A STUDY OF STUDENT SOCIAL EMOTIONAL PROBLEMS IN THE SEINE RIVER SCHOOL DIVISION

BY

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in Partial Fulfillment of the Requirements
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A STUDY OF STUDENT SOCIAL EMOTIONAL PROBLEMS IN THE SEINE RIVER SCHOOL DIVISION

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ABSTRACT

The purpose of this thesis is to examine students with social emotional problems in the Seine River School Division. The subjects include all school division employees as well as a random sample of students, parents and outside agencies. Data was gathered by having all subjects complete a survey.

The purpose of the survey was to gather data on the number of students in the school division experiencing social emotional problems, the severity of these problems, where these students are located in the school division, what the school division is already doing to meet the needs of these students, what else the school division could do to assist these students and what parents, students and outside agencies think the school division could be doing to meet the needs of students with social emotional problems.

Teachers identified 14.9% of the school division's student population as experiencing social emotional problems. These students were identified in all schools within the school division and at all grade levels. Of the identified students 65.7% were male and 34.3% were female. Teachers, administrators and specialists indicated a high level of concern for the negative impact students with social emotional problems are having on the learning of other students. They also indicated great concern for the level of stress that teachers experience when working with students who are behaviourally disordered. The subjects that work within the school system reported that providing these students with direct service in the classroom as well as regular access to counselling and resource support were most helpful. This same group also reported that more of what already works well - direct service and counselling/resource support should be provided. All groups reported that more parental involvement at the school is necessary in these cases.

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CHAPTER 1

Introduction

As we approach the 21st century, the public school system is finding itself responsible for much more than what it once considered its mandate, the academic education of children. As society changes, the school system is becoming increasingly involved in issues which were once considered the responsibility of the family. For example, the school system now delivers programs to students that address such topics as the prevention of sexual abuse, AIDS and family life education. Many school divisions now deploy counselling staff to their K-12 schools to assist in addressing concerns in these areas. It would thus appear there exists an expectation that the school has a role in meeting the needs of students, not only in the cognitive, but also in the affective domain. Working in the cognitive domain (teaching academics) is a task that educators are trained and prepared to do. However, meeting needs in the affective domain is not easily defined nor achieved. Educators are being called on, more than ever, to deal with the social emotional variables in students' lives and ultimately the behaviours that ensue. It is here that the problem begins to unfold.

The following proposal for study was borne out of concerns expressed by a number of groups in the Seine River School Division. These concerns centered around the increasing number of students who were experiencing social emotional problems severe enough to effect their ability to function and, furthermore, how the system should be addressing this issue within the schools.

Although many groups and individuals within the Seine River School Division have and continue to discuss these issues, there is simply no data available to provide direction regarding these concerns. By June of 1992, the divisional Special Needs Committee (a committee which had been struck in 1991 to examine the whole field of Special Education) decided that concerns around dealing with students with social emotional problems needed to be addressed. Before any decisions could be made the issues would have to move from their state of informal albeit emotional concern to a more clearly defined problem. In order for this to take place, a collection of data would be necessary.

It would be important to say that the concerns about dealing with students with social emotional problems are certainly not unique to the Seine River School Division. These same concerns are being raised by school divisions not only provincially but nationally. In fact, one only has to pick up a newspaper to find that the media has also taken an interest in this topic. (See Appendix A.) By collecting data, the school division will have a clearer picture of the problems as they exist within its boundaries as well as extensive feedback in terms of dealing with the issues. This data should certainly prove valuable to the division in planning to meet the needs of students experiencing social emotional problems. However, as these concerns are not unique to the Seine, other school divisions may be interested in the findings. The data collection process could provide a model that would assist other divisions in assessing their own situations. Although the purpose of the data would not be to generalize to populations outside the Seine River School Division, there may be an interest on the part of other divisions to make use of the findings in addressing their own concerns in this area.

Throughout this document two definitions are most often used to describe the troubled students that were the subject of this study.

The term behaviourally disordered is used in the research to describe that small percentage (approximately 2%) of the student population whose behaviour severely impedes their ability to function in the regular classroom setting.

For the purposes of my research the wider range of troubled students was to be identified. This would encompass students experiencing mild, moderate and severe problems. My research indicates that these students comprised approximately 14.9% of the general population. The term that will be used to cover this wider range is "students experiencing social emotional problems".

CHAPTER 2

Literature Review

Nature and Scope of the Problem

When reviewing the literature on social emotional problems of students, there are remarkable differences between the writing of today and that of 20 years ago. Looking back at those years, little was written about troubled students, their needs, or the impact their behaviour was having on the school system. Rather, the literature contained reference to basically two groups of students, those who were emotionally disturbed and housed in special educational settings or hospitals and those who were healthy, in the mainstream and required discipline. For example, according to Bellon (1979), only 14 years ago teachers in Tennessee reported that their major concerns regarding student problems were the passive behaviours of inattention and apathy and the active behaviours of talking out of turn and overactive behaviour. Out of school factors, especially improper training at home, were seen to be linked to these problems. The teachers cited parent conferences as the most appropriate method of dealing with these concerns. These are not the concerns raised in the writing of today.

The literature of the late 80's and early 90's refers with great concern to the reality of what the public school system is dealing with. There are rising numbers of emotionally troubled, behaviourally disordered students that the system must respond to, a task that the schools are not organized or prepared for. According to the Peacock Hill Working Group (1991), no other category of special education currently presents more difficulties to schools and related services than that of students with behavioural disorders. As evidenced by Steinberg and Knitzer (1992), these students make up a significant percentage of our special education population and the vast majority of them are housed in our public schools.

> During the 1987-88 school year, 374,000 students were identified as seriously emotionally disturbed (or the state's equivalent term). This represents about 9% of the total special education population and 0.96% of the total school population. Nationally 80% of the identified students are served in regular schools: 10% in regular classrooms, 35% in resource rooms for some part of the day and 37% in self-contained classrooms. (Of the remainder, 12% are in day schools or day treatment programs, 4% are in residential settings and the rest either in correctional facilities, in-patient hospitals or on home-bound instruction). There is considerable variation from state to state and district to district on the overall rates of identification as well as on where children are served (Steinberg and Knitzer 1992, p 145.)

Keeping in mind that the work of Steinberg and Knitzer (1992) focused only on the seriously emotionally disturbed, it likely represents only the "tip of the iceberg." If even the most severe cases are housed in the regular school system without a standard or "guaranteed" program, it stands to reason that there must be many more students whose problems have been labelled as less severe for whom there would be little or no support.

According to Reiher (1992), students with behaviour disorder are in the schools and present with behavioural, social emotional and academic deficits. For example, attention seeking, aggressive behaviour, lack of impulse control, inappropriate verbalizations, poor peer relationships, anxiety, low academic achievement and low self-esteem are common in these students. Hence, the nature of the problem becomes clear, there exists a growing number of students who are being identified as emotionally and/or behaviourally disordered. They present with a complexity of behavioural, social emotional and academic deficits and the vast majority of them are housed in our regular public schools.

Services and Programs

Despite an increasing emphasis on education for students identified as emotionally disturbed and behaviourally disordered, little research is available in terms of the nature of programs presently being implemented (Epstein Foley and Cullinan, 1992). Due to the lack of comprehensive information in terms of the kinds of programs that are in place for these students, there can be little or no agreement as to what programs are most effective.

Both Duke and Jones (1983) and the Peacock Hill Working Group (1991) agree that there has been a failure to identify and monitor the implementation of programs for students with emotional and/or behavioural disorders. Thus, there is certainly no agreement as to what constitutes best practice. Is it not alarming that, for this growing group of students whose needs are so great, there is yet to be an effort on the part of educators to determine best prescriptions?

The greatest concern raised in the literature in terms of programming is the lack of it. The Peacock Working Group (1991) cites current data from the U.S. Department of Education which indicates that fewer than 1% of public school students are receiving services for emotional or behaviour disorders. Even the most conservative figures suggest that the number of students being served is less than one-third of those who actually need such services.

The literature points to a number of unsettling possibilities for the lack of service to students with emotional and/or behaviour problems. According to Steinberg and Knitzer (1992), there is a shortage of qualified, experienced personnel to work with these students. The Peacock Working Group (1991) points to additional factors which result in lack of service. Firstly, there may be disincentive on the part of school staff to identify these students. Once they are labelled as "needy," it becomes much more difficult to make the school rules "stick." For example, having these students suspended or expelled is no longer easy to defend. Secondly, service delivery has been impaired as there has been no strong advocacy for this group of children. Parents have often felt intimidated and refused to speak out for fear of being blamed for their child's behaviour. Finally and most disturbing is the suggestion that students with emotional or behavioural disorders are often denied access to service due to their low levels of likability and social acceptance. These students are often held in low regard by the teacher leading to further exclusion, rejection, poor instruction and a low quality of school life. It would certainly appear that the chances of a student with emotional and/or behavioural problems getting service, let alone good service, are poor.

Theory and Technique

The literature itself according to Epstein Foley and Cullinan (1992) points to the paucity of research in terms of monitoring and evaluating programs for students exhibiting behaviour disorders. However, what is available for consideration is current psychological and counselling theory which has become a natural source in the development of methods to deal with problem behaviour in our schools. In fact many of the programs which will be highlighted in the next section find at their roots such theory.

There is certainly no lack of psychological or counselling theory addressing conduct disorder or deviance. However, of this, the theory which can be applied to children and then implemented in schools is far more limited. In studying programs and practices for behaviour disorder in the schools the following four theories often appear.

Behaviourist Theory

Although behaviourists were already working on stimulus response theory prior to the 1930's it was the arrival of B.F. Skinner in the mid-1930's that led to the full development of the theory. It was also Skinner who popularized the notion that behaviourist theory belonged in education. According to Skinner (1938) we should not be concerned with what goes on inside the organism nor the organism's motivational or emotional state. Rather, we should focus on the environmental conditions (stimulus) and their effect (response). Hence, behaviourist theory is based entirely on an environmental view of behaviour.

Behaviourist theory rests on the following basic principles: reward desirable behaviour and extinguish (and if necessary punish) undesirable behaviour. O'Leary and O'Leary (1977) clearly describe the application of behaviour theory to children who are behaviourally disordered. The focus is on observable behaviour, which is to be treated in and of itself and not as a symptom of anything else. Problem behaviour is observed to determine the stimuli which elicit and reinforce it. Procedures for decreasing undesired behaviour include negative reinforcement, extinction, time out, self reprimands and punishment. Procedures for increasing desired behaviour include praise, modeling, token reinforcement, tangible rewards and self reinforcement. These long yet incomplete lists indicate the "find what works and use it" approach of modern behaviour modification. Many school programs adopt behavioural approaches to dealing with behaviour disorder and report some success. However, philosophically there can be concern regarding the mechanistic and manipulative aspects of behaviour modification. Does the success that behaviour modification techniques report translate into permanent behaviour change? According to Emery and Marholin II (1977) there is no evidence that behaviouristic treatments bring about changes that generalize to other settings or last over significant periods of time.

Behaviourist theory has many strengths in terms of education. There is a demand that educators be accountable. With the use of behaviourist theory and techniques teachers can often evidence skill acquisition and behaviour change.

When a student is experiencing difficulty academically and/or socially emotionally the education system has a responsibility to address the problem. If, for example, a student is often off task and not completing his/her work, it would become the teacher's responsibility to address this concern. By using behavioural strategies (ie. rewarding on task, behaviour, loss of privileges for incomplete assignments) the teacher can demonstrate that the problem is being addressed.

There are a number of weaknesses associated with behaviourist theory. The theory only takes into consideration the impact of the environment on the individual. There is no accounting for an individual's developing his own unique way of controlling his environment and attaining his best potential. When making use of behavioural strategies the control is all external. There are no allowances for the individual's internal control. Finally, the changes that are the result of behaviourist treatment are not necessarily permanent or even long lasting.

Psychoanalytic Theory

Freud's psychoanalytic theory developed in the early part of the 1900's. It has had an influence on the humanities and in particular, education. According to Bowd, McDougall and Yewchuk (1994) the theory places heavy emphasis on socialization and motivation. Freud regarded the relationship between parent and child as the foundation for personality and all other relationships in ones life.

Psychoanalytic theory stresses that development is characterized by stages which involve changes in the parent-child relationship. Bowd et al. (1994) explains that the stages of development depend on the child's changing means of gratifying his instinctual drives. According to Freud infancy and early childhood are when the most important developments in life occur.

Psychoanalytic theory was modernized by Alfred Adler but made applicable to educatiors by Rudolf Dreikurs. In his writing Dreikurs (1968) stressed the importance of early family dynamics in understanding children and their behaviour. He traced problems to over ambitious or overprotective parents and to sibling relationships. Dreikurs sees children reacting to these central themes and compensating for feelings of inferiority by creating a lifestyle which will protect them from hurt by guarding their self-esteem. Further, he declares that children who have not become personally adjusted will misbehave. The goal of their misbehaviour will be based on meeting one of the following needs; 1) need for attention 2) need for power 3) need for revenge or 4) need to withdraw. Further, Dreikurs suggests that once student misbehaviour is understood in terms of one of these four goals it can be eliminated. By adopting a series of specific techniques and allowing natural consequences to occur, inappropriate behaviour can be effectively diminished according to Dreikurs (1968)

Psychoanalytic theory has strengths which can be used by educators. This theory can be of assistance to educators by helping them understand that when a child presents with a surface problem, concern or behaviour it may not be the issue. Underlying the surface of the problem may be a vast array of unconscious or unknown forces. Hence, Freud insists that we look more deeply into the problems that exist. Reacting only to the surface or presenting problem may not be helpful to the troubled child.

There are a variety of limitations when applying this theory to the school system. Firstly, a great deal of study and supervised practice would be required before this theory could ever be implemented. It is a complex theory and would require the most rigorous training of any theory.

Another weakness of psychoanalytic theory is its single focus on early childhood. There is no attention to other periods of development such as adolescence where adult identity begins to develop. For educators there is a need to have some understanding of the present development of the child, as opposed to always looking back to early childhood.

Finally this theory places unlimited emphasis on the biological forces that shape personality. There is little or no attention to the social forces which also exist. By ignoring such factors the theory does become limited.

Life Space Interviews

The concept of life space interviews was developed by Fritz Redl but adapted for the behaviourally disordered student by Nicholas J. Long. According to Wood and Long (1991), when working with students with behaviour disorders, the goal of the teacher must be to obtain a degree of behavioural compliance by improving the life conditions of the student in the classroom. This can be achieved through a life space interview. These interviews can be conducted at any time but most often occur immediately following an incident of misbehaviour. Throughout the interview process the student and teacher work together to understand the incident and its meaning to the student. Ways of ensuring that such an incident does not reoccur are also discussed. In order for life space interviews to be successful, Long states that teachers must develop positive relationships with behaviourally disordered students. Only then will they be of assistance to their students and gain their compliance.

To summarize briefly the six goals of Life Space Interviews are:

1. Organizing Reality - training students to perceive and interpret events accurately (i.e., to become aware of their own behaviour and the reaction of others).

2. Confronting Unacceptable Behaviours - dealing directly with children who are very comfortable with their deviant behaviour and receive gratification from it.
3. Strengthening Self-Control - helping students who are burdened by remorse, shame, inadequacy, or guilt about their unworthiness.
4. Teaching New Social Skills - assisting students who mean well, but lack the appropriate social behaviours.
5. Exposing Exploitation - supporting students who are being exploited by peers.
6. Red Flagging - helping students who tend to over-react to normal rules and expectations (they often need assistance to identify the real reason for their behaviour and ways to de-escalate it).

Life Space Interviews are a powerful tool for defusing conflict. This theory and its strategies can be extremely helpful when dealing with crisis.

Unfortunately these strategies should only be implemented by highly skilled and trained people. This does in fact become a limitation as we face today's "limited budget" reality, training is not always available.

Reality Therapy

Reality therapy was developed by William Glasser in the 1960's. It is an approach to student difficulty which stresses individual responsibility for what happens. This theory focuses on present behaviour. In this model the teacher confronts the student in a way that helps them face reality and fulfill basic needs without harming themselves or others.

Following are eight characteristics that according to Corey(1977) define reality therapy:

1. Reality therapy rejects the concept of mental illness.
2. Reality therapy focuses on behaviour rather than feelings and attitudes.
3. Reality therapy focuses on the present and not the past.
4. Reality therapy emphasizes value judgements.
5. Reality therapy calls for teachers to be themselves.
6. Reality therapy stresses the conscious not the unconscious.
7. Reality therapy eliminates punishment.
8. Reality therapy emphasizes responsibility.

William Glasser (1977) suggests that the fundamental components of reality therapy can be applied to dealing with student behaviour. Glasser believes that teachers must build positive relationships with their students and then can assist them in working through the problem solving process. The process should be constructive and non punitive based on the belief that students can control themselves and that they will be held responsible for their in school behaviour.

There are both advantages and disadvantages to implementing reality therapy in the classroom. Under the influence of reality therapy students take responsibility for solving their own problems. It is a positive approach which avoids punishment. It focuses on the present which is exactly where problems present themselves.

Reality therapy does however have a simplistic framework and may at times be superficial. This theory stresses time and involvement with the student. This may be difficult to achieve with behaviour disordered students, the very students that the theory hopes to address.

Programs

There is no lack of evidence that there exist students in our schools who have social emotional problems. Typically, these students act out or withdraw. Abusive language, bullying, non compliance and physical aggression are all behaviours which are often demonstrated. These kinds of behaviours are of great concern to educators. However, according to Baker and Rubel (1980) it is not at all clear that there is any more acting out in schools today then there has been throughout history. At least since the middle ages students have been seen as turbulent, chaotic, violent and rebellious. What has changed however, is how we as educators respond to that misbehaviour. Early approaches to disciplining "unruly" children were based on Victorian notions about children, who were seen as undisciplined creatures requiring mental and physical training. Children, therefore, needed to be dealt with in an authoritarian manner with vigorous discipline and unbridled punishment. The reaction over time to this extreme became its antithesis. By the 1960's it became important to foster child development rather than stunt it. Ideologies of spontaneity and individual freedom had taken root. These beliefs had obvious effects on the school system. Teachers and administrators became much less willing to involve themselves in hard line discipline. Not only parents, but society in general would now lend its support to very little in terms of discipline. The pendulum appears to have swung from one extreme to the other.

Today's programs indicate that it is coming to rest mid ground. Currently there is widespread agreement amongst educators that students who are behaviourally disordered are causing major problems in the school system. However, their response is humanistic and that is unprecedented. It is based on caring, values, respect and tolerance and most importantly a reliance on understanding and instruction as opposed to assertion of power.

Following will be examples of such techniques and programs. While these programs will be described there can be no discussion as to what constitutes best practice. According to Duke and Jones (1983) such research has yet to be done. Grosenick, George, George and Lewis (1991) state that programs are only now beginning to describe their practices in detail. 80% have not even begun the task of program evaluation. These same authors suggest that there are a number of possible reasons for this failure to evaluate including lack of time, skill and technical assistance, disagreement on the criteria for judging program success and a reticence about evaluation in general.

With all that having been said there are many examples of promising programs and techniques in the literature. The following section will highlight a variety of such programs and the theory on which they are based.

It appears that behaviourist theory is heavily relied upon when programming for students who are behaviourally disordered. Of the programs which will be discussed, Braided Curriculum, Level System and Re-Ed Model are found to be linked to behaviourist theory. Conflict Resolution has components of both behavourist theory and reality therapy at its roots. Psychoanalytic theory pervades Misbehavin' and the Set Program. Finally, the Regional Support Centre uses an eclectic approach which makes use of life space interviews, behaviourist theory and reality therapy.

Braided Curriculum

According to Cambone (1994) teachers will only succeed in classrooms which include behaviourally disordered students if they embrace the problems and paradoxes which exist when teaching disruptive students. To meet the needs of such students he believes that there must be three distinct yet interacting curriculum strands in place - an academic curriculum, a social curriculum and a behavioural curriculum. Cambone (1994) states that by "braiding" these three strands, teachers can move fluidly between their goals for students while creating a rich academic and social learning environment. The academic strand focuses on knowing each student's academic capabilities and strengths and then building on them. Behaviourist theory forms the basis of the social and behavioural strands. The behavioural strand stresses the importance of predictable schedules, clear and carefully crafted transitions in addition to rules that foster responsibility. Finally, the social strand makes use of "teachable moments" having the teacher intervene in unhealthy social exchanges with a variety of strategies. Behaviourally disordered students are needy academically, socially and emotionally. By weaving together these three curricular areas, the needs of the "whole child" can be addressed.

Level Systems

According to Klotz (1987) level systems provide an organizational framework within which a teacher can shape a student's desired behaviours through systematic application of behaviourist principles. The goal of a level system is to foster a student's improvement through self management, to develop personal responsibility for behaviour and to prepare the student for transition to a less restrictive environment. Typically, level systems incorporate positive reinforcement with hierarchies of behaviour expectations. To advance through the levels students must demonstrate that they can meet the required expectations. As students proceed through the system of levels they move toward a more internally controlled system and a less restrictive setting. Many programs for behaviourally disordered students implement a level system which becomes part of the program structure. Scarlett and Sutherland (1995) articulate the level system which is to become part of the "Transitions Class" at an early and middle years school in Manitoba. The "Transitions Class" was developed for students age seven through twelve whose behaviour is seriously disrupting the teaching/learning process in the regular classroom. Upon entering this special class all students are immediately assigned to the white level. The rights, responsibilities and expectations of this level (and all levels) are discussed with the student and reinforced with a poster size copy mounted on the wall. After one week in the class the teacher and student meet and decide, based on the student's behaviour, in which of the five levels he/she best fits and should begin. Following are examples of expectations, responsibilities and rights at different levels as designed by Scarlett and Sutherland (1995):

- student has many incidents with others at recess - supervised indoor recess
- student has few (no more than four per week) incidents with others at recess - supervised outdoor recess
- student has no more than one incident per week at recess - regular outdoor recess

The pattern is obvious, the more appropriate behaviour the student is able to demonstrate, the more freedoms he/she is allowed. According to Smith and Farrell (1993) level systems can assist students in developing behaviours which may lead them back to the mainstream.

Re-Ed (Re-Education of Emotionally Disturbed Children and Youth) Model.

Fecser (1993) describes the Re-Ed model as it exists in a special class in Cleveland, Ohio called PEP (Positive Education Program). The model (which is largely based on behavioural theory) integrates practices known to facilitate positive behavioural change in students with behaviour disorders. The model bases itself on four concentric systems: a values system, specific classroom structures, positive classroom climate and an abundance of individualized planning. A clearly stated values system becomes the foundation of the program. Classroom structure which is built on rules, rituals and routines reduces anxiety by creating a safe and predictable environment. The classroom climate must be positive, personal and non competitive for growth and healing to take place. The Re-Ed model creates such a climate. Finally, the individual needs (academic, social and emotional) of each student in the program are understood and addressed. According to Fecser (1993) the Re-Ed model creates a "whole environment" system which recognizes the "whole child".

Conflict Resolution

There are a variety of programs that have been designed to help students manage conflict. These programs are based on many of the tenents of behavioural theory and Reality therapy. They are active, didactic, cognitive and give students skills to deal with problems as they arise. "Second Step" (Sadalla, Henriquez & Holmberg, 1987; Sadalla, Holmberg, & Halligan, 1990) is an example of such programs. At the elementary level the program emphasizes active listening, developing peer helpers and integrating conflict resolution into every day life. The secondary program focuses on conflict styles and cycles and uses role plays and practical activities to facilitate communication and conflict resolution.

There is an abundance of related conflict resolution material. Adler and Towne (1993) have discussed personal conflict styles, constructive conflict and how to move from win-lose or lose-lose to win-win conflict resolution. Along the same lines Gordon (1974) highlights no-lose problem solving in his six step problem solving process. Johnson (1972) covered a wide range of issues, including expressing feelings verbally and non verbally, effective listening, barriers to communication, building a climate of trust, negotiation and communicating accurately. Several of these researchers encourage educators to look at their own styles and patterns of dealing with conflict. As teachers become more aware of how they normally handle conflict situations, they are able to react more sensitively and flexibly.

Conflict resolution programs are used by many teachers with a variety of students. They can be of help to the behaviourally disordered student as well as those in the mainstream.

Misbehavin'

The work of Dubelle and Hoffman (1984) provides an approach that teachers can use when students misbehave. They believe that today's system deals with behaviourally disordered students by rewarding them when they behave and meting out punishment when they misbehave. According to Dubelle and Hoffman this behavioural approach is not working well. They propose an approach which is based on psychoanalytic theory, more specifically, the work of Adler and Driekurs. Dubelle and Hoffman's program rests on the belief that we should not only focus on the misbehaviour but we should attempt to determine its underlying goal.

According to Dubelle and Hoffman there are four goals of misbehaviour:

1. The need for attention so people know we are around and take notice.
2. The need for power and control over people and situations.

3. The need for revenge and getting even.
4. The need for withdrawal from people and challenge.

By determining the goal of student misbehaviour it can be understood and dealt with.

This program then provides teachers with strategies to deal with each kind of misbehaviour. More importantly, it challenges teachers to look deeper than the presenting behaviour.

The above theories underpin many of the programs which have been developed and implemented to address the needs of behaviour disordered students. In the following section a variety of such programs will be highlighted.

The SET Program

The SET Program has been designed for elementary school children who are conduct disordered and reside in Frederick County, Maryland. Bauer and Balius (1995) describe the SET Program as an environment for behaviour disordered students that attempts to provide a normal setting within a regular elementary school. The program provides the following services and features:

- special programming for the entire school day - five days per week
- diagnostic services
- mental health services
- multi disciplinary team including a psychologist, nurse, family therapist and child psychiatrist

Within this structure the SET Program has an interesting focus on storytelling/bibliotherapy. It is here that we see psychoanalytic theory come into play as students are encouraged to reflect upon the roots of their problems and troubled thoughts.

The program believes that cognitive and emotional functioning are interwoven. Storytelling can provide the link between the classroom and therapy, strengthening the child's cognitive and emotional functioning. On a daily basis children in the SET Program read stories, extend stories, discuss them and write responses. Through this planned process they enhance their academic skills while gaining an understanding of the universality of problems, troubled thoughts and feelings.

Regional Support Centre

According to Laferriere, Bastable, McCluskey, Anderson and Torske (1995) by 1985 teachers and administrators in the Interlake area of Manitoba were crying out for help. While they claimed to be able to deal with the wide variety of special needs students that entered their doors, they were feeling overwhelmed by the disruptive students who were making teaching difficult if not impossible. In 1991 the results of a private consulting firm's data suggested that there was widespread desire for a Regional Support Centre. In September 1992 the doors of the Regional Support Centre opened in Selkirk, Manitoba. The program houses no more than seven students at one time. Students are generally chosen from the middle years population and are characterized as disruptive with behaviours that are detrimental to themselves and others. Students once admitted remain at the centre for a six week block of time . There is a very low student to teacher ratio. The team includes a family counsellor, a transition teacher, a classroom teacher, teacher assistants and support staff. The centre uses an eclectic approach to its programming. They make use of behaviourist strategies in managing behaviour. Reality therapy is called upon in the individual counselling sessions and the theory and strategies of life space interviews are used to debrief student crisis.

There are a variety of components to the program. Firstly the academic program focuses on math and language arts. There is a pro-social skills component which provides training in empathy, responsibility and organizational skills. Approaches such as cooperative learning, creative problem solving and life space interviews are implemented. In addition, family counselling and parent group meetings are part of the program. In these times of financial restraint the Regional Support Centre like so many special needs programs faces a questionable future. However it continues to monitor, modify and prepare to meet the challenges of its next group of needy students.

Project Cross Training

Annually in the United States the Department of Education federally funds ten programs whose goals are to meet the needs of behaviourally disordered students. In 1995 Peabody College at Vanderbilt University was fortunate enough to receive such funding. Baker (1996) describes the focus of the program as a multi agency approach to meeting the needs of behaviourally disordered students. Each student in the Cross Training

Program has a specific plan of service developed for him/her that addresses his/her multiple needs. These needs are then met by coordinating the expertise of various community agencies, rather than the agencies developing separate plans in relative isolation from each other. The agencies involved are general education, special education, mental health, social services, juvenile justice, child advocacy and the university. The partners in the project believe that the successes they observe can be attributed to dividing responsibility for and implementation of case-specific tasks (e.g. assessment, treatment services) among the various community service providers while emphasizing collaboration and information sharing among agencies. Baker clearly states that the problems of behaviourally disordered students cannot be placed solely on the doorstep of education. The problems of these children are complex and encompassing. It will only be by pooling the knowledge and resources of many agencies that the needs of behaviourally disordered children will even begin to be met.

The aim of Project Cross Training is to develop a multi agency approach. The writing on this project focuses only on the trials, tribulations and successes of multi agency involvement. With no discussion of any other goals or strategies it is not possible to determine the theory upon which the project bases its programming.

There are a wide range of programs that are currently being developed to meet the needs of students who are behaviourally disordered. These programs are based on a variety of theories, although behaviourist theory appears prominently. Although there are a wide variety of approaches and strategies being implemented, as of yet there is no research to determine what constitutes best practice. More work in this area is definitely required.

Gender Differences

Lack of Data

There is a dearth of writing and research on the subject of gender differences in behaviourally disordered students. The literature itself alludes to this as a concern. In their research on the patterns of maladjustment among behaviourally disordered boys and girls, Epstein, Kauffman and Cullinan (1985) referred to the fact that nearly all behavioural research has been conducted on boys. One only need peruse the behaviour journals to find that boys dramatically outnumber their female counterparts. Lamb (1978) claimed that there has always existed a lack of attention to the development and behaviour of girls. In the 1950's and 1960's the model for deviant adolescent development was based on the white male. For every clinical study that was done on adolescent girls during this time period there were seven conducted on adolescent boys. Lamb (1950) furthers this discussion indicating that the vast discrepancy in research data between boys and girls has led to the following myths:

1) Female adolescents differ only biologically from their male peers; they have similar psychosocial problems.

2) Adolescent girls have not been studied because their problems are not worth studying.

3) Studying adolescent girls may be dangerous to either
the patient or therapist or both (Lamb 1978, p. IX.)

Hopefully these unfounded myths will be dispelled as more research on gender differences is conducted.

It is clear that research on the child/adolescent behaviourally disordered female is virtually non-existent. The research that does exist, as in the work of Epstein, Kauffman and Cullinan (1985) uses female samples that are so small that the findings become limited and tentative. Why are females in this area of study so drastically under represented? Where studies exist, why do the female sample sizes tend to be small? Ruhl and Berlinghoff (1992) offer a possible explanation. They state that males represent a disproportionately large percentage of students in school programs for the behaviourally disordered. It is therefore understandable they have greater representation in research on this population.

Socialization Process

According to Pullis (1991) and Epstein, Kauffman and Cullinan (1985), males comprise approximately80% of the behaviourally disordered student population. This leaves females representing only 20% of the disruptive population. While there is little specific writing which offers a possible explanation of this phenomena, some of the findings on gender socialization may offer insight. Males and females in our society are raised with different expectations and value systems. According to Gilligan (1982) there are gender related value systems within our culture. Girls grow up with an ethic of care and boys grow up with an ethic of justice. Our culture promotes an ethic of justice which bases itself on rationality, impartiality and autonomy. Any society which places high value on justice will automatically place reduced value on an ethic of care which would foster compassion, contextual judgments and relationships. Girls come to believe that their values and voices are less important and therefore, unheard. Gilligan (1982) claims that girls learn early in life not to yell or fight back as it is likely that their voice will not be heard. If in fact females are socialized to be compassionate, cooperative and relationship oriented we should not be expecting to see many of them in the disruptive, aggressive behaviourally disordered population.

Behaviourally Disordered Females

The literature consistently tells us that females comprise only 20% of the behaviourally disordered student population. There is some research that indicates that although these behaviourally disordered females are only reported in small number, their profile is amazingly similar to that of their male counterparts. Epstein, Kauffman and Cullinan (1985) cited their most significant finding as the pervasiveness and consistency of the aggression disruptive factor of behaviourally disordered students regardless of age or sex. Behaviours that they referred to which constituted the aggression disruptive factor included the following: disobedience, negativism, defiant, boisterous, temper tantrums, disruptiveness, fighting, profane language, jealousy, irresponsibility, attention seeking, uncooperative, irritable and impertinent. Teachers reported that behaviourally disordered girls demonstrated the above behaviours with the same frequency as that of behaviourally disordered boys.

In summary it is evident that females represent only a small percentage of the behaviourally disordered student population. This is a phenomena which has held true over the decades and continues to hold true today. The socialization practices of our society may offer some explanation as to the relatively small number of females in this aggressive disruptive population. However it would seem that the females who do fall into this population exhibit all of the aggressive behaviour of their male counterparts.

Impact of Students with Social Emotional Problems

According to Pullis (1991), of the students who experience emotional problems, 63% of them will exhibit behaviour problems. He describes these problems relating to personality, conduct and immaturity. For example, he cites a short attention span as immaturity. Lack of self confidence and feelings of inferiority are seen as personality problems and restlessness. Disruptiveness, irritability, temper tantrums, impertinence and disobedience are viewed as conduct problems. When this kind of disordered behaviour is exhibited by troubled students one can readily predict that it will have an impact. This impact is most felt by those who are closest physically to the troubled student - namely, the teacher and peers. In the next section the impact that these students have on their teachers and peers will be discussed.

Impact on Teachers

Teaching children who have social emotional problems is extremely challenging and stressful. Whether teaching one or two of these children in an inclusive regular setting or a small group of them in a special setting the result is the same, a highly stressful situation which can often be volatile.

> For general educators who recently have brought troubled students into inclusive classrooms, some of the most difficult things to understand about those children are the paradoxes they embody. Neither pre service training nor experiences in general classrooms have prepared the average public school teacher for these seemingly contrary children, who can resist, and even sometimes destroy the best laid curriculum and most up to date teaching strategies (Cambone, 1994, p.41.)

Even the most skilled teacher will find it a challenge to teach troubled children. Why is working with this group so stressful? Henley (1994) states that troubled students have an invisible disability. We can recognize them only by the chaos they create. These students fight rather than negotiate, argue rather than discuss and give up as opposed to persevering. When attempting to deal with every day school situations troubled students are crippled by a lack of self control. These students devise behaviour to defy educational intervention. They are disruptive because they are unable to direct their own behaviour in socially acceptable ways. Hence, these are not students who attempt to cooperate with the teacher, following the rules and doing what is requested of them. In fact it is quite the opposite. At every turn these students find ways, often verbally and/or physically aggressive ways, to resist and defy the teacher. Working under constant opposition and at times even under physical attack is akin to surviving a war zone. Henley describes how working with these troubled youth is like working with no other group of special education students.

> Emotional and behavioral disabilities are contagious, affecting even the teachers and making classroom management more complicated. Teachers of students with mental retardation do not experience a slow down in abstract thinking. Teachers who have students with dyslexia do not start reading letters backward. But teachers with troubled students in their class are hard pressed to maintain their own emotional and behavioural equilibrium. (Henley 1994, p. 40.)

Is it any wonder that there is a critical teacher shortage in this field? According to Pullis in his study of the occupational stresses of teachers of the behaviourally disordered there are fewer teachers entering this field as well as high levels of attrition. The reason, according to Pullis, is directly related to high levels of stress. Teachers of behaviourally disordered children report higher levels of job dissatisfaction than any other types of teachers. They are also most dissatisfied with the parents of their students, citing the difficulties in obtaining their support and involvement. Pullis also found that these teachers are not only stressed by students and their parents, they are also bothered by the lack of support within the system itself. These teachers often report not feeling supported by administration, a support that is definitely required when working with troubled children. In addition there is a feeling that colleagues working in the mainstream to not understand behaviourally disordered children and their programs. This most often leaves the teacher feeling alone, unsupported and exhausted.

Pullis furthered his research by studying how teachers of behaviourally disordered students coped with their occupational stress. The strategies the teachers rated as most effective were time management, collegial discussions, hobbies, nutrition and exercise. Of concern however were reports that a substantial number of these teachers are employing strategies that are not healthy. These include smoking (37%), taking alcohol/drugs/prescription medication (44%) and eating (61%). While the teachers did not report these strategies as being particularly effective it is indeed alarming that they are resorting to them.

Impact on Peers

There is little in the literature to attest to the impact that students with social emotional problems are having on their peers. However, Epstein, Kauffman and Cullinan (1985) have well documented the aggressive disruptive behaviours of troubled children. They list behaviours such as fighting, profane language, boisterousness, defiance, jealousy and uncooperativeness. It is evident that peers would bear the brunt of such behaviour. According to Pullis (1991) these students unduly challenge their peers.

Teachers quickly recognize that these students have peer relationships that are problematic. To address this situation teachers often attempt to structure student groupings and activities to include the behaviourally disordered child. According to Cambone this is not usually effective and innocent peers often become victims.

> Many troubled students have had little success in learning social rules. Academically things are often more confusing. When teachers try to use the progressive methods espoused in the current literature, they often find that troubled students have paradoxical reactions. These children do not respond well to cooperative learning or peer tutoring; instead they tend to argue with, manipulate and sometimes even threaten their peers.
> (Cambone 1994, p.41.)

In his article on anti-social behaviour in schools Hill (1994) well describes the dysfunctional relationships that behaviourally disordered students have with their peers and the results of this dysfunction. He asserts that these students often use coercive tactics in their peer interactions and force submission. They are verbally and physically abusive of peers often bullying and teasing but quickly become hostile when similar taunts are returned.

The reaction of healthy peers to this aggression taunting and bullying is to reject the behaviourally disordered child. According to Walker these are the least liked and most aversive children in the school setting. Coie and Kupersmidt (1983) discovered that when an aggressive peer rejected child was placed in a play group with children with which they had no previous contact the play group showed clear signs of rejecting the child within an hour.

Essentially behaviourally disordered children often behave in violent aggressive ways which lead them to be rejected by their peers. They then complain of being victimized but are in fact the victimizers of their peers.

Role of Parents

Profile of the Family.

Students who are identified by their teachers as having social emotional problems and exhibiting behaviour disorders often come from families that are replete with social and emotional difficulties. It is important to understand the family when attempting to work with any child but in particular with a troubled child. Walker describes the families of students who exhibit behaviour disorders as follows:

a) Families that produce anti social children are characterized by powerful stressors, including divorce, physical abuse, psychological and/or sexual abuse, poverty, alcohol and

> drug abuse, and unemployment. b) These stressors have the effect of disrupting normal parenting practices and family support processes. And c) parents under severe stress do not discipline fairly, consistently, or appropriately; they do not monitor their children's activities, whereabouts, or affiliations; they do not use positive behavior - management techniques of support, encouragement, and praise; they do not spend adequate amounts of time involved in their child's lives; and their problem-solving and conflict-resolution skills often are highly ineffective. Further, such parents do not model and teach positive, prosocial forms of behavior to their children. Attitudes toward schooling in such families often are very negative. Most ominously, very antisocial acts committed in the parents' presence are sometimes ignored, thus communicating a message of legitimacy (Walker 1993, p. 20-21).

These conditions lead to family situations which are chaotic and random. Children are often found to be committing deviant acts at home chancing that their behaviour will be lost in the chaos and no consequence will follow. This of course leads to the same kinds of inappropriate behaviour being attempted at school.

Role of the Parents at the School

The profile of these families is most often dysfunctional. The prominence of poverty, alcohol and abuse combined with poor parenting and a negative attitude toward school paints a picture of hopelessness. This according to Pullis has often led to educators feeling frustrated and dissatisfied with these parents. The result of this situation often translates into little parental involvement at the school. This is not productive.

All parents want what is best for their children. Whatever the family situation or the needs of the child parents must be involved, in a meaningful way, in the school life of their child. Most parents want that involvement but often feel intimidated or sometimes even hostile toward the system. The system must get better at bringing these parents in. It is important to make them feel welcome and part of the solution as opposed to part of the problem. Parents need to be involved in all areas of their child's school life. They must be part of all decisions regarding special programming for their child. It is also important that they be regularly and honestly informed of their child's progress. This of course is no easy task. When parents feel blamed and shut out it may be difficult to convince them that they are an integral part of the team. According to Karp (1993) families of behaviour disordered children want to become part of a family-professional collaboration in meeting the needs of their children. This must be the case if there are to be any successes with these children. The schools can never hope to meet the needs of such troubled children in isolation. Although there may be work to do in establishing this collaborative relationship between home and school the benefits will be evident.

Summary

Taken together, the literature on students experiencing social emotional problems in the schools suggests that:

1) There is a growing number of students in our schools who are experiencing social emotional problems. The vast majority of these students are male.
2) For a variety of reasons, there is a lack of service for students experiencing social emotional problems in the schools.
3) There has been little monitoring or evaluating of programs that do exist for the emotionally or behaviourally disturbed. Thus, there can be no consensus as to what constitutes best practice.
4) Students who are experiencing emotional problems and the behavioural disorders which usually accompany them, have an impact on their teachers and peers.
5) The school must work collaboratively with parents to meet the needs of these troubled students.

Questions for Research

Based on the above literature, the concerns regarding the needs of students with social emotional problems that the Seine River School

Division has raised are valid. Out of these concerns the following questions have been raised for research:

1) How many students in the division are experiencing social emotional problems?
2) What is the severity of these problems?
3) Where are these students located in the division?
4) What impact are they having on other students and teachers?
5) What are we already doing that works well?
6) What else could we do for students with social emotional problems?
7) What do students, parents, support staff and outside agencies think the school could be doing to meet the needs of students with social emotional problems?

CHAPTER 3

Methodology

The subjects, instrument and design and procedures used in the study are described in this chapter. There is also a data analysis section which will describe how the material collected will be analyzed.

Subjects

Once the questions for research were formulated, the next step was to determine to whom they would be asked. The Special Needs Committee decided that if time and money were to be committed to gathering data on students with social emotional problems, it should be comprehensive and gathered from as many sources as possible. Hence, the following groups were surveyed:

293	teachers
16	counsellors
19	resource teachers
26	administrators
40	secretaries & librarians
37	teacher assistants
34	custodial staff
72	bus drivers
3	central office personnel
9	coordinators, consultants and clinicians
480	students

85 parents
13 social workers
5 community health workers
18 day care workers
16 RCMP/Community police

With the exception of parents, the response rate for all other groups was 100%. These groups all attended a workshop or meeting. At these sessions each subject completed a survey and handed it in before leaving. The parent group was surveyed by mail. The response rate was 48.5%.

These groups were surveyed in one of two ways. For the teachers, resource teachers, guidance counsellors, administrators, secretaries, custodial staff, school bus drivers, central office personnel, consultants, coordinators, clinicians, social workers, community health workers, day care workers and RCMP/Community police, the entire population were surveyed. For the parent and student groups, due to their large numbers, random sampling was used.

Originally to create a sample of parents, I intended to invite members of the parent councils from throughout the school division to partake in the survey. However, I heeded the advice of P. Madak (personal communication, October 1994) and the writing of McMillan and Schumacher (1989) all of whom stressed that volunteer groups may not be representative of the general population as they may be more motivated or motivated for special reasons. Because parental feedback is an important component of the survey, it is necessary to defend the data that are generated by this group as representative of the entire parent population in the division. To achieve this end, random sampling was used. Because the parent sample was surveyed by mail, the cost of postage had to be considered. To keep costs down and yet still survey a meaningful sample, 10% of all parents were selected. Because all schools wished to ensure that their parents were represented, parents were selected randomly but also proportionally. To randomly select this 10%, the researcher asked the principal of each school to determine what 10% of the parent population equaled. The researcher then explained that the principal should place each family's name in a hat and then draw until he/she had the 10% selected. (see Appendix B). Once completed in all schools, the researcher was provided with a 10% list which was random and proportional according to school sizes.

Student Surveys

Since the division was also interested in feedback from students from grades five to twelve (we felt students from K-four many have difficulty with the concepts on the survey), a 10% sample of the student population was required. Again, because all schools wanted the opportunity for their students to participate, the student population was to be stratified to ensure all grades and schools were represented. Three classrooms were selected at each of grades five to twelve. (Administrators preferred having specific classrooms surveyed as opposed to groups of individuals in order to avoid disruption). To achieve a stratified random sample of these classrooms the sixteen schools in the division were first grouped into four groups of four according to geographic location. One school was drawn from each of the groups and assigned a classroom at a given level. For example one school in each of groups one, three and two was assigned a grade five classroom. One school from each of groups four, one and three was assigned a grade six class and so on until all the spots were filled (see following chart). Once drawn the school's name remained out of the "hat" until all schools had been assigned one grade for surveying. All school names were then thrown back into the hat of their group and schools continued to be selected until all twenty four spots were filled.

In terms of the student samples, schools that housed grades K-12 had greater representation than schools that housed fewer grades. Although this was true, it was not of great concern as the research was only interested in what students at different grade levels thought regardless of the grades the school they attended housed.

Assigning the Grades to be Surveyed by School

Grade 5

A) Select from school group #1
B) Select from school group #3
C) Select from school group #2

Grade 6

A) Select from school group #4
B) Select from school group #1
C) Select from school group #3

Grade 7

A) Select from school group #2
B) Select from school group #4
C) Select from school group #1

Grade 8

A) Select from school group #3
B) Select from school group #2
C) Select from school group #4

Grade 9

A) Select from school group #1
B) Select from school group #3
C) Select from school group #2

Grade 10

- A) Select from school group #4
- B) Select from school group #1
- C) Select from school group #3

Grade 11

- A) Select from school group #2
- B) Select from school group #4
- C) Select from school group #1

Grade 12

- A) Select from school group #3
- B) Select from school group #2
- C) Select from school group #4

Parent Survey

By respecting the informal wishes of administrators that their students and parents be represented in the survey, a pure random sample was not possible. Parent samples were proportional according to school size. Therefore, larger schools had the opportunity for more respondents to the survey. Due to the nature of the survey, this was not a concern. Since the purpose of the survey was not to determine a winner or loser, there could not be a contest between communities whereby the larger response from one community could "out vote" the response of a smaller community.

Design and Procedure

A survey format was used to collect data in terms of the questions that were raised for research. Based on the questions that were raised a survey was the best method of collecting the information that was required. Basically, we wanted to know how many students were experiencing social emotional problems and what different groups thought about these troubled students. According to McMillan and Schumacher (1989) survey research is an excellent method of describing the incidence and frequency of the characteristics of a particular population. Furthermore, surveys are used to learn about people's attitudes, beliefs and opinions. Hence, the survey method was the logical choice.

All questions on the surveys were carefully formulated to answer the research questions with the exception of one extension question on the survey designed for outside agencies. This careful formulation of the questions was necessary to assure validity.

Due to the number of research questions and the variety of groups being surveyed, designing a number of surveys simplified the data gathering process. In this way, depending upon the participant's role in the school system, he/she completed a survey which asked only the questions to which the researcher desired a response.

This approach required the design of seven separate instruments. However, many of the questions were repeated on a number or all of the surveys (See Appendix H).

I believe another researcher could easily replicate this study in another school division. By making use of the surveys, letters of transmittal, and workshop notes that are already prepared, replicating this study would not be difficult.

How Data Were Collected

This data was collected in two ways. The first being an interactive workshop, the second by letter of transmittal.

The workshop format took place in every school. All teachers, counsellors, resource teachers, administrators, secretaries, library technicians, teacher assistants and custodial staff were required by the school division to attend (see Appendix D). The duration of each workshop was approximately one hour. Following is an outline of the workshop:

1) Presentation by Researcher (20 minutes)
    - history of the problem reviewed
    - reason for the survey

- questions for research outlined
- who will be surveyed listed
- how the data will be used
- key terms defined
    - social emotional
    - social emotional problems
    - severity of social emotional problems
- explanation of different instruments and who fills out which one (see Appendix E)

2) Surveys completed independently (10 minutes)
    - each participant completes his/her survey independently up to the last question

3) Discussion Group (15 minutes)
    - participants break into small groups to discuss and complete the last question. (On all surveys the last question is similar - What could the school do to help meet the needs of students with social emotional problems?)

4) Large Group Discussion (10 minutes)
    - each small group reports the highlights of its discussion to the researcher in the large group

5) Wrap-Up and Thank You by the Researcher (5 minutes)

The letter of transmittal and an accompanying survey went out to all members of the following groups; bus drivers, parents, social workers, community health workers, day care workers, RCMP/Community police.

Via the letter of transmittal (see Appendix F) these participants will receive much of the same information that was delivered at the above mentioned workshop.

Students being surveyed received information, and the survey to complete from one of their regular teachers. (Teachers were prepared for this by attending the workshop and receiving an outline of how to administer the survey to students) (see Appendix G).

Due to the bilingual nature of the school division, there was a need to have all instruments available in French. It was also critical that the workshop be presented in French to the French schools. For this reason, the researcher needed to involve an assistant to deliver the workshop in French.

Plan for Data Analysis

Once the surveys were completed, it was important to analyze the data in a way that best answered the questions that were raised for research. In order to determine how to organize the statistics that were generated, it was important to go back to these original questions. As indicated at the end of the literature review, seven questions were formulated. By examining each question in terms of the survey items that were designed to address it and the intended respondent, it was possible to discuss the statistics that were generated and how they would be used. Following is an examination of each question.

1) How many students in the division are experiencing social emotional problems?

This question was answered solely by classroom teachers as they responded to the first page of the teacher survey. Based on their perceptions and using the definition presented, classroom teachers indicated the number of students they felt were experiencing social emotional problems. This number was then expressed as a percentage of the school division's student population. The students identified were then classified in terms of age, grade and gender. The Seine River School Division is unique in that it provides service to a large number of children in foster care. As a result there was significant interest in determining how many of these children were identified as having social emotional problems. Statistics were generated to answer this question as well.

In essence, the researcher was able to answer the question of how many students in the Seine River School Division are perceived as experiencing social emotional problems. These students were classified in terms of age, grade, gender and present family situation.

2) What is the severity of these problems?

Again, data to answer this question were collected solely from the classroom teacher respondents. As discussed earlier in the methods section, all classroom teachers attended a workshop with the researcher at which time definitions for severity were presented. Teacher responses indicated how many of these students social emotional problems were considered to be mild, moderate or severe. These severity categories were then correlated to the variables of gender, age, grade and present family situation.

3) Where are these students located in the school division?

This question was answered by statistics which indicated the number of students, by school, who were identified (by teachers) as experiencing social emotional problems. These statistics, by school, were again correlated to the variables of gender, age, grade and present family situation. Schools vary greatly in terms of their student population. Therefore, the number of students that were identified at each school was expressed as the percentage they comprise of the students that were identified divisionally. Then, the number of students identified at each school was expressed as a percentage of the school population itself.

4) What impact are students with social emotional problems having on other students and teachers?

All classroom teachers, administrators, counsellors, resource teachers, physical education teachers, music teachers and practical arts teachers were asked to respond to a survey item which had them indicate either yes, no or don't know to a list of prepared concerns. The list ends with an open ended question allowing respondents to indicate any other concerns they may have had when working with students with social emotional problems. In this case, the concerns were examined according to role (i.e. teacher, administrator, counsellor, etc.).

5) What are we already doing that works well and should continue?

For our purposes, this question can best be answered by persons working with students within the school system. Hence, classroom teachers, administrators, counsellors, resource teachers, physical education teachers, music teachers, practical arts teachers and non-teaching support personnel were again asked for feedback. To best understand what people working with students with social emotional problems think is helpful a list of available services and supports was compiled. The respondents then indicated the services/supports they used and whether or not they found them to be helpful. These responses were totalled and examined according to role. (i.e. what teachers thought was helpful, what administrators thought was helpful, etc.)

6) What else could we do for students who are experiencing social emotional problems?

It is here we depart from gathering data which helps depict what already exists and begin to determine what people perceive as "solutions" to the problems and concerns that arise when dealing with students with social emotional problems. This question is a major focus of the survey as this entire exercise developed out of the school division's desire to determine a direction or plan to address the needs of students experiencing social emotional problems. Hence, a question dealing with possible solutions was asked of all divisional survey participants. This included all teachers, counsellors, resource teachers, administrators, secretaries, teacher assistants, custodial staff, bus drivers, central office personnel, coordinators and clinicians. Because the school division wanted to give employees an opportunity to dialogue on this issue, survey participants were allowed to break up into groups to discuss this question. They then individually recorded their ideas on the instrument. These open ended responses were then coded (grouped according to similarity in theme or idea). The results were then examined according to role (i.e. teacher, secretary, clinician, etc.)

7) What do students, parents and outside agencies think the schools could be doing to help meet the needs of students with social emotional problems ?

To begin with a small amount of personal data was gathered from each of the above respondents (i.e. school attended, community in which children attend school, community served). The real focus of these surveys however, was to gather feedback in terms of what these groups felt the school system could be doing that would help meet the needs of students who are experiencing social emotional problems. As detailed previously in the population surveyed section stratified/proportional random sampling was used to select student and parent respondents. Outside agencies that were invited to participate in the survey were asked to have their total population respond. Because the item to which all these groups responded was open ended, it was necessary to code the responses in terms of similarity and then tabulate their frequency. The researcher then had data as to what parents, students and various outside agencies thought could be done to meet the needs of students with social emotional problems.

Limitations

There are a number of limitations to this study that bear discussion. Firstly, it is a survey that was designed to determine participants' perceptions of the problems. Although this is helpful in describing present attitudes, its value is limited in time. The study has no ability to establish a cause and effect relationship or to predict.

Because participants discussed the problems at the outset their subsequent completion of questionnaires may have been influenced by others.

When studying the findings in terms of solutions to the problems, it must be remembered that these are not in fact researched solutions. Rather, they are what the participants perceive as solutions. So, in fact, any findings that are based on participants perceptions should be considered starting points for further investigation and not conclusive answers.

CHAPTER 4

Results and Discussion

Large quantities of rich data have been gathered and tabulated from the 1166 surveys that were completed during the course of this social emotional survey. This data will be examined according to the original seven questions which were raised for research. The questions have been organized and the data reported according to incidence, impact and solutions. When examining incidence data the following will be reported; number of students in the school division experiencing social/emotional problems and location of these students in the school division. When examining impact, the impact students with social/emotional problems are having on other students and teachers will be reported. Finally as the solutions are examined, the data on what we already do that works well and should continue will be reported, followed by what else we should do for students experiencing social/emotional problems.

Incidence

1) Number of students in the school division experiencing social emotional problems

The school division student population (counting kindergarten students as full time equivalents) is 5038. Of these 5038 students, teachers identified 753 students as having social emotional problems. This would comprise 14.9% of the student population. (see Figure 1).

As an extension of this question, the survey had additional items which were designed to gather more information on these students who were being identified as experiencing social emotional problems. Following will be an examination of these students according to gender, present family situation and grade.

Of the students that were identified as experiencing social emotional problems, their gender was reported as female 34.3%, male 65.7%. Clearly, nearly twice as many males as females were reported as experiencing social emotional problems. These findings are very much in line with the literature. According to Walker (1993) the vast majority of children who are identified as having social/emotional problems and acting out behaviours are boys. In fact, the subjects of such research are often limited to only boys. For example, Leeper Wright and Mack (1994) studied antisocial boys. Mattison, Morales and Bauer (1992) reported on characteristics which distinguished boys for severely emotionally disturbed placements.

Of the students identified as experiencing social emotional problems, 10% were reported as residing in foster homes. The remaining 90% of the identified students resided in other than foster homes. These findings

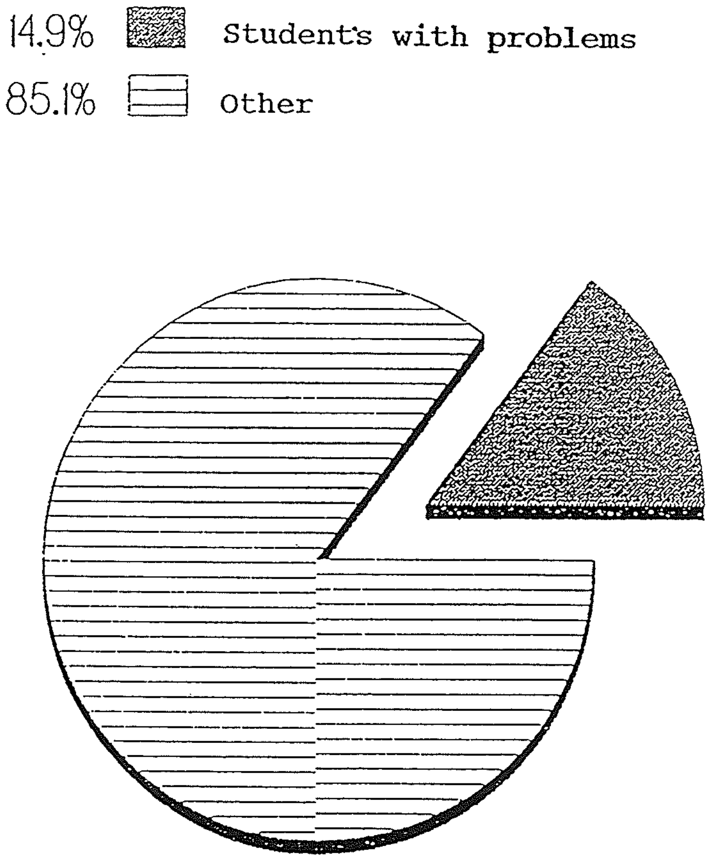


Figure 1. Number of Students Perceived by Teachers as Experiencing Social Emotional Problems.

would be in keeping with the work of Mattison, Morales and Bauer (1992) who studied boys who were severely emotionally disordered. They found that 12.0% of their sample lived in foster or foster type placements.

The identified students were also examined according to grade attended. Following is the data:

Table 1

Identified Students According to Grade

Grade	Number of Students Identified	Percentage
K	39	5.2%
1	39	5.2%
2	64	8.5%
3	70	9.3%
4	85	11.3%
5	55	7.3%
6	58	7.7%
7	51	6.8%
8	55	7.3%
9	59	7.8%
10	72	10.6%
11	52	6.9%
12	37	4.9%

(see Figure 2).

A significant number of students with social emotional problems were reported at every grade level. Interestingly, the grades where fewest number of students were reported appeared at both the youngest and oldest levels. Only 5.2% were reported at the Kindergarten and grade 1 levels and 4.9% at the grade 12 levels. Perhaps at the early levels students have not yet been identified. By the time students reach grade 12 many of those who have been experiencing problems may have dropped out. As well, by this more mature age students with problems tend to deal with them in ways other than acting out at school. This lack of acting out behaviour may make it less likely that teachers are able to identify them as experiencing social emotional problems.

2) Severity of the social emotional problems

Teachers were asked to indicate (according to presented definitions) whether they thought the social emotional problems of each student they identified were mild, moderate or severe. They reported that 55.9% were mild, 31.5% were moderate and 12.6% were severe. (see Figure 3).

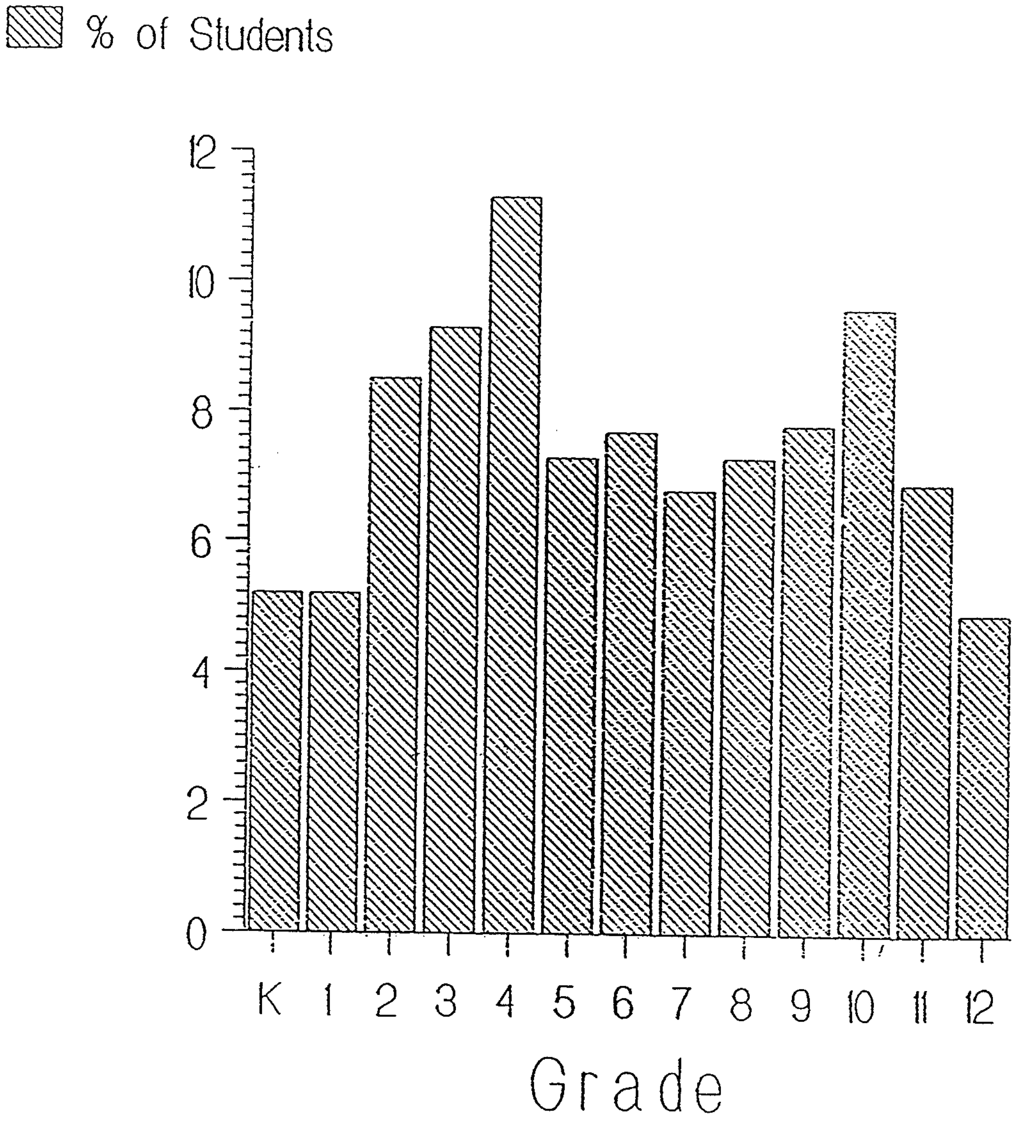


Figure 2. Percentage of Students Perceived by Teachers as Experiencing Social Emotional Problems.

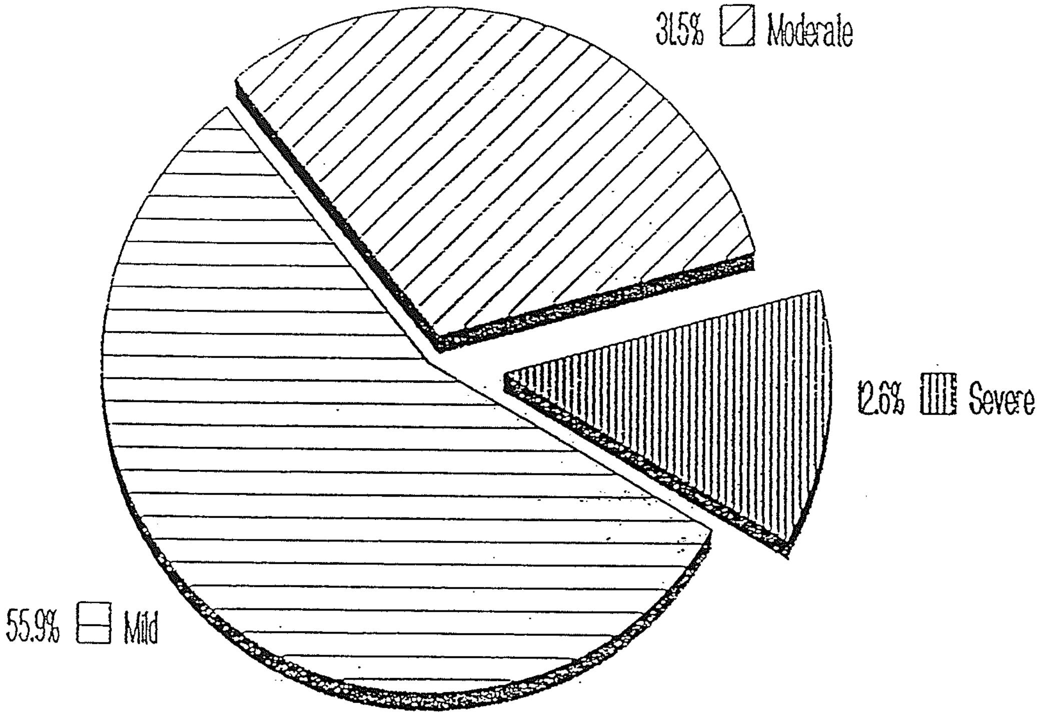


Figure 3. Severity of Students Experiencing Social Emotional Problems.

It is important to bear in mind that these percentages are of the students who were reported as having social emotional problems. So 12.6% of the students identified as experiencing social emotional problems were categorized as severe. However, if those same numbers are viewed as a function of the entire school division population, those severe students became approximately 2%. Finding approximately 2% of the general population as experiencing severe social emotional problems is consistent with the findings in much of the literature.

3) Location of these students in the school division

As indicated in the Plan for Data Analysis section, the number of students per school with social emotional problems was expressed as a percentage of the divisional picture. Following this, the number was then expressed as a percentage of the school population itself.

The four schools which reported the highest incidence of students experiencing social emotional problems were École Dawson Trail, Lorette Collegiate, Parc La Salle and St. Norbert Collegiate. These schools are the elementary and high schools in the two lowest socio-economic communities in the school division. Teachers working in these poorer communities reported higher numbers of students experiencing social emotional problems. This did not appear to come as a surprise to school division staff.

Table 2

Students Identified According to School

School	Number of students identified	% Divisionally	% of School
Cooperative Ed	18	2.4%	24.0%
La Broquerie	13	1.7%	10.0%
Ecole St. Joachim	30	4.0%	10.4%
Richer School	30	4.0%	12.0%
Ecole Ste. Anne Immersion	19	2.5%	9.4%
Ste. Anne School	63	8.4%	14.5%
Ecole Pointe des Chenes	32	4.2%	11.1%
Ecole Lagimodiere	11	1.5%	6.1%
Lorette Collegiate	95	12.6%	28.7%
Ecole Dawson Trail	83	11.0%	16.0%
Ecole Gabrielle Roy	20	2.7%	7.2%
Ecole Ile des Chenes	44	5.8%	14.1%
Ecole St. Adolphe	48	6.4%	19.8%
Ecole Noel Ritchot	8	1.1%	4.7%
Ecole St. Norbert Immersion	40	5.3%	11.9%
St. Norbert Collegiate (including the Foundation)	93	12.4%	19.7%
Parc La Salle School	95	12.6%	24.5%
La Salle School	11	1.5%	6.9%

(see Figure 4).

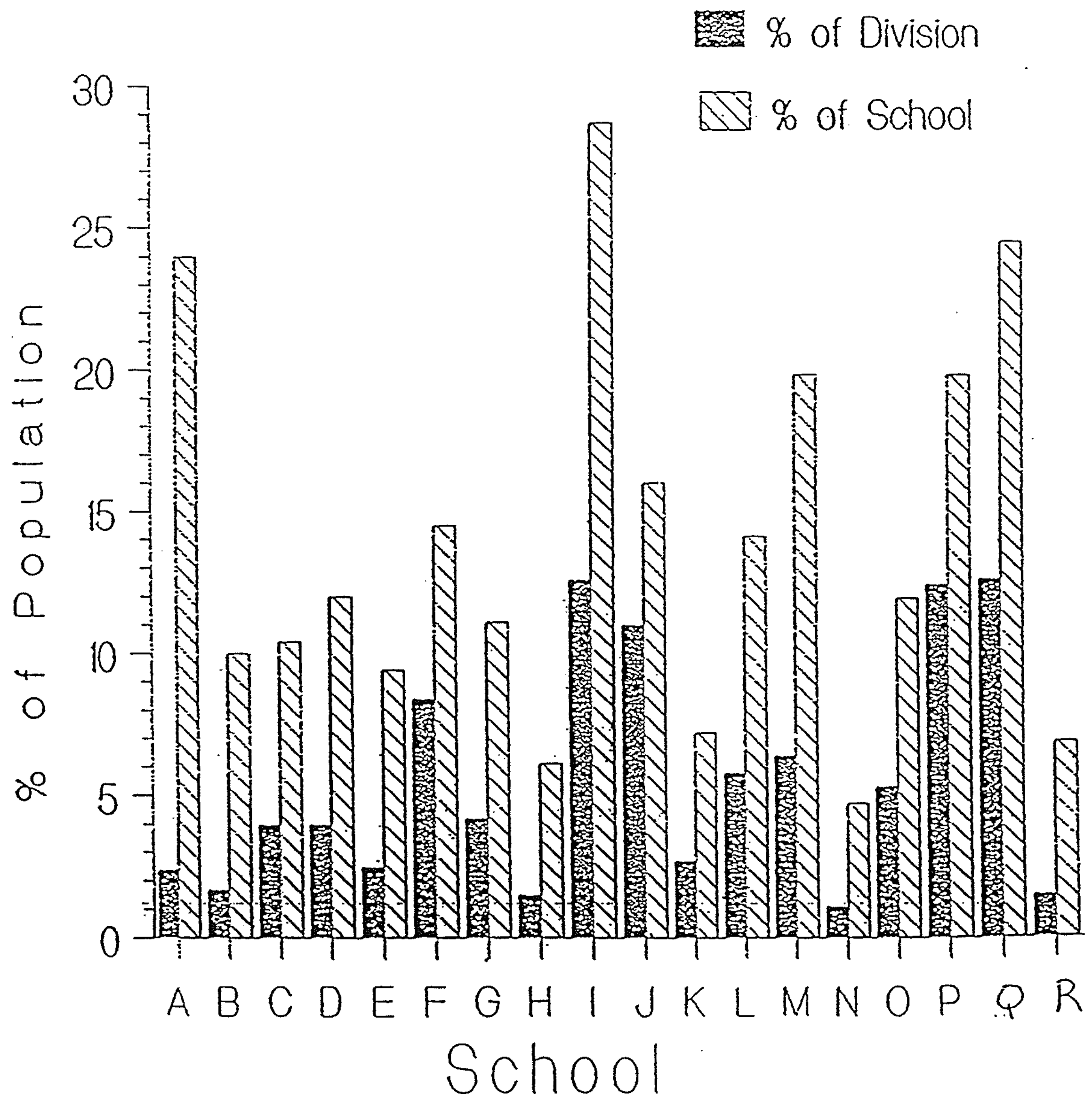


Figure 4. Percentage of Students Perceived by Teachers to be Experiencing Social Emotional Problems by School.

A. Cooperative Education
B. LaBroquerie
C. École St. Joachim
D. Richer
E. École Ste. Anne School
F. Ste. Anne School
G. École Pointe-des-Chênes
H. École Lagimodière
I. Lorette Collegiate
J. Dawson Trail School
K. École Gabrielle-Roy
L. École Ile-des-Chênes School
M. St. Adolphe School
N. École Noël-Ritchot
O. École St. Norbert Immersion
P. St. Norbert Collegiate (including the Foundation)
Q. Parc La Salle School
R. La Salle School

Figure 4a. Schools.

Impact

4) The impact students with Social Emotional Problems are having on other students and teachers

Teachers, administrators and specialists were asked to respond to this item. As indicated in the following tables and graphs, there was a high level of concern for all of these items. Both the teachers group and the administrators/specialists group agreed that teacher stress (90.9% + 94.6%) was their highest ranking concern.

Teachers showed less concern for the physical safety of other students (67.5%) than did the administrators/specialists group (86.5%). Teachers showed less concern for their physical safety as staff members (37.6%) than the administrators/specialists group who were (58.1%) concerned about the physical safety of staff. Teachers also indicated less concern over accessing funding (53.9%) than the administrators/specialists group (70.3%). (see Figure 5).

Administrators are responsible for the safety of the staff and students in the school. With this overall responsibility on their shoulders it is not surprising that administrators rated these concerns for physical safety higher than did teachers. It is also up to administrators to secure funding. Teachers hope to receive assistance via funding but it is the responsibility of the administrator to secure it. Again, it is logical that administrators would report higher levels of concern around funding than would teachers.

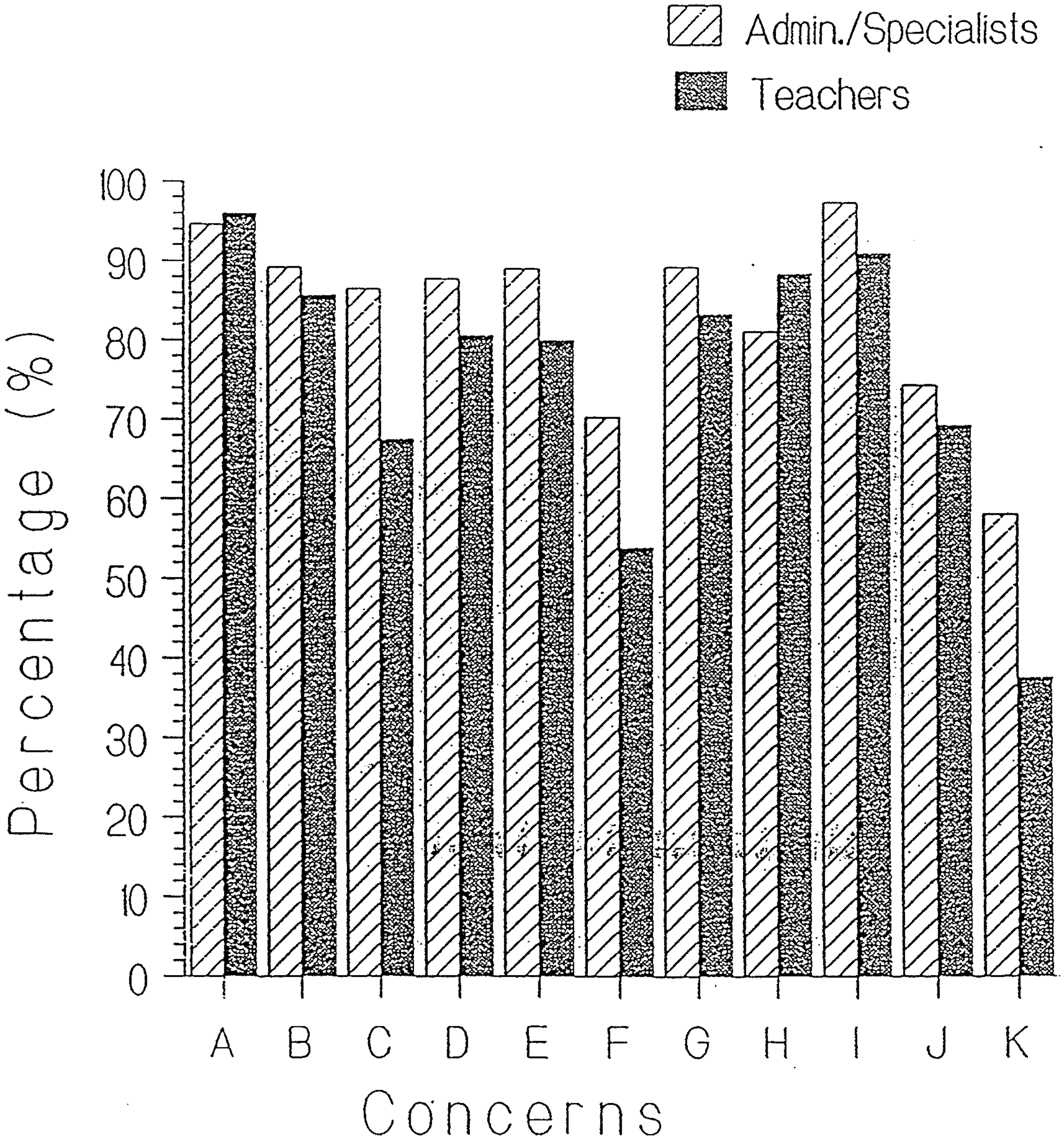


Figure 5. Teachers and Administrators/Specialists Concerns.

CONCERN:

A	For academic progress of students with social emotional problems
B	For academic progress of other children in the classroom
C	For physical safety of other students
D	For emotional well-being of other students
E	About amount of teachers'/specialists' time required by students with social emotional problems
F	About accessing funding for students with social emotional problems
G	About need for Training/preparedness to deal with problems that arise
H	About availability of programs/services for students experiencing social/emotional problems
I	About level of teacher stress
J	For the effects on personal life of teachers
K	For physical safety of staff

Figure 5a. Teachers' and Administrators'/Specialists' Concerns.

Table 3

Teachers' Concerns

Concern	Yes	No	Don't Know
Academic progress of students with social/emotional problems	96.1%	2.2%	1.7%
Academic progress of other students in the classroom	85.7%	10.8%	3.5%
Physical safety of other students	67.5%	30.7%	1.7%
Emotional well-being of other students	80.6%	13.8%	5.6%
Amount of teacher's and specialist's time needed by students with social/ emotional problems	53.9%	18.7%	27.4%
Need for training/preparedness to deal with problems that arise	83.0%	13.5%	3.5%
Availability of programs/services for social/emotional problem students	88.4%	8.6%	3.6%
Level of teacher stress	90.9%	6.5%	2.6%
Effects on your personal life	69.3%	25.0%	5.7%
Your physical safety	37.6%	57.2%	5.2%

Table 4

Administrators'/Specialists' Concerns

Concern	Yes	No	Don't Know
For academic progress of students with social emotional problems	94.6%	2.7%	2.7%
For academic progress of other children in the classroom	89.2%	8.1%	2.7%
For physical safety of other students	86.5%	9.5%	4.1%
For emotional well-being of other students	87.7%	11.0%	1.4%
About amount of teachers'/specialists' time required by students with social/ emotional problems	89.0%	9.6%	1.4%
About accessing funding for students with social emotional problems	70.3%	13.5%	16.2%
About need for Training/preparedness to deal with problems that arise	89.2%	5.4%	5.4%
About availability of program/ services for students experiencing social/emotional problems	81.1%	10.8%	8.1%
About level of teacher stress	97.3%	2.7%	0.0%
For the effects on personal life of teachers	74.3%	14.9%	10.8%
For physical safety of staff	58.1%	32.4%	9.5%

Solutions

5) What we already do that works well and should continue

Teachers, administrators/specialists and teacher assistants were asked to respond to this item. All 3 groups identified the supports/services available at the school level which were most helpful to them. The following table lists the top 6 ranking supports/services that these groups use and consider to be helpful.

Table 5

Top 6 Supports/Services Which are Helpful and Should be Continued as Reported by the Teachers Group

Ranking	Percentage	Support/Service
1	91%	Crisis Intervention Worker
2	87.4%	Teacher Assistant Time
3	85.5%	Administrator's Support
4	83.1%	Extra time and support from teacher
5	78.8%	Peer Helper
6	78.6%	Resource Support

Table 6

Top 6 Supports/Services Which are Helpful and Should be Continued as Reported by the Administrators/Specialists Group

Ranking	Percentage	Support/Service
1	96.4%	Extra time and support from teacher
2	91.7%	Counselling support
3	88.7%	Resource support
4	88.4%	Administrators' support
5	87.3%	Teacher Assistant time
6	83.3%	Peer Helper support

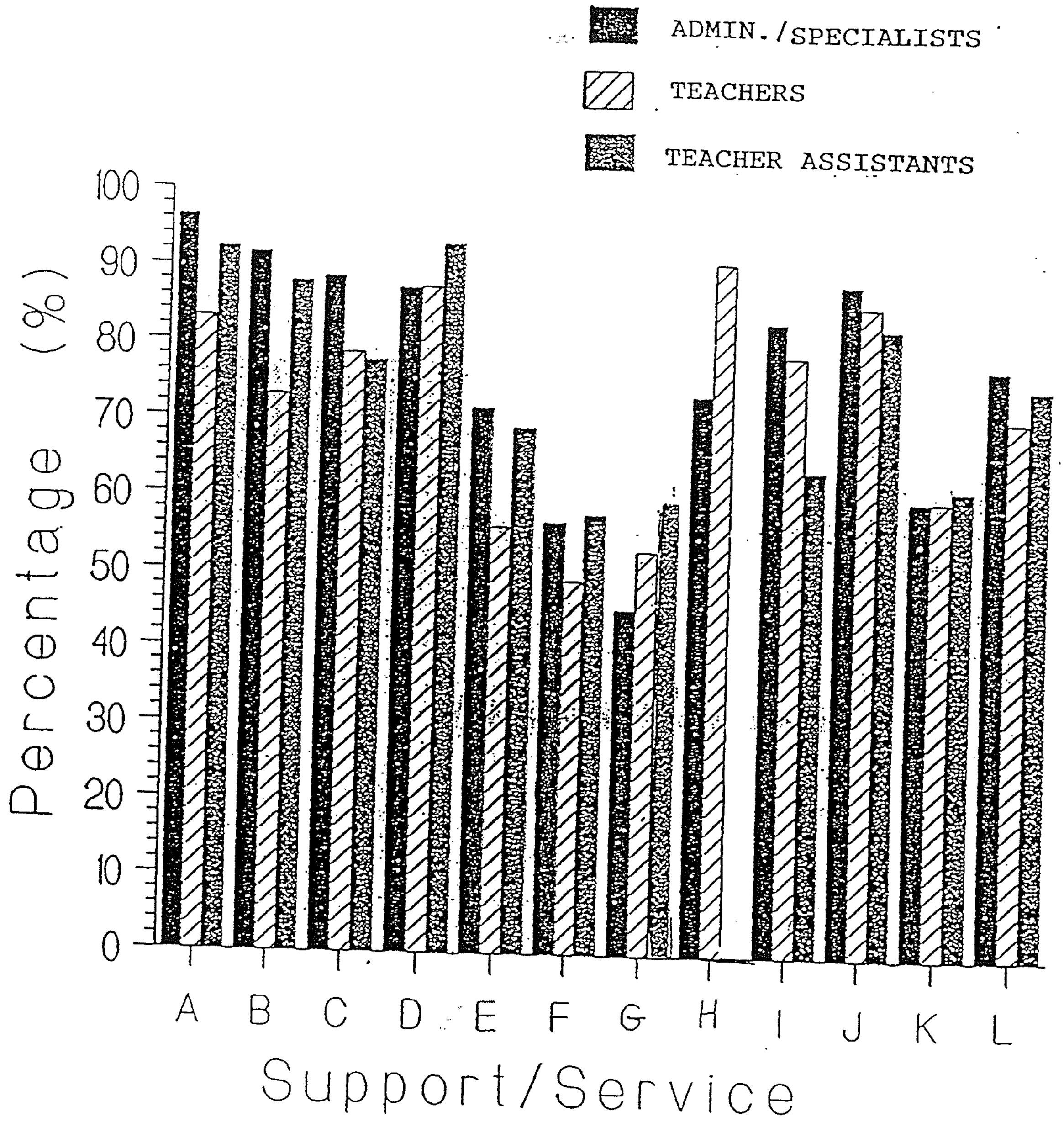
Table 7

Top 6 Supports/Services Which are Helpful and Should Continue as Reported by the Teacher Assistants Group

Ranking	Percentage	Support/Service
1	93.1%	Teacher Assistant time
2	92.3%	Extra time and support from teacher
3	88.0%	Counsellors' support
4	82.6%	Administrators' support
5	77.6%	Resource support
6	75.0%	Placement in special program

(see Figure 6) for more complete information on the supports/services that teachers and administrators/specialists use and the percentage of respondents that report these supports/services to be helpful.

During the workshop session of the survey, teachers, administrators and teacher assistants talked at length about the difficulty and frustrations of working with students who are experiencing social emotional problems and demonstrating disruptive behaviour. According to Schneider and Leroux (1994) youngsters with behavioural disorders require much more support



A) Extra Time Support from You
B) Counselling Referral/Support
C) Resource Referral/Support
D) Teacher Assistant Time
E) Psychological Referral/Support
F) Community Liaison Worker Referral/Support
G) Behaviour Facilitator Referral/Support
H) Crisis Intervention Worker
I) Peer Helper Support
J) Administrator's Support
K) School Referral by Outside Agency
L) Referral/Placement in Special School Program

Figure 6. Helpfulness of Supports/Services.

TEACHERS

Extra Time Support from You	83%
Counselling Referral/Support	73%
Resource Referral/Support	78.6%
Teacher Assistant Time	87.4%
Psychological Referral/Support	56%
Comm Liaison Wrkr Referral/Support	49%
Behav Facilitator Refrl/Support	53%
Crisis Intervention Worker	91%
Peer Helper Support	78.8%
Administrator's Support	85.5%
Schl Referral by Outside Agency	60%
Refrl/Plcmt in Spcl Schl Prgrm	70.7%

Figure 6a. Helpful Supports-Services-Programs.

ADMINISTRATORS/SPECIALISTS

Extra Time/Support from Teacher	96.4%
Counselling Referral/Support	91.7%
Resource Referral/Support	88.7%
Teacher Assistant Time	87.3%
Psychological Referral/Support	71.6%
Community Liaison Wrkr Refrl/Sprt	56.7%
Behav Facilitator Refrl/Sprt	45.4%
Crisis Intervention Worker	73.6%
Peer Helper Support	83.3%
Administrator's Support	88.4%
Schl Referral to Outside Agency	60.0%
Referral/Placement in Specl Schl	77.5%

Figure 6b. Helpful Supports-Services-Programs.

NON TEACHING SUPPORT (TEACHER ASSISTANTS)

Extra Time/Support from Teacher	92.3%
Teacher Assistant Time	93.1%
Counselling Referral/Support	88.0%
Resource Referral/Support	77.6%
Psychological Referral/Support	69.1%
Community Liaison Wrkr Refrl/Sprt	57.8%
Behav Facilitator Refrl/Sprt	56.4%
Peer Helper Support	63.8%
Administrator's Support	82.6%
Referral/Placement in Specl Schl	75.0%
Schl Referral to OUtside Agency	61.5%

Figure 6c. Helpful Support-Services-Programs.

than is available to the regular classroom teacher unassisted by at least resource room personnel. Certainly the responses from teachers, administrators/specialists and teacher assistants indicate that the supports that are most helpful are those which provide direct service to the student on a regular basis. The top ranking responses from these groups in terms of helpful supports were crisis intervention worker, teacher assistant time and extra time and support from the teacher. Thus, the most helpful supports appear to be those which offer direct service to the student within the classroom. Following direct service supports were those which offered support to both student and teacher. For example support of the administrator, counsellor and resource teacher were all reported as helpful by these groups.

6) What we should do for students experiencing social emotional problems

This question was asked of all school division employees. The employees have been divided into five groupings 1) teachers 2) administrators/specialists 3) divisional administrators/coordinators/clinicians 4) non-teaching support personnel 5) school division employees. Due to the open ended nature of the question there was a great number and variety of responses from all groups. However, a number of service support suggestions came up repeatedly in all groups and hence warrant mention. The following appeared to be a common theme in all groups

- more counsellors and support staff
- more parent involvement

- more training for staff
- more space for time out and/or alternative programming

After each group's responses were coded and their frequencies tabulated there were found to be anywhere between eleven and twenty-one different responses from each group. In order to give some focus to those responses the following table will indicate the top five ranking suggestions from each group.

Table 8

Support/Service that Should be Provided as Reported by the Teachers' Group

Ranking	Percentage	Support/Service that should be provided
1	32.6%	more support staff
2	24.3%	more counselling/group session/ life skills
3	15.5%	more parent involvement
4	13.8%	more space/time out room
5	11.7%	more communication by all

Table 9

Table 9

Support/Service that Should be Provided as Reported by Administrators/Specialists Group

Ranking	Percentage	Support/Service that should be provided
1	40.5%	More support staff
2	31.1%	Alternative programs/placements for students
3	25.7%	Family counselling/parental involvement
4	17.6%	More psychological support staff
5	13.5%	More training
5	13.5%	Work together with all community agencies

Table 10

Support/Service that Should be Provided as Reported by Administrators/Coordinators/Clinicians Group

Ranking	Percentage	Support/Service that should be provided
1	57.1%	More support staff - counselling
1	57.1%	Workshops for parents
2	28.6%	Inservices for staff
2	28.6%	Treatment programs
2	28.6%	Alternative placements
3	14.3%	Time out facilities
3	14.3%	More involvement with Child & Family Services
3	14.3%	Additional funding
3	14.3%	Alternative classroom programming
3	14.3%	Use big brother/big sister concept

Table 11

Support/Service that Should be Provided as Reported by Non-Teaching Support Group

Ranking	Percentage	Support/Service that should be provided
1	41.0%	More support staff
2	35.9%	More training for teacher assistants
3	30.8%	More counselling
4	15.4%	More parent involvement
5	12.8%	Crisis - intervention workers

Table 12

Support/Service that Should be Provided as Reported by School Division Employees

Ranking	Percentage	Support/Service that should be provided
1	18.0%	more parental involvement
2	17.0%	more counsellors/support staff
3	15.0%	more individual attention for students
4	6.0%	training for all staff
4	6.0%	group therapy sessions
5	4.0%	time out rooms
5	4.0%	freedom for staff to discipline appropriately

Note: secretaries, custodians, library technicians, bus drivers, central office personnel

Tables eight to eleven which follow the responses are from the groups of people who work within the school system and have contact with the students on a daily basis. This contact may be the main focus of their position (ie. teachers) or of a secondary nature (ie. secretaries). However, in all cases the respondents have the opportunity to work with and/or observe student behaviour on a regular basis. The top ranking response from all groups, with the exception of school division employees, was more support staff should be provided. This response is consistent with the previous findings of question five. The data in response to question five indicated that what was most helpful when working with students with social emotional problems was direct service followed by the support and involvement of administrators, counsellors and resource staff. What is indicated by the responses to question six in terms of what we should be doing to meet the needs of these students is in fact more of the same. Direct service to the students is helpful, we need to provide more of it. By providing more support staff direct service can be increased. The indication is that we are on the right track, we know what is helpful for these students and we should do more of it.

The second theme which surfaced was the necessity of more parental involvement . For many reasons there is distance between home and school. Historically schools operated without being questioned. Parents were expected to support the school, however, the school functioned with or without this support. Hence, there was certainly no need for parental involvement. More recently with the advent of a changing economy the majority of families find it necessary or at least advantageous for both parents to be working outside of the home. The result of this phenomena is that the school has taken on more responsibility for children in the absence of their parents. The reality is that parents now have less time and perhaps energy to be involved with the school. While these explanations may be over simplified there does appear to be an ongoing history, for a variety of reasons, of parents being uninvolved at the school.

This group of respondents who work within the school system are unanimous that more parental involvement would be a needed support for students who are experiencing social emotional problems. These students need more than the support of the school system. They require the collaborative support of home and school to attempt to meet their needs.

7) What parents, students and outside agencies think the school could be doing to help meet the needs of students with social emotional problems

Again, due to the great number of responses, the following tables will outline the five top ranking responses that these three groups generated.

Table 13

What the School Could do to Help Meet the Needs of Students with Social Emotional Problems as Reported by the Parent Group

Ranking	Percentage	Support/Service that should be provided
1	23.8%	more parental involvement
2	13.5%	more support staff and specialists
3	7.6%	must ensure the regular students' needs are met
4	7.0%	more counselling
4	7.0%	more consistent discipline
5	5.4%	early intervention

Note: - 10% of the divisional population was surveyed
- the response rate was 48.5%

Table 14

What the School Could do to Help Meet the Needs of Students with Social Emotional Problems as Reported by the Student Group

Ranking	Percentage	Support/Service that should be provided
1	38.5%	more counsellors/psychologists/ support
2	30.5%	more individual attention
3	9.3%	counselling must be student initiated
4	6.7%	more parents support/awareness
5	5.8%	room to go for time out

Note: - 10% of the divisional population was surveyed from grades 5-12

Table 15

What the School Could do to Help Meet the Needs of Students with Social Emotional Problems as Reported by the Outside Agencies

Ranking	Percentage	Support/Service that should be provided
1	36.8%	more parental involvement
2	21.1%	special placements and programs
3	13.2%	more counsellors
3	13.2%	more individual attention

Note: - group consists of Social Workers (CFS), Health and Family Services, RCMP/Community Police, Day Care Workers

The above responses depict the perspective of social agency employees, parents and students themselves in terms of what the school could do to help meet the needs of students with social emotional problems. All of these groups also agreed that more support staff in particular school counsellors should be provided. 30.5% of students reported that students with social emotional problems should be provided with more individual attention. Although they did not specify by whom, this is consistent with previous data which indicated that direct service to these students is most helpful.

A number of students (5.8%) indicated that students with social emotional problems should have access to a room for time out. This need was echoed by teachers, divisional administrators, coordinators, clinicians and school division employees. We presently house the vast majority of students who are experiencing social emotional problems in the main stream. According to Meadows, Neel, Scott & Parker (1994) behaviour disordered students experience better school performance and overall success when mainstreamed. However, if we are going to include these students in the mainstream, provisions like time out areas need to be provided.

Parental involvement was the number one ranking response of parents and outside agencies and the fourth ranking response of students. It appears that groups that work within the school system as well as outside agencies, students and parents themselves recognize the importance of parental involvement when students are experiencing social emotional problems. The need for this collaboration is recognized. The development of a vehicle which will allow for this collaboration to take place is now implicated.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

The purpose of this study was to conduct a survey to determine the incidence and impact that students with social emotional problems have on the school system and to seek possible solutions. Of the 1,166 subjects surveyed 549 were school division staff, 480 were students, 85 were parents and 52 were from outside agencies. Teachers responded to all the research questions while parents were asked only one. The data were represented by means of figures, table and graphs and expressed as a percentage.

Conclusions

Based on the results of this study, the following conclusions seems warranted:

1) It was found that 14.9% of students were perceived by their teachers to have social emotional problems. This figure, which is very similar to that reported by Laferriere et. al. (1995), seems to indicate that schools must face the prospect of special programming for this proportion of students.
2) It was found that 1.8% of the general student population was severely troubled, a figure supported by Laferriere et. al. (1995). It must be concluded that about 2% of the school population will require immediate intervention.

3) Classroom teachers, administrators, guidance counsellors and resource teachers all clearly indicated that students with social emotional problems had a significant impact on their classmates and their teachers. It must be concluded that schools must make special provisions for dealing with these students if effective schooling for all students is to occur. Special attention must be given to the stress that these students place on teachers.

4) Numerous solutions were suggested and many are being tried. It must be concluded that school personnel have attempted in a variety of ways to meet the needs of these students. Because the number of students with social emotional problems seems to have remained constant over the years it is clear that more effective solutions must be found. Perhaps new models, educational attitudes and more effective research are all needed.

5) All subject groups (ie. teachers, students, parents, etc.) suggested that more direct service to these troubled students is what is required. It must be concluded that direct personal contact is seen as the best single solution.

6) A prominent solution mentioned by all groups was that parental involvement was critical when working with troubled students. The conclusion seems justified that school personnel must support parents in raising children who can profit form schooling. Schools must let parents know what kind of support they require to better educate these troubled youngsters.

Recommendations

1. Much more research must be done on the incidence, impact and effective solutions for students with social emotional problems. Why are there such behaviour differences between the genders? Is there something in the heredity and/or socialization of boys that leads to higher incidence of trouble? Is there something about schooling practices themselves that might be troubling for young boys?
2. It is recommended that far more training be given to teachers in the effective instruction of the whole range of students. This is especially critical at the early years level. More pre service and inservice workshops should be given on instructing troubled youth.
3. It is recommended that far more deliberate collaboration be undertaken with parents. This should occur for parents of children with social emotional problems as well as parents of all other children.
4. Finally, far more study must be made of the effective deployment of specialized personnel in the education of students with social emotional problems. Do we need larger numbers? Do we need different training of personnel? Do we need far better collaboration between specialized personnel and school? Perhaps we need far better dissemination of the information about programs, evaluation and experimentation that are ongoing in the educational world. The computer age should make this possible.

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Appendix A

Letter to Principals
Re: Parent Sample

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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October 29, 1992

To: All principals

From: Esme Scarlett

Re: Parent Sampling for the Social Emotional Survey

As part of the information gathering process, we would like feedback from parents. I will contact parents and collect their responses through the mail, therefore, all I will ask of you is a random sample of 10% of your parents. A random sample requires that every member of the population has an equal opportunity to be selected. An easy way to ensure that you have a true random sample is to put each family's name into "a hat" and then draw the number of names that you require to equal 10% of your population.

Once you have completed your selection, please fill out the following sheet and return to me by November 12.

ES/jr

RANDOM SAMPLE OF PARENTS FROM:

Name of school: ____

Date: ____

Family Name	Parents' Name(s)	Mailing Address
1.		
2.		
3.		
4.		
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Appendix B

Letter to Principals
Re: Student Sample

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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MEMO

To: School Principal

From: Esme Scarlett

Re: Student component of the Social Emotional Survey

On my recent visit to your school to conduct the Social Emotional Survey, I mentioned that we would also like feedback from students. I have selected approximately 10% of our Grade 5 to 12 student population from throughout the division to participate in the survey. A grade and class from your school has been selected to participate.

Please ask a grade and teacher to review the following package and then have each member of his/her class complete a survey. If you have more than one teacher at this grade level, randomly select one teacher to administer the survey to one of his/her classes.

It would be most appreciated if the surveys could be completed and returned to me at the consultants' office by . If you have any questions please feel free to call me.

Thank-you again for your cooperation.

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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MEMO

To: Teacher
School

From: Esme Scarlett
Social Emotional Needs Assessment

Re: Student feedback

On my recent visit to your school to collect information on social emotional needs, I indicated that we would also like feedback from students. To this end I have selected approximately 10% of our Grade 5 to 12 student population from throughout the division to participate in the survey. Your grade class has been selected to take part. If you teach more than one class at this grade level, randomly select one class and have them complete the survey. For more detailed information on completing the survey see the following page entitled "Administering the Social Emotional Survey to Students".

Thank-you for taking time with your students to assist in gathering this information. If you have any questions please feel free to contact me at the consultants' office, (261-0193).

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Appendix C

Letter to all staff members
Re: Social Emotional Survey

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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December 4, 1992

To: All Staff Members
- Administrator
- Teachers
- Resource Teacher(s)
- Counsellor(s)
- Teaching Assistant(s)/Support Worker(s)
- Secretary(ies)
- Library Technician(s)/Assistant(s)
- Custodian(s)

From: Esme Scarlett

Re: Social Emotional Needs Survey

Date: ______________________

Time: ______________________

As you are probably aware, the whole area of special needs has become a divisional priority this year. During the 91/92 school year, a Special Needs Committee was struck in order to look at the issues in this field and ultimately make recommendations to the board. Once operational, the committee found that the whole area around students with social emotional problems had a great many concerns attached to it. A decision was made that before any recommendations were made in terms of addressing these concerns, further study would be required.

As of October 1992, I was seconded from my work at Dawson Trail School in order to gather data in the area of social emotional needs. Our goal is to collect some base line information from many resources within our divisional boundaries in terms of:

- how many students are experiencing social emotional problems
- how students with social emotional problems impact on our system
- what we are already doing that is successful
- and most importantly, what else we could be doing to meet the needs of students who are experiencing social emotional problems

To assist me in gathering this information, I would like to meet with your staff on the above mentioned date. The duration of the meeting will be approximately one hour. The workshop style format will involve completion of a survey, time for discussion, and most importantly your feedback.

I look forward to meeting with you. Should you have any questions or concerns, please feel free to contact me. I can be reached through the Consultants' Office at 261-0193.

ES/jr

Appendix D

Workshop

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL NEEDS SURVEY WORKSHOP (1992)

Welcome

- Introductions
- Workshop Outline

I. History
  - Administrators' concerns
  - Special Needs Department referral trend

II. Special Needs Committee
  - Formation
  - Membership
  - Mandate
    - Short term goals
    - Long term goals

III. Social Emotional Needs Survey
  - What we want to know
    a) How many students in the division are experiencing social emotional problems?
    b) What is the severity of these problems?
    c) Where are these students located in the division?
    d) What impact are they having on other students and teachers?
    e) What are we already doing that works well?
    f) What else could we do for students with social emotional problems?
    g) What do students, parents, support staff and outside agencies think the school could be doing to meet the needs of students with social emotional problems?

Who will be surveyed

- all teachers/teacher assistants
- all counsellors and resource teachers
- all secretaries
- all custodial staff
- all bus drivers
- all central office personnel
- all coordinators, consultants and clinicians
- students samples
- parent samples
- social workers (CFS)
- community health (Public Health Nurses, Dental Health)
- RCMP / Community Police
- Daycare

In the school setting, the notion is that fully functioning students would fall into the top 1/2 of the diamond. On the other hand many students, based on the behaviour we observe are not functioning well. We soon become aware that social emotional problems are affecting these students to the degree that they interfere with their education. Hence, individuals who are not functioning adequately at school would fall into the lower portion of the diamond.

However, social emotional problems are not all equally severe. Bearing this in mind we will divide the bottom of the diamond into 3 levels of severity or decreasing functioning.

1) Mild

Here concerns would be to some degree ongoing and obviously having an impact on the individual's ability to function. However, for the most part classroom teachers can handle these situations. With some consultation (ie parents, administrators, counsellors) and perhaps some special program or extra support (ie extra time with the student, monitoring changing some classroom procedures) the teacher is effectively able to deal with the student and his/her problems at the classroom level.

2) Moderate

At this level some definite support is required. The teacher feels he/she cannot effectively deal with the student on his/her own. At this point some support should be called in (ie counsellor, administrator, resource teacher). The teacher is probably finding that the student's problems are affecting their level of functioning to the point that the student has difficulty managing a full day in the classroom or certainly can't function effectively for a full day in the classroom. In essence help/support is needed but as of yet the student is not in crisis.

3) Severe

At this level the student is in crisis. (ie severe depression, suicidal, agitated aggressivity). It is not possible for them to remain in a regular classroom. Intensive intervention is required (ie apprehension and/or therapeutic placement).

V. Filling out the survey

- Fill out first section independently 5-10 min.
- Break into groups of 4 or 5 and brainstorm solutions (20 min)
- Return to large group - sharing if time permits
- Ensure all surveys are complete

VI. Thank-you and Wrap-up

Data Use

- to assist the Special Needs Committee in making recommendations to the School Board regarding meeting the needs of students with social emotional problems

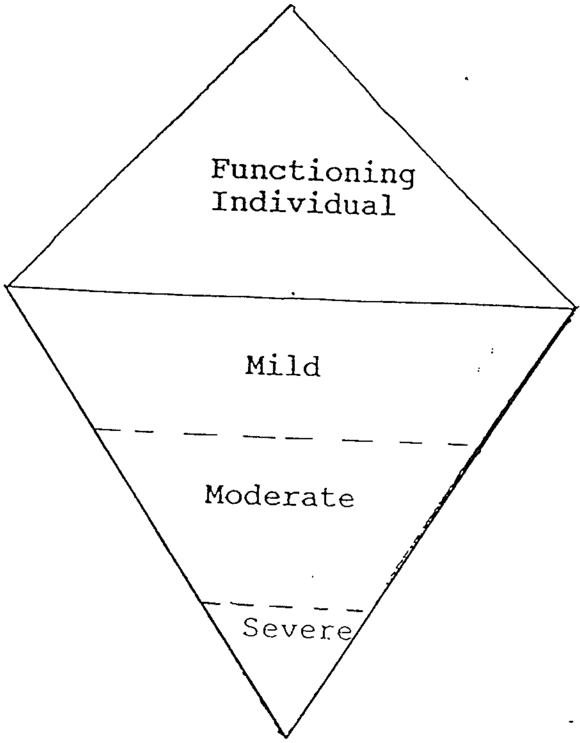
IV. Operative Definitions:

Social Emotional - Social and emotional factors govern the growth and the development of each individual. For our purposes "social" factors are seen as being external or environmental in nature (ie family situation, relationships with peers). Emotional factors are seen as being internal or personality related (ie hyper activity, aggressivity, passivity). Of course the two are inextricably intertwined, you cannot separate one from the other. That is, one may cause the other or be caused by it. The intent here will be to consider the relationship between the social (external) and emotional (internal) variables which affect the functioning of every individual. In other words, looking at the whole person in his/her world.

Social Emotional Problems

When social (external) and/or emotional (internal) variables begin to interfere with an individual's ability to function.

Severity of the Social Emotional Problem



- Problems affecting ability to function
- Teacher may consult
- Managed at classroom level

- Escalating
- Student's decrecreased level of functioning makes it difficult for them to cope all day in classroom
- teacher will usually look for outside supports

- Crisis

Appendix E

Letter to Randomly Selected Parents

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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To: Randomly Selected Parents

From: Esme Scarlett
Special Needs Assessment
Seine River School Division

Re: Social Emotional Needs Survey

Dear Parent(s),

The Seine River School Division had identified the whole field of special education as a priority. Within this field, meeting the needs of students with social emotional problems has become an area of concern and focus. In order to examine the issues a Special Needs Committee consisting of the Assistant Superintendent, Administrators, Special Education Coordinator, Teachers and a School Board Trustee was formed in September 1991. This committee decided that in order to make the best decision possible in terms of meeting the needs of students with social emotional problems, information and ideas should be gathered from many sources. As part of the information gathering, the committee felt strongly that feedback from parents on this issue would be essential. To this end, 10% of the parent population from throughout the school division has been randomly selected to participate in the survey. Your name has been selected and I would like to ask your assistance in completing the following survey. (All surveys are anonymous. You will only be asked to identify the community in which your child/children attend school).

In order to assist you in filling out this survey on students who are experiencing social emotional problems, please consider the following definitions/explanations.

We will define social emotional as the internal and external variables that make up every person.

Social - being the things that make up the world around every person. For example, family, peer group, etc.

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Emotional - being the thoughts and feelings inside of each person that make up their personality. For example, having the tendency to be shy or aggressive or sensitive.

Of course the social and emotional parts of each individual cannot really be separated. They are intertwined to make up each individual and account for how he or she interacts in the world.

Social Emotional Problems will be defined as when problems in the social emotional areas of an individual's life affect their ability to function on regular and ongoing basis.

When students are experiencing social emotional problems, depending on the student, a wide range of behaviours can be observed. Some students will display apathy and withdrawal while others may become agitated, disruptive or even highly aggressive.

The purpose of the following survey is to gather feedback from parents that will assist the school division in developing strategies to meet the needs of students who are experiencing social emotional problems.

Please fill out the following survey and return in the enclosed stamped addressed envelope by January 15, 1992. If you have any questions or concerns, please feel free to contact me at the Seine River School Division Consultants' Office 261-0193.

Thank-you for your assistance.

ES/jr

La Division scolaire de la Rivière Seine No 14
The Seine River School Division No. 14

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Destinataires : Les parents choisis au hasard

Expéditrice : Esme Scarlett
Évaluation des besoins spéciaux
Division scolaire de la Rivière-Seine

Objet : Sondage sur les besoins socio-émotionnels

Cher(s) parent(s),

La Division scolaire de la Rivière-Seine a identifié tout le champs de l'éducation spéciale comme prioritaire. Parmi les domaines, répondre aux besoins des élèves ayant des problèmes socio-émotionnels a été précisé comme un domaine de préoccupation. Afin d'étudier les questions, un Comité des besoins spéciaux, composé du directeur général adjoint (pédagogie), d'administrateurs, de la coordonnatrice de l'éducation spéciale, d'enseignant(e)s et d'un commissaire d'écoles, a été créé en septembre 1991.

Ce comité a conclu qu'il fallait recueillir des informations et des idées de plusieurs sources afin de pouvoir prendre les meilleures décisions possibles pour répondre aux besoins des élèves ayant des problèmes socio-émotionnels. Le comité croit que la rétroaction des parents était une des sources d'information nécessaire.

Le comité a choisi un échantillonnage de 10% des parents de la division scolaire de la Seine choisis au hasard pour ce sondage sur les besoins socio-émotionnels. Votre nom a été choisi et j'aimerais donc vous demander de remplir le questionnaire ci-joint. (L'anonymat des personnes répondant au questionnaire est garanti. Vous n'avez qu'à identifier la communauté dans laquelle est située l'école de votre enfant/vos enfants.)

Pour vous aider à remplir le questionnaire sur les élèves ayant des problèmes socio-émotionnels, veuillez tenir compte des explications et des définitions suivantes.

- On définit le social et l'émotionnel comme des variables internes et externes qui constituent chaque personne
- **Social** : Ce sont les variables qui constituent le monde qui entoure chaque personne. Par exemple, la famille, les autres élèves, etc.
- **Émotionnel** : C'est le domaine de la pensée et des sentiments internes à chaque personne qui constituent ce qu'il ou elle est (personnalité). Par exemple, la tendance à être timide, ou agressif, ou sensible.
- Il est évident que la partie sociale et la partie émotionnelle de chaque individu ne peuvent pas être séparées. Elles sont intimement liées et constituent ce qu'est la personne et comment elle agit dans le monde.
- Les **problèmes socio-émotionnels** sont définis comme des problèmes des domaines social et émotionnel de la vie d'une personne qui affectent ses habiletés à atteindre le rendement exigé d'elle sur une base régulière.

Lorsqu'un élève connaît des problèmes socio-émotionnels, en fonction de l'élève, une vaste gamme de comportements peut être observée. Certains élèves peuvent démontrer de l'apathie et être réservés; d'autres peuvent être agités, perturbateurs ou même très agressifs.

Le but de ce sondage est de recueillir les rétroactions qui aideront la division scolaire à développer des stratégies qui répondent aux besoins des élèves qui connaissent des problèmes socio-émotionnels.

Veuillez remplir le questionnaire et me le retourner dans l'enveloppe préaffranchie d'ici le 18 décembre 1992. Si vous avez des questions ou des préoccupations, veuillez me contacter au Bureau des conseillères pédagogiques de la Seine au 261-0193.

Merci de votre collaboration.

Appendix F

Administering the Social Emotional Survey to Students

ADMINISTERING THE SOCIAL EMOTIONAL SURVEY TO STUDENTS

1) Before handing out the surveys, explain to your class that:

   - the school division is looking for ways to help students who are having social emotional problems

   - the school division wants to know what students think the schools should do to help kids who are having social emotional problems

   - we will define social emotional as the internal and external variables that make up every person

   Social - being the things that make up the world around every person. For example, family, peer group, etc.

   Emotional - being the thoughts and feelings inside of each person that make up who they are (personality). For example, having the tendency to be shy or aggressive or sensitive.

   Of course the social and emotional parts of each individual cannot be separated. They are combined and make up who the person is and how he or she interacts in the world.

   Social Emotional Problems will be defined as when problems in the social emotional areas of a person's life affect their happiness and/or their ability to perform what is expected of them on an ongoing (regular) basis.

2) Hand out the surveys to every class member. Have them fill in their grade and school code (see attached school code sheet).

3) Allow students the time they require to fill out the survey. (In most cases, 10 minutes will be ample).

4) Collect the surveys and return them to me at the Consultants' Office by December 17.

Thank-you for your assistance.

Appendix G

Instruments

SOCIAL/EMOTIONAL STUDY

Seine River School Division #14 - 1992

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

TEACHERS

Grade(s) taught: ____________ School Code: ________________

1. Provide the following information on any student(s) in your class who you believe is/are experiencing social/emotional problems.

Student (Initials only)	Gender 1. F 2. M (Indicate by number)	Age	Grade	Present Family 1. Foster 2. Other (Indicate by number)	Severity 1. mild 2. moderate 3. severe (Indicate by number)	Cite 2 typical behaviour examples
i.	# ____			# ____	# ____	1. ____________ 2. ____________ ____________
ii.	# ____			# ____	# ____	1. ____________ 2. ____________ ____________
iii.	# ____			# ____	# ____	1. ____________ 2. ____________ ____________
iv.	# ____			# ____	# ____	1. ____________ 2. ____________ ____________

Having students in your classroom with social emotional problems can lead to a variety of concerns. If in the past 2 years you have had such students in your class respond to the following items by indicating yes, no or don't know.

	Yes	No	Don't Know	
A.	___	___	___	Concern for the academic progress of the student with social emotional problems
B.	___	___	___	Concern for the academic progress of other children in the classroom
C.	___	___	___	Concern for the physical safety of other students
D.	___	___	___	Concern for the emotional well-being of other students
E.	___	___	___	Concern about the amount of teachers' and specialists' time that is required by students with social emotional problems
F.	___	___	___	Concern about accessing funding for students with social emotional problems
G.	___	___	___	Concerns about the need for training/ preparedness to deal with problems that arise
H.	___	___	___	Concern about the availability of programs/services for students experiencing social/emotional problems
I.	___	___	___	Level of teacher stress
J.	___	___	___	Concern for the effects on your personal life
K.	___	___	___	Concern for your physical safety
L.	___	___	___	Other ________________________________

3. Which of the following of support(s)/service(s) program(s) are these students presently receiving from the school system? On the line check all that apply. Then, if you believe this support/service program is helpful and should continue, check the box marked helpful.

Helpful

☐ ____ extra time and support from you

☐ ____ counselling referral and support

☐ ____ resource referral and support

☐ ____ teacher assistant time

☐ ____ psychological referral and support

☐ ____ community liaison worker referral and support

☐ ____ behaviour facilitator referral and support

☐ ____ crisis intervention worker

☐ ____ peer helper support

☐ ____ administrator's support

☐ ____ referral by the school to any outside agency (ie Child and Family Services, Medical, Community Health)

☐ ____ referral and placement in a special school program outside your school

☐ ____ other ______________________________

____

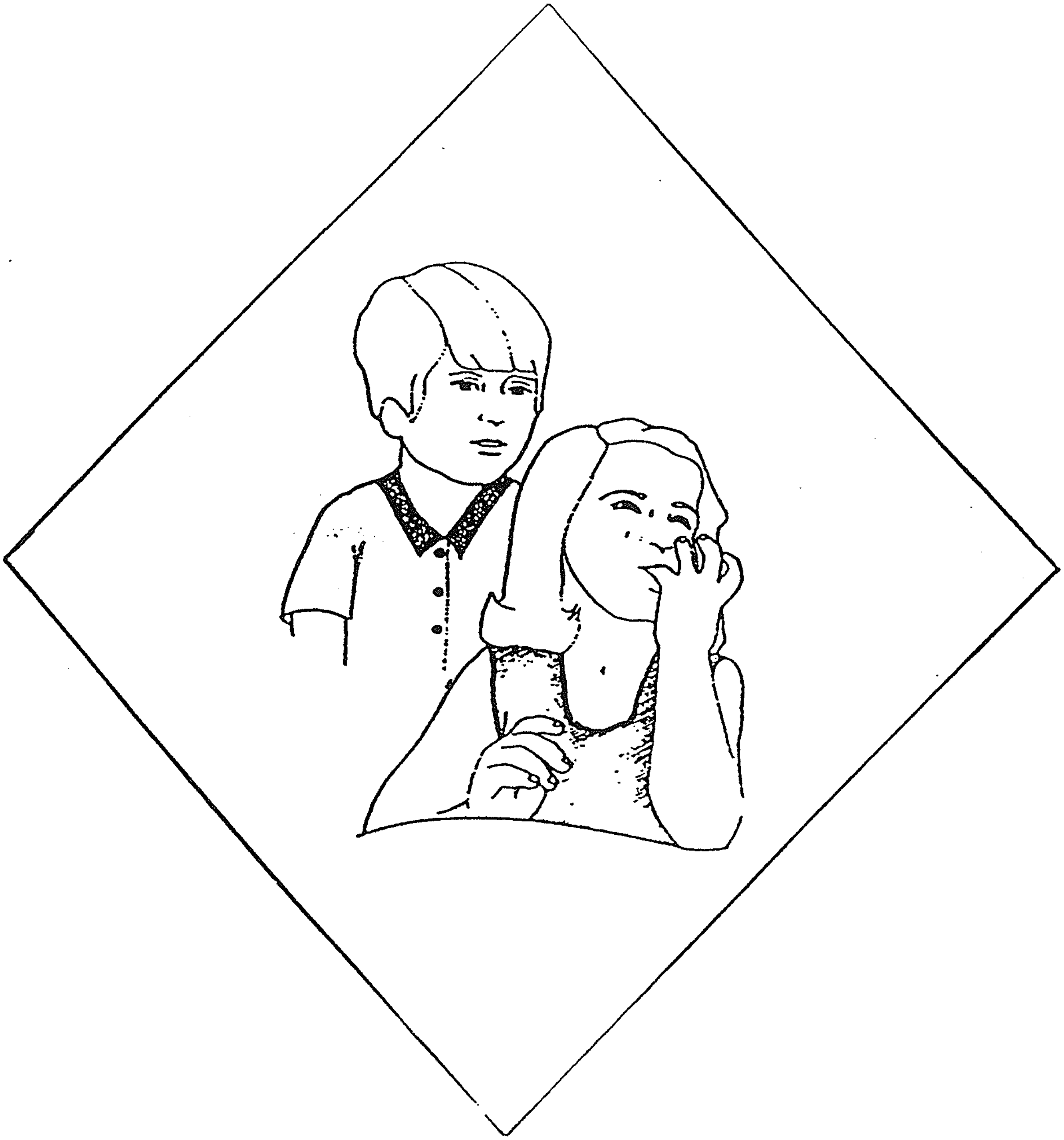
Join a discussion group to consider the following questions.

4. List any other support(s)/service(s) or program(s) we should be providing that would be helpful to these students.

1) ______________________________

____

ÉTUDE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS



Division scolaire de la Rivière-Seine n° 14 — 1992

Division scolaire de la Rivière-Seine n° 14

SONDAGE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS (1992)

ENSEIGNANT(E)S

Année(s) enseignée(s) : ____________________ Code de l'école : ____________________

1. Veuillez fournir les renseignements suivants pour chaque élève de votre classe, qui d'après vous, connaît ou a connu des problèmes socio-émotionnels.

Élève (Initiales seulement)	Sexe 1. F 2. M (Indiquer par le chiffre approprié)	Âge	Année	Contexte familial actuel 1. Famille d'accueil 2. Autre (Indiquer par le chiffre approprié)	Ampleur 1. Léger 2. Moyen 3. Sévère (Indiquer par le chiffre approprié)	Donnez 2 exemples de comportement
i.	n° : ____			n° : ____	n° : ____	1. ____ 2. ____
ii.	n° : ____			n° : ____	n° : ____	1. ____ 2. ____
iii.	n° : ____			n° : ____	n° : ____	1. ____ 2. ____
iv.	n° : ____			n° : ____	n° : ____	1. ____ 2. ____

2. Les élèves ayant des problèmes socio-émotionnels dans une école peuvent être la source de certaines inquiétudes. Si dans les deux dernières années, vous avez eu de tels élèves dans votre école, pour chacune des affirmations, veuillez cocher «oui», «non» ou «ne sais pas».

	Oui	Non	Ne sais pas	
A.	_____	_____	_____	Inquiétudes au sujet des progrès académiques des élèves ayant des problèmes socio-émotionnels
B.	_____	_____	_____	Inquiétudes au sujet des progrès académiques des autres élèves de classe
C.	_____	_____	_____	Inquiétudes au sujet de la sécurité physique des autres élèves
D.	_____	_____	_____	Inquiétudes au sujet du bien-être émotionnel des autres élèves
E.	_____	_____	_____	Inquiétudes au sujet du temps des enseignant(e)s et des spécialistes scolaires requis par l'élève ayant des problèmes socio-émotionnels
F.	_____	_____	_____	Inquiétudes au sujet de l'obtention de financement pour les élèves ayant des problèmes socio-émotionnels
G.	_____	_____	_____	Inquiétudes au sujet de la formation requise pour être prêt à traiter les problèmes lorsqu'ils se manifestent
H.	_____	_____	_____	Inquiétudes au sujet de la disponibilité de programmes/ services pour les élèves ayant des problèmes socio-émotionnels
I.	_____	_____	_____	Niveau de stress sur les enseignant(e)s
J.	_____	_____	_____	Inquiétudes au sujet des effets possibles sur votre vie personnelle
K.	_____	_____	_____	Inquiétudes au sujet de votre sécurité physique
L.	_____	_____	_____	Autre : ________________________________

3. Lesquels des soutiens/services/programmes sont présentement disponibles dans votre école pour les élèves ayant des problèmes socio-émotionnels ? Veuillez cocher dans la deuxième colonne les services disponibles. Ensuite, dans les boîtes de la première colonne intitulée «Est utile», veuillez indiquer si ces soutiens/services/programmes fonctionnent bien et devraient être maintenus.

Est
utile

☐ ______ temps supplémentaire et appui de la part de l'enseignant(e)

☐ ______ recours et appui de l'orienteur

☐ ______ recours et appui de l'orthopédagogue

☐ ______ temps fournis par une auxiliaire à l'enseignant(e)

☐ ______ recours et appui d'un psychologue scolaire

☐ ______ recours et appui de l'agente de liaison communautaire

☐ ______ recours et appui de la facilitatrice en amélioration de comportement

☐ ______ travailleuse d'intervention en cas de crise

☐ ______ aide et appui de ses pairs

☐ ______ appui des administrateurs

☐ ______ recours par l'école à une agence externe (ex. : Services à l'enfant et à la famille,
Services de santé, de santé communautaire)

☐ ______ recours et placement dans un programme scolaire spécial à l'extérieur de l'école

☐ ______ Autre : ____

S.V.P. se regrouper en petits groupes pour les numéros 4 et 5.

4. D'après vous, quels service(s)/soutien(s)/programme(s) devrions-nous offrir aux élèves ayant des problèmes socio-émotionnels ?

1) ______________________________

____

____

2) ______________________________

____

____

3) ______________________________

____

____

(Continuez au verso si nécessaire)

5. Veuillez indiquer quels service(s) ou soutien(s) vous seraient utiles comme enseignant(e) lorsque vous travaillez avec des élèves ayant des problèmes socio-émotionnels.

1) ______________________________

____

____

2) ______________________________

____

____

3) ______________________________

____

____

(Continuez au verso si nécessaire)

Merci de votre collaboration.

SOCIAL/EMOTIONAL STUDY

Seine River School Division #14 - 1992

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

ADMINISTRATORS AND SPECIALISTS

Check

____ Administrator
____ Guidance Counsellor
____ Resource Teacher
____ Phys Ed.
____ Music
____ Practical Arts

School Code: ______________________________

Grades: ______________________________

1. Which of the following supports/services/programs are presently available in your school for students experiencing social emotional problems? On the line check all that apply. Then check the box marked helpful if you believe the support/service/program works well and should be continued.

Helpful

☐ ____ extra time and support from the teacher

☐ ____ counselling referral and support

☐ ____ resource referral and support

☐ ____ teacher assistant time

☐ ____ psychological referral and support

☐ ____ community liaison worker referral and support

☐ ____ behaviour facilitator referral and support

☐ ____ crisis intervention worker

☐ ____ peer helper support

☐ ____ administrator's support

☐ ____ referral by the school to any outside agency (ie Child and Family Services, Medical, Community Health)

☐ ____ referral and placement in a special school program outside your school

☐ ____ Other ______________________________
____

2. Having students in the school with social emotional problems can lead to a variety of concerns. If in the past 2 years you have had such students in your school respond to the following items by indicating yes, no or don't know.

	Yes	No	Don't Know	
A.	___	___	___	Concern for the academic progress of the student with social emotional problems
B.	___	___	___	Concern for the academic progress of other children in the classroom
C.	___	___	___	Concern for the physical safety of other students
D.	___	___	___	Concern for the emotional well-being of other students
E.	___	___	___	Concern about the amount of teachers' and specialists' time that is required by students with social emotional problems
F.	___	___	___	Concern about accessing funding for students with social emotional problems
G.	___	___	___	Concerns about the need for training/ preparedness to deal with problems that arise
H.	___	___	___	Concern about the availability of programs/services for students experiencing social/emotional problems
I.	___	___	___	Level of teacher stress
J.	___	___	___	Concern for the effects on the personal life of teachers
K.	___	___	___	Concern for physical safety of staff
L.	___	___	___	Other ______________________

3. If you have checked concerns above, indicate the 2 (by letter) over which you have had most concern and explain why.

1) ___ ____
(letter)

____

____

____

2) _____ ______________________________
(letter)

____

____

____

Join a discussion group to consider the following question.

4. What service(s)/support(s)/program(s) do you think we should be providing for students who have social emotional problems?

1) ______________________________________

____

____

2) ______________________________________

____

____

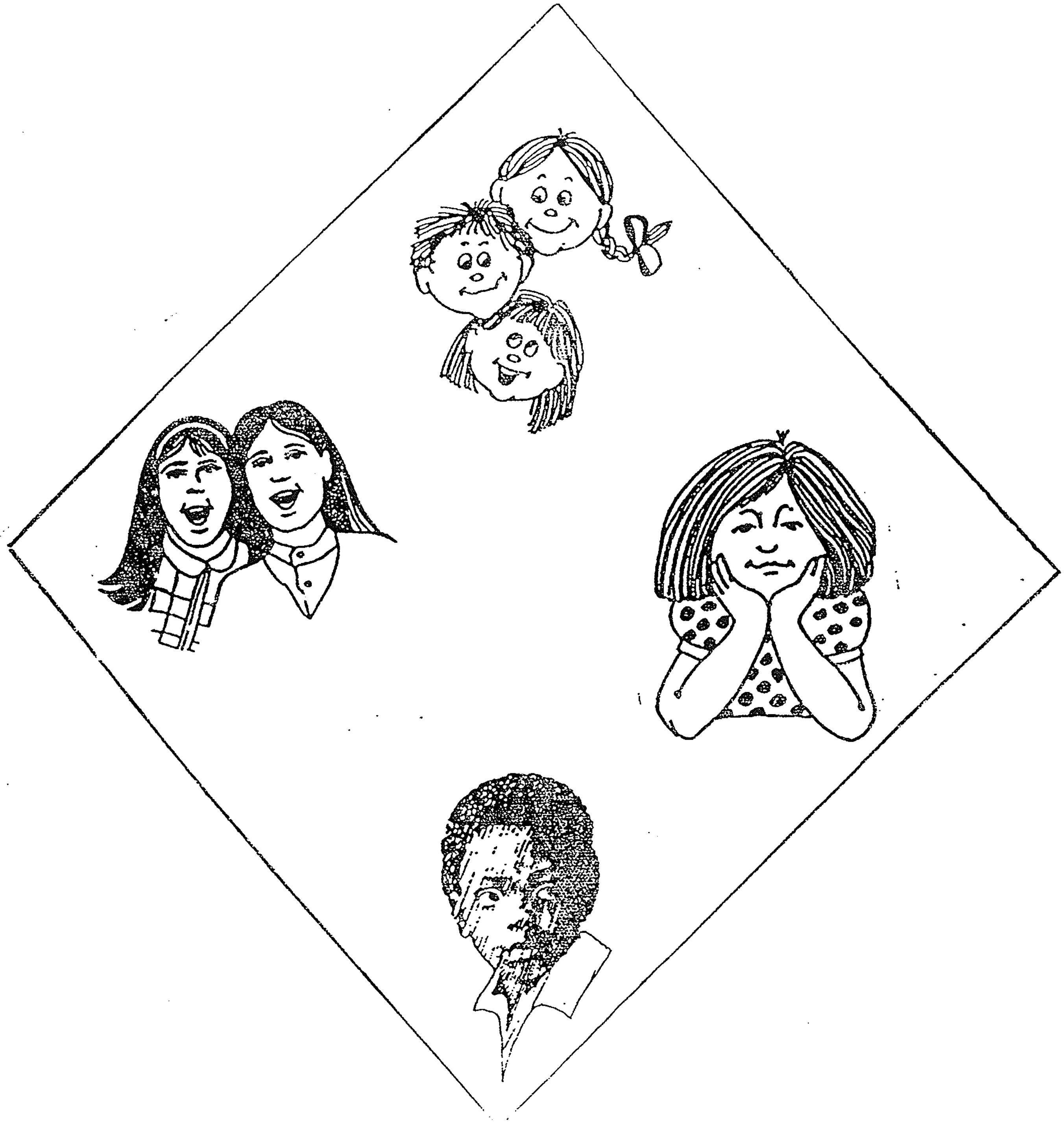
3) ______________________________________

____

____

Thank-you for your assistance.

SOCIAL/EMOTIONAL STUDY



Seine River School Division #14 - 1992

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

ADMINISTRATORS AND SPECIALISTS

Check
____ Administrator
____ Guidance Counsellor
____ Resource Teacher
____ Phys Ed.
____ Music
____ Practical Arts

School Code: ______________________

Grades: ______________________

1. Which of the following supports/services/programs are presently available in your school for students experiencing social emotional problems? On the line check all that apply. Then check the box marked helpful if you believe the support/service/program works well and should be continued.

Helpful

☐ ____ extra time and support from the teacher

☐ ____ counselling referral and support

☐ ____ resource referral and support

☐ ____ teacher assistant time

☐ ____ psychological referral and support

☐ ____ community liaison worker referral and support

☐ ____ behaviour facilitator referral and support

☐ ____ crisis intervention worker

☐ ____ peer helper support

☐ ____ administrator's support

☐ ____ referral by the school to any outside agency (ie Child and Family Services, Medical, Community Health)

☐ ____ referral and placement in a special school program outside your school

☐ ____ Other ______________________

____

2. Having students in the school with social emotional problems can lead to a variety of concerns. If in the past 2 years you have had such students in your school respond to the following items by indicating yes, no or don't know.

	Yes	No	Don't Know	
A.	___	___	___	Concern for the academic progress of the student with social emotional problems
B.	___	___	___	Concern for the academic progress of other children in the classroom
C.	___	___	___	Concern for the physical safety of other students
D.	___	___	___	Concern for the emotional well-being of other students
E.	___	___	___	Concern about the amount of teachers' and specialists' time that is required by students with social emotional problems
F.	___	___	___	Concern about accessing funding for students with social emotional problems
G.	___	___	___	Concerns about the need for training/ preparedness to deal with problems that arise
H.	___	___	___	Concern about the availability of programs/services for students experiencing social/emotional problems
I.	___	___	___	Level of teacher stress
J.	___	___	___	Concern for the effects on the personal life of teachers
K.	___	___	___	Concern for physical safety of staff
L.	___	___	___	Other ______________________________

3. If you have checked concerns above, indicate the 2 (by letter) over which you have had most concern and explain why.

1) _____ ____
(letter)

____

____

____

2) _____ ______________________________
(letter)

Join a discussion group to consider the following question.

4. What service(s)/support(s)/program(s) do you think we should be providing for students who have social emotional problems?

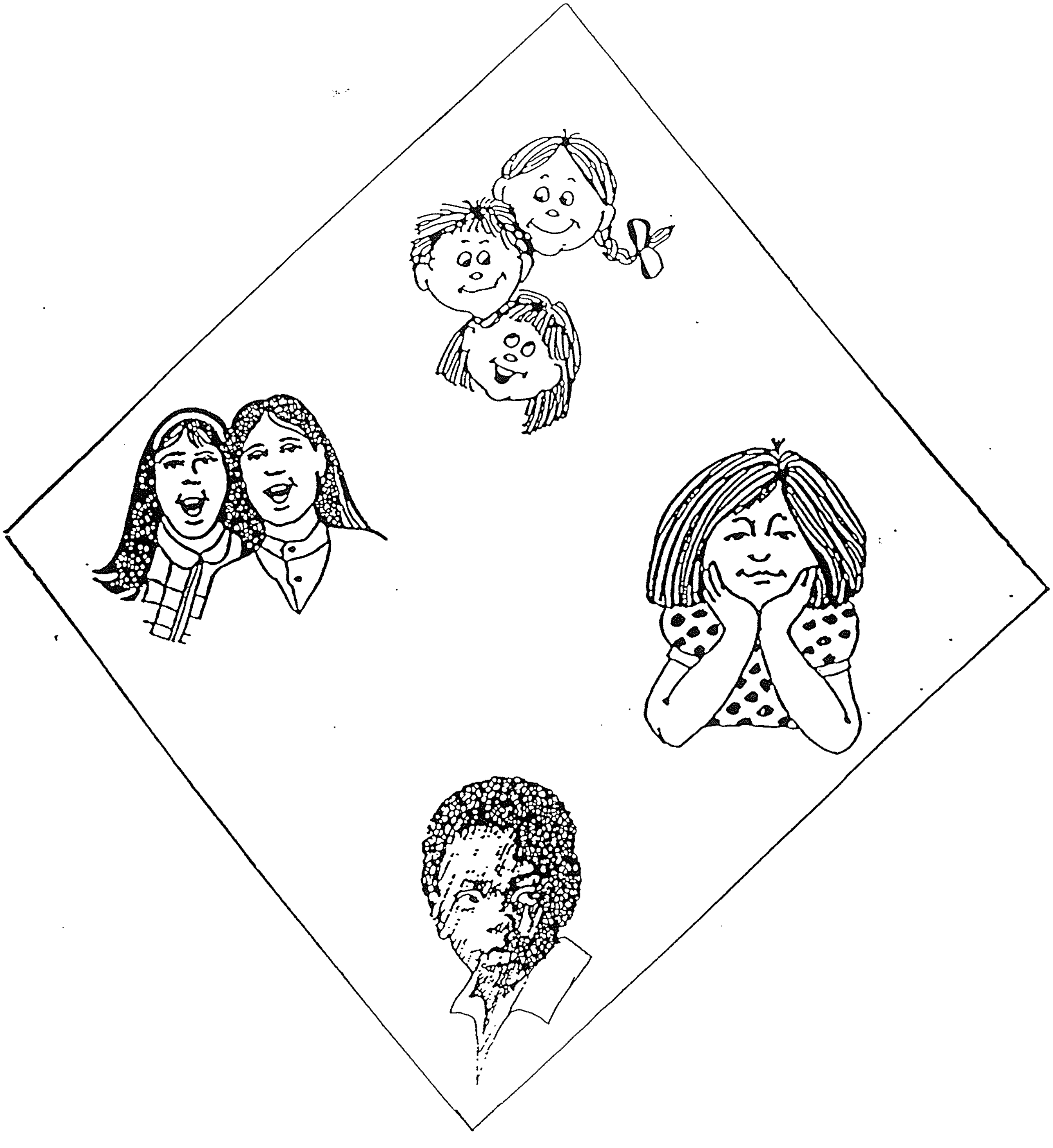
1) ____________________________________

2) ____________________________________

3) ____________________________________

Thank-you for your assistance.

ÉTUDE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS



Division scolaire de la Rivière-Seine n° 14 — 1992

Division scolaire de la Rivière-Seine n° 14

SONDAGE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS (1992)

ADMINISTRATEURS ET SPÉCIALISTES SCOLAIRES

Veuillez cocher le poste occupé

________ Administrateur
________ Orienteur
________ Orthopédagogue
________ Éducateur physique
________ Enseignant(e) de musique
________ Enseignant(e) des cours techniques et professionnels

Années : ____

Code de l'école : ____

1. Lesquels des soutiens/services/programmes sont présentement disponibles dans votre école pour les élèves ayant des problèmes socio-émotionnels ? Veuillez cocher dans la deuxième colonne les services disponibles. Ensuite, dans les boîtes de la première colonne intitulée «Est utile», veuillez indiquer si ces soutiens/services/programmes fonctionnent bien et devraient être maintenus.

Est utile

☐ _______ temps supplémentaire et appui de la part de l'enseignant(e)

☐ _______ recours et appui de l'orienteur

☐ _______ recours et appui de l'orthopédagogue

☐ _______ temps fournis par une auxiliaire à l'enseignant(e)

☐ _______ recours et appui d'un psychologue scolaire

☐ _______ recours et appui de l'agente de liaison communautaire

☐ _______ recours et appui de la facilitatrice en amélioration de comportement

☐ _______ travailleuse d'intervention en cas de crise

☐ _______ aide et appui de ses pairs

☐ _______ appui des administrateurs

☐ ______ recours par l'école à une agence externe (ex. : Services à l'enfant et à la famille, Services de santé, de santé communautaire)

☐ ______ recours et placement dans un programme scolaire spécial à l'extérieur de l'école

☐ ______ Autre : ____

____

2. Des élèves ayant des problèmes socio-émotionnels dans une école peuvent être la source de certaines inquiétudes. Si dans les deux dernières années, vous avez eu de tels élèves dans votre école, pour chacune des affirmations, veuillez cocher «oui», «non» ou «ne sais pas».

	Oui	Non	Ne sais pas	
A.	______	___	____	Inquiétudes au sujet des progrès académiques des élèves ayant des problèmes socio-émotionnels
B.	______	___	____	Inquiétudes au sujet des progrès académiques des autres élèves de la classe
C.	______	___	____	Inquiétudes au sujet de la sécurité physique des autres élèves
D.	______	___	____	Inquiétudes au sujet du bien-être émotionnel des autres élèves
E.	______	___	____	Inquiétudes au sujet du temps des enseignant(e)s et des spécialistes scolaires requis par l'élève ayant des problèmes socio-émotionnels
F.	______	___	____	Inquiétudes au sujet de l'obtention de financement pour les élèves ayant des problèmes socio-émotionnels
G.	______	___	____	Inquiétudes au sujet de la formation requise pour être prêt à traiter les problèmes lorsqu'ils se manifestent
H.	______	___	____	Inquiétudes au sujet de la disponibilité de programmes/ services pour les élèves ayant des problèmes socio-émotionnels
I.	______	___	____	Niveau de stress sur les enseignant(e)s
J.	______	___	____	Inquiétudes au sujet des effets possibles sur la vie personnelle des enseignant(e)s
K.	______	___	____	Inquiétudes au sujet de la sécurité physique du personnel

L. ______ ___ ____ Autre : ______________________________

3. Si vous avez coché des inquiétudes à la question 2, veuillez indiquer les deux (2) qui vous causent le plus d'inquiétudes et veuillez expliquer pourquoi.

1) ______________________________
(lettre)

____

____

____

2) ______________________________
(lettre)

____

____

____

S.V.P. se regrouper en petits groupes pour le numéro 4.

4. D'après vous, quels service(s)/soutien(s)/programme(s) devrions-nous offrir aux élèves ayant des problèmes socio-émotionnels ?

1) ______________________________

____

____

2) ______________________________

____

____

3) ______________________________

____

____

Merci de votre collaboration

SOCIAL/EMOTIONAL STUDY

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

Check

____ Coordinator
____ Consultant
____ Clinician

1. Are students with social emotional problems having an impact on the work you do? Check.

    ____ yes ____ no

2. If yes, explain the impact.

    ____
    ____
    ____
    ____

3. What service(s)/support(s)/program(s) do you think we should be providing for students who have social emotional problems?

    1) ______________________________
    ____
    ____

    2) ______________________________
    ____
    ____

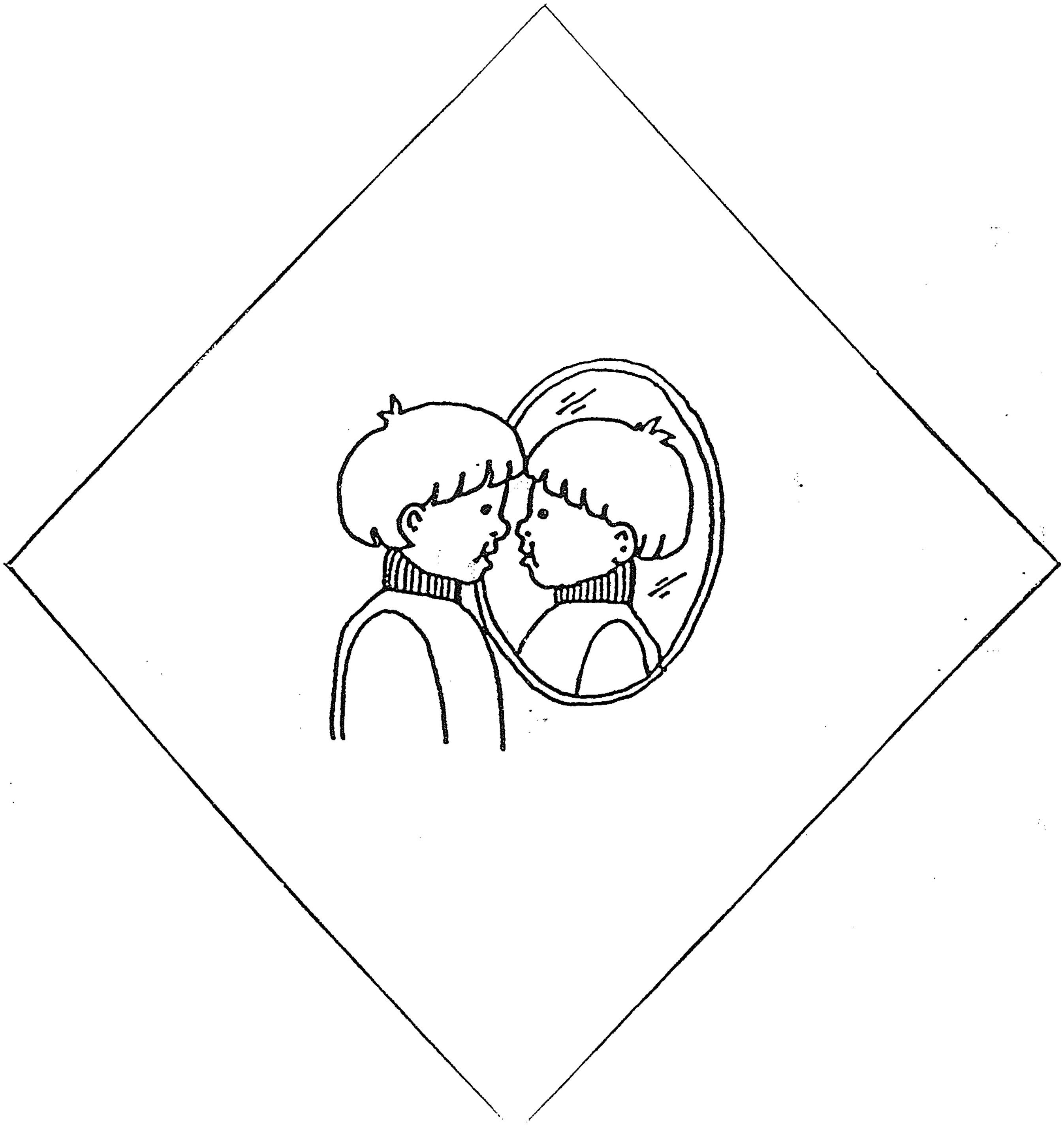
    3) ______________________________
    ____
    ____

    4) ______________________________
    ____
    ____

    (Use reverse for additional items)

Thank-you for your assistance.

SOCIAL/EMOTIONAL STUDY



Seine River School Division #14 - 1992

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

NON-TEACHING SUPPORT PERSONNEL

School Code: ______________________________

____ Teacher Assistant
____ Child Support Worker
____ Crisis Intervention Worker

1. Do you think that students experiencing social/emotional problems are having an impact on the school you work in?

   ____ Yes
   ____ No
   ____ Don't know

2. Which of the following supports/services/programs are presently available in your school for students experiencing social emotional problems? On the line check all that apply. Then check the box marked helpful if you believe the support/service/program works well and should be continued.

   Is
   helpful

   ☐ ____ extra time and support from the teacher
   ☐ ____ teacher assistant time
   ☐ ____ counselling referral and support
   ☐ ____ resource referral and support
   ☐ ____ psychological referral and support
   ☐ ____ community liaison worker referral and support
   ☐ ____ behaviour facilitator referral and support
   ☐ ____ peer helper support
   ☐ ____ administrator's support
   ☐ ____ referral and placement in a special school program outside your school

☐ ____ referral by the school to any outside agency (ie Community Health, Child & Family Services, Medical)

☐ ____ Other: ________________________________

____

Join a discussion group to consider the following question.

3. List any other support(s)/service(s)/program(s) you think the school could provide that would be helpful to students experiencing social/emotional problems.

1. ____

____

____

2. ____

____

____

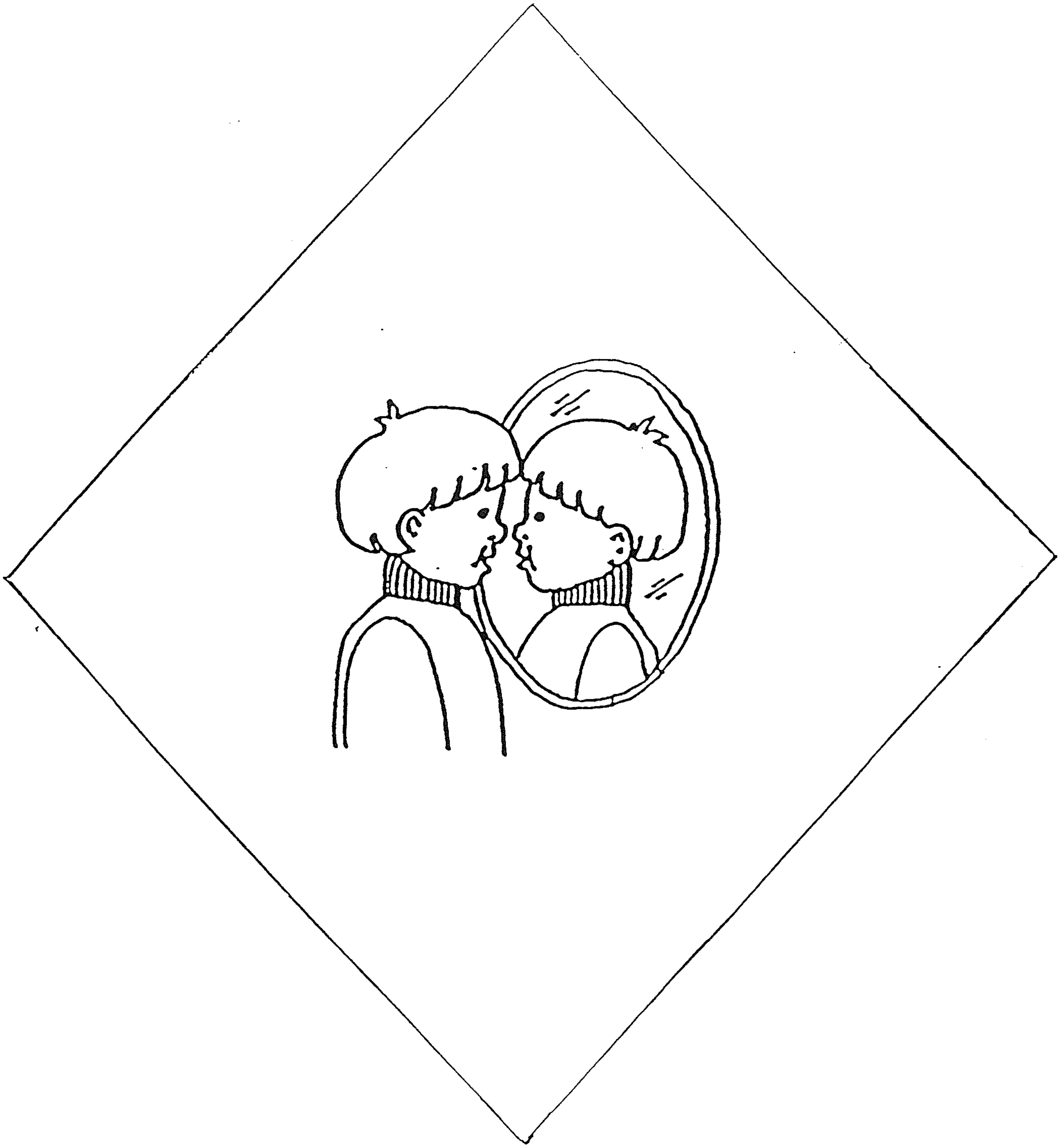
3. ____

____

____

Thank-you for your assistance.

ÉTUDE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS



Division scolaire de la Rivière-Seine n° 14 — 1992

Division scolaire de la Rivière-Seine n° 14

SONDAGE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS (1992)

PERSONNEL DE SOUTIEN NON ENSEIGNANT

Code de votre école : ______________________________

________ Auxiliaire à l'enseignant(e)
________ Agent(e) de soutien aux enfants
________ Agent(e) d'intervention en cas de crise

1. Les élèves ayant des problèmes socio-émotionnels ont-ils des effets sur les écoles où vous travaillez ?

_______ Oui
_______ Non
_______ Ne sais pas

1. Lesquels des soutiens/services/programmes sont présentement disponibles dans votre école pour les élèves ayant des problèmes socio-émotionnels ? Veuillez cocher dans la deuxième colonne les services disponibles. Ensuite, dans les boîtes de la première colonne intitulée «Est utile», si ces soutiens/services/programmes fonctionnent bien et devraient être maintenus.

Est utile

☐ _______ temps supplémentaire et appui de la part de l'enseignant(e)

☐ _______ temps fournis par une auxiliaire à l'enseignant(e)

☐ _______ recours et appui de l'orienteur

☐ _______ recours et appui de l'orthopédagogue

☐ _______ recours et appui d'un psychologue scolaire

☐ _______ recours et appui de l'agente de liaison communautaire

☐ _______ recours et appui de la facilitatrice en amélioration de comportement

☐ _______ aide et appui de ses pairs

☐ ______ appui des administrateurs

☐ _______ recours et placement dans un programme scolaire spécial à l'extérieur de l'école

☐ ______ recours et placement dans un programme scolaire spécial à l'extérieur de l'école

☐ ______ Autre : ______________________________

____

S.V.P. se regrouper en petits groupes pour le numéro 3.

3. D'après vous, quels service(s)/soutien(s)/programme(s) devrions-nous offrir aux élèves ayant des problèmes socio-émotionnels ?

1) ______________________________

____

____

2) ______________________________

____

____

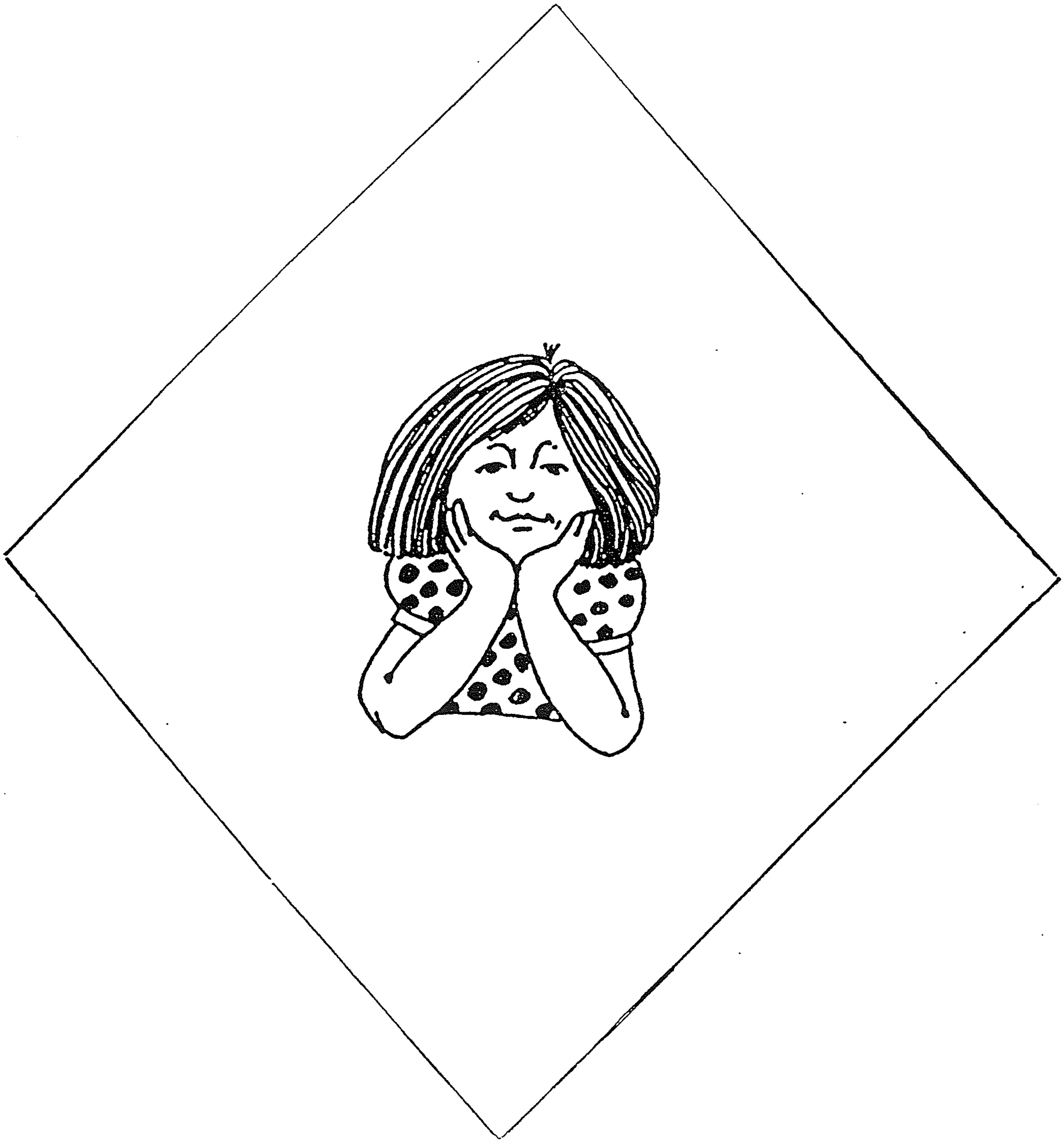
3) ______________________________

____

____

Merci de votre collaboration

SOCIAL/EMOTIONAL STUDY



Seine River School Division #14 - 1992

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

SCHOOL DIVISION EMPLOYEE

Check

_____ Library Technician/Assistant
_____ Secretary
_____ Bus Driver
_____ Custodial Staff
_____ Central Office Personnel

Community in which you work

Check

_____ La Salle
_____ St. Norbert
_____ St. Adolphe
_____ Ile des Chênes

_____ Lorette
_____ Ste. Anne
_____ Richer
_____ LaBroquerie

1. Are students with social emotional problems having an impact on the work you do?

   _____ Yes
   _____ No
   _____ Don't know

2. If above you have checked yes, briefly describe the impact.

   ____
   ____
   ____
   ____

Join a discussion group to consider the following question.

3. Do you have any suggestions as to what our schools could do that may be helpful to students who are experiencing social emotional problems?

   ____
   ____
   ____
   ____

Thank-you for your assistance.

ÉTUDE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS

Division scolaire de la Rivière-Seine n° 14 — 1992

Division scolaire de la Rivière-Seine n° 14

SONDAGE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS (1992)

PERSONNEL DE SOUTIEN DE LA DIVISION

Veuillez cocher le poste occupé

_______ Technicien(ne) en bibliothéconomie/adjoint(e)
_______ Secrétaire
_______ Chauffeur d'autobus scolaire
_______ Concierge
_______ Personnel du bureau divisionnaire

Veuillez cocher la communauté où vous travaillez

_______ La Salle
_______ Saint-Norbert
_______ Saint-Adolphe
_______ Île-des-Chênes
_______ Lorette
_______ Sainte-Anne
_______ Richer
_______ La Broquerie

1. Les élèves ayant des problèmes socio-émotionnels ont-ils des effets sur votre travail ?

_______ Oui
_______ Non
_______ Ne sais pas

2. Si vous avez répondu oui à la question numéro 1, décrivez brièvement les effets.

____
____
____
____

S.V.P. se regrouper en petits groupes pour le numéro 3.

3. Avez-vous des suggestions sur comment nos écoles pourraient mieux aider les élèves qui ont des problèmes socio-émotionnels ?

____
____
____
____

Merci de votre collaboration

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

PARENTS

Community(ies) in which your child(ren) attend school.

Check

____ La Salle
____ St. Norbert
____ St. Adolphe
____ Ile des Chênes

____ Lorette
____ Ste. Anne
____ Richer
____ LaBroquerie

What grade(s) is/are your child(ren) in? (Circle all that apply.)

K 1 2 3 4 5 6 7 8 9 10 11 12

1. Do you think that students with social/emotional problems are having an impact on the school?

____ Yes
____ No
____ Don't know

2. Has your child ever experienced a social/emotional problem in which the school was involved?

____ yes ____ no

3. If yes, did the school satisfactorily address the problem?

____ yes ____ no ____ don't know

4. In terms of meeting the needs of students with social/ emotional problems do you believe: (check yes, no or don't know for each item)

Yes	No	Don't know	
___	___	___	the school is responsible for assisting in meeting the needs of students with social emotional problems
___	___	___	the school does their part in meeting the needs of students who have social emotional problems
___			you don't know enough about the issue to comment
___	___	___	the school should do more and/or other things to meet the needs of students who are experiencing social emotional problems (Please list examples of things the school could do below.)

Thank-you for your assistance.

Division scolaire de la Rivière-Seine n° 14

SONDAGE SUR LES PROBLÈMES SOCIO-ÉMOTIONNELS (1992)

PARENTS

Veuillez cocher la.les communauté.s où votre.vos enfant.s fréquente.nt l'école.

________ La Salle
________ Saint-Norbert
________ Saint-Adolphe
________ Île-des-Chênes
________ Lorette
________ Sainte-Anne
________ Richer
________ La Broquerie

Encerclez chacune des années dans laquelle vous avez un enfant d'inscrit.

M 1 2 3 4 5 6 7 8 9 10 11 12

1. Pensez-vous que les élèves ayant des problèmes socio-émotionnels ont un effet sur l'école ?

   ______ Oui
   ______ Non
   ______ Ne sais pas

2. Un de vos enfants a-t-il déjà connu des problèmes socio-émotionnels pour lesquels l'école est intervenue ?

   _____ oui ________ non

3. Si oui, l'école a-t-elle résolu d'une façon satisfaisante le problème ?

   _____ oui ________ non ________ Ne sais pas

(Suite page 2)

4. Nous aimerions connaître vos opinions au sujet des besoins des élèves ayant des problèmes socio-émotionnels. Pour chacune des affirmations, veuillez cocher «oui», «non» ou «ne sais pas»

Oui	Non	Ne sais pas	
______	___	____	l'école est responsable d'aider à répondre aux besoins des élèves ayant des problèmes socio-émotionnels
______	___	____	l'école fait sa part pour répondre aux besoins des élèves ayant des problèmes socio-émotionnels
______			je ne connais pas assez le sujet pour pouvoir commenter.
______	___	____	l'école devrait faire plus et/ou autres choses pour répondre aux besoins des élèves ayant des problèmes socio-émotionnels (Veuillez donner des exemples de ce que l'école pourrait faire dans l'espace ci-dessous)

Merci de votre collaboration

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

STUDENT

Grade: ____________________

School Code: ____

1. Have you ever experienced a social emotional problem?

____ yes ____ no

If no, go to #4

2. Was there someone in the school that helped you?

____ yes ____ no

3. If you answered yes to number 2, check the people who were helpful. (Check all that apply.)

____ Friend
____ Guidance Counsellor
____ Peer helper
____ Principal/Vice-Principal
____ Psychologist
____ Resource teacher
____ Social Worker (social worker's name: ______________)
____ Teacher
____ Teacher Assistant
____ Other ____

4. What do you think the school could do to help students who are having social emotional problems?

____

____

____

____

____

Thank-you for your assistance.

SEINE RIVER SCHOOL DIVISION

SOCIAL EMOTIONAL SURVEY (1992)

OUTSIDE AGENCY

Check

_____ Social Worker
_____ Community Health Worker
_____ RCMP/Community Police
_____ Day Care Worker

Community(ies) in which you work.

Check

_____ La Salle
_____ St. Norbert
_____ St. Adolphe
_____ Ile des Chênes

_____ Lorette
_____ Ste. Anne
_____ Richer
_____ LaBroquerie

1. Do you think that students with social/emotional problems are having an impact on the school system?

_____ Yes
_____ No
_____ Don't know

2. If above you have checked yes or no, briefly describe the impact.

____
____
____
____

3. What do you think the schools in the Seine River School Division could be doing to help meet the needs of students who are experiencing social/emotional problems?

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Thank-you for your assistance.

4. As a school division, we believe that it is important to work with agencies outside of our system to best meet the needs of students with social emotional problems. How could we better work together with your agency to meet these needs?

Thank-you for your assistance.