a scale of (0-12) so that (+) or (-) grades which represent change would be more evident (for example, $a+=\underline{A}+11$, $A-=10$, etc.). The raw scores were computed into a mean score for each student,

and a group mean for each of the four groups was used for the comparison.

The teacher's survey consisted of three areas (see Appendix A, p. 59) that were rated on a 1-4 scale. The scores were placed in rank order and a median computed for each member of each group.

The number of discipline/attendance referrals for each individual in each group was recorded. Due to the insufficient number, a means was not calculated.

Data Analysis

The individual means from the grade point data were used to compute a group mean, standard deviation and the standard error of the means for each of the four groups in the study. The resulting statistical data was compared using a one-way analysis of variance of variance.

The resulting scores from the teacher rating scales were treated and compared statistically using a Kruskal-Wallis one-way analysis of variance. The number of referrals for each of the four groups was displayed using a

graph. Due to the insufficient quantity of this data, any statistical results from an analysis of variance or any other statistical comparison would be unreliable.

Uncontrolled Variables

In a study of this type it is impossible to control all possible variables. Some of the problems that developed were:

1. Outside influences, such as parents, administrators or regular counselor - psychologist meetings with individual students.
2. Student requests from other than the LDG staff for assistance with schoolwork.
3. The difference among the abilities of the regular classroom teachers.

Limitations

This study was designed to include those realities that would limit its use in a typical high school.

1. Time: There is only so much time that is available to, or that will be given by, an

individual teacher over and above his regular school day. Therefore, the amount of counseling or tutoring time spent with each experimental program.

2. Training: The level of training of the teachers was examined. Those with formal counseling groups and those without such training dealt with the tutoring group.
3. Participation: Participation of the subjects was not voluntary. Students enrolled in the LDG classes were involved in one of the four groups.
4. Personnel: The personalities and abilities of the regular classroom teachers could not be controlled.
5. Grades: Grades usually make poor experimental data but it is the only criteria used by schools in deciding who does or does not obtain credits for classes taken.
6. Size: The size of the group is limited by those students enrolled.

CHAPTER 4 RESULTS

This chapter presents the results of the experimental procedures (group counseling, individual counseling and individual tutoring) on improving the academic performance of LDG students' non-special education classes.

Three separate types of data were collected to test the null hypotheses: grade point average, results of a rating scale and a quantitative assessment of discipline attendance referrals sent by regular class teachers.

Statistical Procedures

Pre- and post-experimental period grades were recorded and analyses of variance were computed. The results are shown in Tables 1 and 2 (pre-experimental grades) and Tables 3 and 4 (post-experimental grades). An F score of 2.84 was needed to achieve significance.

A median score was computed for each student's rating scale scores and these were placed in rank order by groups. Akruskal-Wallis one-way analysis of variance was performed on the data. These results are shown in table 5. An H score

of 7.82 is needed to achieve significance. Because of the limited amount of data available, no statistical comparison of the referral data was conducted. The results were graphed and shown in figure one.

Restatement of the Hypothesis and Results

Hypothesis 1

Any statistical difference between the control group and experimental groups (group counseling, individual dual counseling, and individual tutoring) would be no greater than that which is attributable to chance results.

On the basis of data collected, the first hypothesis was accepted. No significant change resulted between the control and the experimental groups.

Hypothesis 2

Any statistical difference between the respective pairs of experimental groups would be no greater than that which would be attributable to chance.

Results: The fourth null hypothesis was accepted. There was no significant difference between the experimental groups.

The grade point averages for the post-experimental period of the group counseling and individual tutoring rose but not to the level needed to establish significance. The scores from the Kruskal-Wallis one-way analysis of variance showed no direction. The quantity of the referral data from the post-test did drop but because of the lack of a sufficient number of referrals an analysis of variance was not performed.

Summary

Of the three methods of improving performance, researchers most often use group counseling. (The majority of results indicate that while some improvement is usually found the type and degree of improvement depends on the type of students being counseled and the instruments used to evaluate success.) Most researchers agree that improvement in emotional behavior is more often found than improvement in academic skills. One of the problems is the difficulty in determining whether academic improvement (GPA) is an accurate predictor of the success or failure of a particular counseling technique. In many studies the

selection of subjects and the elimination of uncontrolled variables creates doubt as to the validity of the results.

(Individual counseling tends to be used more with emotional problems than for improvement of academic skills. The quantity of studies using individual counseling to improve school performance appears to be significantly less than investigations using group counseling. Studies in tutoring are few, but those that are available show that tutoring can be a successful method of improving academic performance.)

Specific studies dealing with learning disabled students who are classified as neurologically damaged indicate that counseling procedures must consider the specific disability if they are to be successful.

No studies were found that compare group counseling and individual counseling with individual tutoring. No studies were found that used students enrolled in special education classes and whose interest was in the improvement of their academic performance in regular classes.

Table 1

Pre-experimental Descriptive Statistics by Group

Group	Means	Standard deviation	Standard error of the means
Group Counseling	5.4	2.08	.63
Individual Counseling	4.8	2.32	.70
Individual Tutoring	4.8	2.40	.70
Control Group	5.1	1.24	.37

Table 2

Pre-experimental Analysis of Variance

Source of variation	<u>Df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between Group	3	2.63	.88	.20
Within Group	41	175.9	4.30	
Total	44			

Table 3

Post-experimental Descriptive Statistics by Group

Group	Means	Standard deviation	Standard error of the means
Group Counseling	5.8	2.36	.71
Individual Counseling	4.8	2.43	.73
Individual Tutoring	5.5	2.51	.72
Control Group	3.6	2.58	.78

Table 4

Post-experimental Analysis of Variance

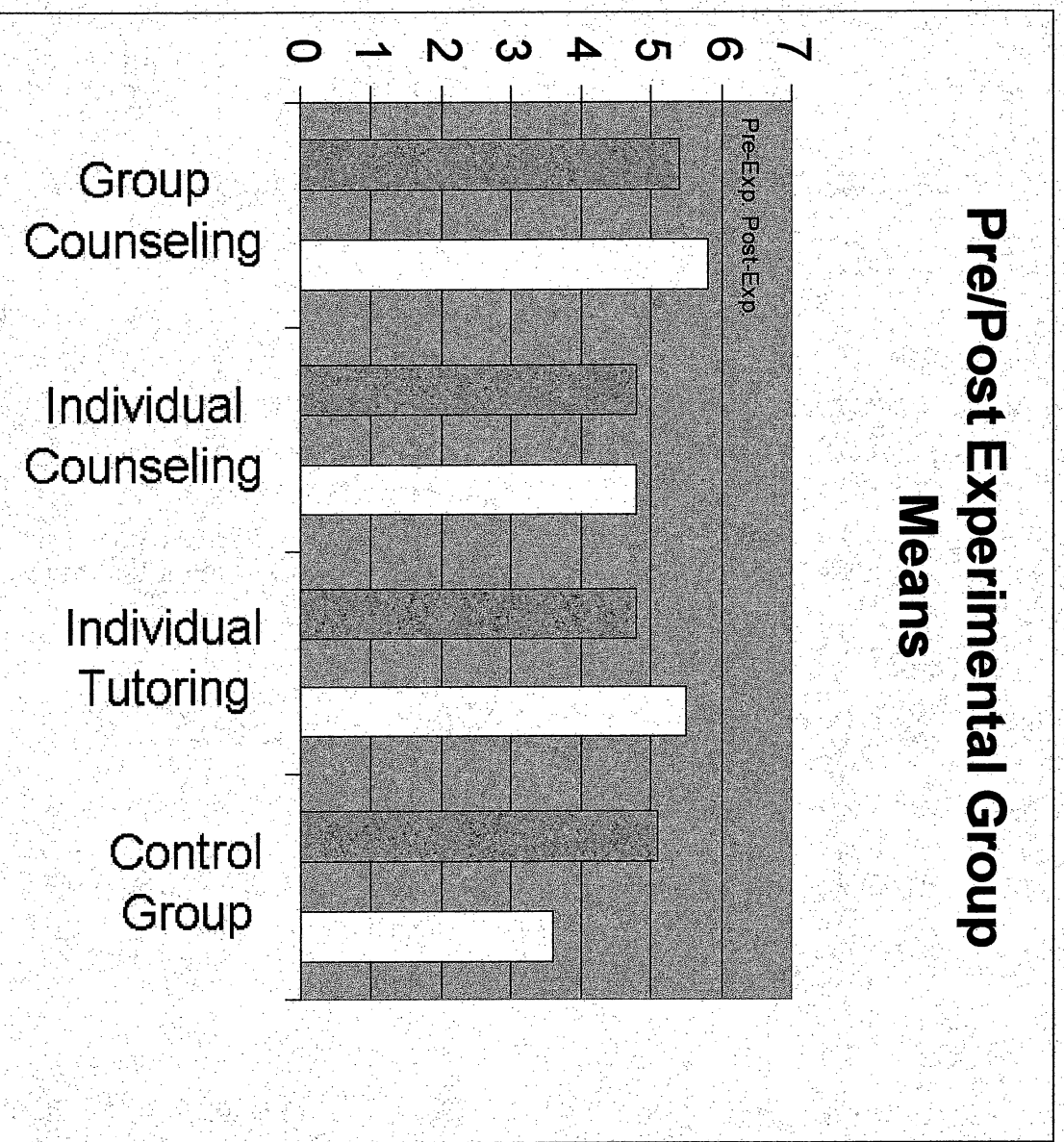
Source of variation	<u>Df</u>	<u>SS</u>	<u>ms</u>	<u>F</u>
Between Group	3	30.23	10.07	1.64
Within Group	41	251.33	6.13	
Total	44			

Table 5

Analysis of Variance of Teacher Rating Scale

Sum	Pre- experimental period	Post- experimental period
Control Group	207	243
Group Counseling	271	286.5
Individual Counseling	247	238
Individual Tutoring	355	310.5
H	4.47	1.00

Figure 1. Pre/Post Experimental Means



CHAPTER 5 SUMMARY, CONCLUSIONS, AND INTERPRETATIONS

Conclusion and Interpretation

The purpose of the study was to investigate which, if any, of the four techniques; group counseling; individual counseling, individual tutoring, or no counseling, would be the most effective method of improving the regular classroom performance of students enrolled in learning disability classes at Glenn High School. The study took place over one semester and was divided into pre-experimental or baseline period and experimental period. Students' grades, rating scales, and discipline attendance referrals were used to accept or reject the null hypothesis. Forty-five students were used in the study. Data were collected after a 6-week baseline period and again at the end of the semester 12 weeks later.

An analysis of variance was used with the grade point data. A Kruskal-Wallis one-way analysis of variance was used with the rating scale data. The quantity of discipline/attendance referrals was too insignificant to do a meaningful analysis of variance. These results were

graphed. All four of the null hypotheses were accepted. None of the experimental procedures proved to be significant.

Conclusions based on the statistical results indicate that none of the three experimental procedures were significantly effective in improving the performance of the subjects. However, a close look at the results of the grade point means shows that there was a change in the means and variation of the control group scores and the experimental group score between the pre and post-experimental data. This trend, while not significant with the small number of subjects used in this study, would possibly become significant if a large enough number of subjects were used in a similar experiment.

One of the purposes of this study was to discover which of the three experimental procedures produced the greatest increase in regular class performance. Based on the results, none of the three would be significantly different. Any difference may be due to an increased amount of attention given the student rather than due to a

specific technique or counseling method. Therefore, the choice of a particular technique should be based on the most efficient use of teacher time or on what types of counseling skills a special education staff possessed.

Group counseling provides for the greatest teacher student contact with a minimal demand on teacher time when compared to individual tutoring or counseling. However, the group approach requires a high degree of training for the group leader. Individual counseling is time consuming and requires training. Tutoring, while requiring time, is probably the most effective for a teacher who has not had any formal training in counseling techniques.

The number of referrals received in the pre and post-experimental periods were not sufficient enough to be of value. However, this source of data, like the grade point means, represents "objective" data or data that does not depend on the memory of a teacher as does that data that were obtained on rating scales. Most teachers have a well used system for keeping written records of grades, points, letter grades, etc., which are used to assign grades. The

office counselor records referrals and a written record is kept. Statistics taken from these records are factual and do not rely on the memory of an instructor and are not susceptible to the emotional state of the teacher. The teacher rating scales were usually not based on similar objective data, but on the subjective perceptions of their memories.

The results of the teacher rating scales show an inconsistent pattern. Some scores rose while others remained low with no pattern emerging. The H factor derived from the statistical test was not significant. In fact, post-test scores were much lower than the pre-test scores. Enlarging the size of the sample using this data would probably only increase the degree of inconsistency. This is probably the fault of the way in which the scale was administered. Each teacher was asked to fill out a rating scale for each student twice, once at the end of the baseline period and once at the end of the study (semester). The teachers were rating the students in subjective areas with few written records to use. They had

to depend mostly on their memories. This fact probably meant that their ratings were based on recent or significant events in their relationship with each student. The second survey, in addition to being subject to the above problems, was issued at the end of the second semester. Grades, year-end reports, vacation plans, etc. were also in competition for teacher's time. It is doubtful that all of the teachers gave the rating scale the thought that it needed. In many cases it was difficult to get the survey returned at all. In order to improve the validity of this type of scale, assistance in the form of weekly charts and/or more comprehensive and objective form should be used.

This study has several limitations that if removed would increase its chances for significant results. The population was so small that it could not reflect any other than large change in performance. The "counselors" and tutors involved in the study were chosen because of their presence in the special education department rather than because of their ability. The teacher rating scale was not

a reliable measure of regular class performance. Total control and separation of the control group from a form of counseling or other types of intervention was not totally possible. In addition, the difference in the counseling loads of the four teachers used with the experimental groups may have had a confounding effect on the results.

While the main purpose of the study was to examine the effects of the experimental procedures on performance, there were several beneficial results that came out of the study. The counseling and tutoring schedules used during the experimental procedures increased the amount of involvement that the special education staff had with the students.

While no records or statistics were kept, there was a decrease in the amount of behavior and classroom discipline problems that occur in the learning disabled classes. Teachers appeared to know their students better and to have more insight into their problems. As a consequences, counseling loads and regular conferencing schedules were assigned for the following the year.

Summary

The purpose of the study was to investigate which, if any, of the four techniques, groups counseling, individual counseling, individual tutoring, or no counseling, would be the most effective method of improving the regular classroom performance of students enrolled in learning disability classes at Workman High School. The study took place over one semester and was divided into a pre-experimental or baseline period and an experimental period. Students' grades rating scales and discipline/attendance referrals were used to accept or reject the Null hypothesis. Forty-five students were used in the study. Data were collected after a 6-week baseline period and again at the end of the semester 12 weeks later.

An analysis of variance was used with the grade point data. A Kruskal-Wallis one way analysis of variance was used with the scale data. The quantity of discipline 1 attendance referrals was too insignificant to do a meaningful analysis of variance. These results were graphed. All four of the Null hypotheses were accepted.

None of the experimental procedures proved to be significant.

Conclusions based on the statistical results indicate that none of the three experimental procedures were significantly effective in improving the performance of the subjects. However, a close look at the results of the grade point means shows that there was a change in the means and variation of the control group scores and the experimental group score between the pre and post-experimental data. This trend, while not significant with the possibly become significant if a large enough number of subjects were used in a similar experiment.

One of the purposes of this study was to discover which of the three experimental procedures produced the greatest increase in regular class performance. Based on the results, none of the three would be significantly different.

Any difference may be due to an increased amount of attention given the student rather than due to a specific technique or counseling method. Therefore, the choice of a

particular technique should be based on the most efficient use of teacher time or on what types of counseling skills a special education staff possessed.

Group counseling provides for the greatest teacher student contact with a minimal demand on teacher time when compared to individual tutoring or counseling. However, the group approach requires a high degree of training for the group leader. Individual counseling is time consuming and requires training. Tutoring, while requiring time, is probably the most effective for a teacher who has not had any formal training the counseling techniques.

The number of referrals received in the pre and post-experimental periods were not sufficient enough to be of value. However, this source of data, like the grade point means, represents "objective" data or data that does not depend on the memory of a teacher as does that data, which were obtained on the rating, scales.

Most teachers have a well-used system for keeping written records of grades, points, letter grades, etc., which are used to assign grades. The office counselor

records referrals and a written record is kept. Statistics taken from these records are factual and do not rely on the memory of an instructor and are not susceptible to the emotional state of the teacher. The teacher rating scales were usually not based on similar objective data, but on the subjective perceptions of their memories.

The results of the teacher rating scales show an inconsistent pattern. Some scores rose while others remained low with no pattern emerging. The H factor derived from the statistical test was not significant, in fact, the post test score was much lower than the pretest.

Enlarging the size of the sample using this data would probably only increase the degree of inconsistency. This is probably the fault of the way in which the scale was administered. Each teacher was asked to fill out a rating scale for each student twice. Once at the end of the baseline period and once at the end of the study (semester). The teachers were rating the students in subjective areas with few written records to use. They had to depend mostly on their memories. This fact probably

meant that their rating were based on recent or significant events in their relationship with each student.

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This study had several limitations which if removed would increase its chances for significant results. The population was so small that it could not reflect any other than large changes in performance. The "counselors" and tutors involved in the study were chosen because of their presence in the special education department rather than because of their ability. The teacher rating scale probably was not a reliable measure of regular class

performance. Total control and separation of the control group from a form of counseling.

While the main purpose of the study was to examine the effects of the experimental procedures on performance, there were several beneficial results that came out of the study. The counseling and tutoring schedules used during the experimental procedures increased the amount of involvement that the special education staff had with the students.

While no records or statistics were kept, there was a decrease in the amount of behavior and classroom discipline problems, which occur in LDG classes.

Teachers appeared to know their students better and to have more insight into their problems. As a consequence, counseling loads and regular conferencing schedules were assigned for the following year.

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