

EFFECTIVE COUNSELLING PRACTICE WITH INNER CITY ADOLESCENTS

by

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A practicum submitted to the Faculty of Graduate Studies
of the University of Manitoba in partial fulfillment of the
requirements of the degree of

MASTER OF SOCIAL WORK

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CHAPTER ONE

AIMS OF THE PRACTICUM STUDY

INTRODUCTION

Working in the inner city of Winnipeg for fourteen years, in areas of community development, recreation, and education, I have seen individuals and organizations change but too many of the issues and concerns remain the same. Conditions of injustice and inequality, systemic in our society, receive strong expression in this community. Poverty, unemployment and underemployment, ~~inadequate housing and services, racism and the class experience,~~ all converge to form the social reality of its people. It is a situation deserving change, redress, and justice, and I believe the school is an important setting for this work. Students and their families may be drawn together with workers, utilizing all available community resources, to enter a process of change to transform this social reality toward the more fully human experience of equality and justice.

As a school counsellor, working with inner city adolescents, my work bears close resemblance to that of a social worker. Like social work, it requires a commitment to work for change with the ability to assume various interventive roles as social broker,

enabler, teacher, mediator, and advocate (Compton and Galoway, 1979.) It may be seen that, within schools and other care-giving agencies in the community, these roles are carried out in a highly competent manner, by a vast number of workers, yet the challenges of the inner city reality remain. Conventional models for practice, based on direct service delivery to meet the immediate needs of clients, seem to require workers to function in a manner which is system-maintaining, rather than transforming. Change most often appears to be of the individual, not collective, sort. While there is no question that a worker must fulfill short-term obligations to people in need, it is important to integrate long-term commitments to social change which address structural problems ~~in addition to supplying personal solutions (Galper, 1980; George and Wilding, 1976; Leonard, 1984.)~~ If this dimension is missing from practice, then well-intended efforts become ineffective as the issues and concerns of the inner city remain unresolved. The social world of its people remains unchanged.

This practicum study attempted to address these concerns through the design and delivery of counselling services to adolescents in an inner city school. A change process was set up whereby the efforts of students, teachers and counsellor would be mutually reinforcing to meet both short-term, individual needs and long-term objectives for social transformation. The school

is set up as an alternative to the larger, more conventional high schools in the system. The study, carried out during the 1985-86 school year, involved the students and staff of the Urban Studies Program, one of three educational programs provided by the school.

AIMS OF THE STUDY

The goal of this practicum was to deliver counselling services which would assist economically and socially disadvantaged adolescents to set their own personal goals and begin a process of attaining them. This was seen as contributing to broader systemic change which should result when young people are enabled to become actors, and not just acted upon, in their social world. A desired outcome was that personal counselling, which fosters the development of critical awareness at the individual level, would lead to the consciousness of a collective experience necessary for change at the school, family, and community levels (Freire, 1985; Glasser, 1984; Leonard, 1984.) (For two examples from my work which illustrate this point, see Appendix A.)

There is a strong connection between personal counselling and systemic change. Counselling practice should be structured to help students address their

needs so that individual growth will foster collective action within the classroom and school, in families and the community, for changes which will bring increasing quality and meaning to their lives.

The aim of this study was to design, implement, and assess a process whereby counselling services were structured in a meaningful way to students. A counselling program considered as meaningful implies that students become engaged in a process of change, constructive for themselves at the personal level, and that, out of this process, extended impact would strengthen the quality of school, family, and community life.

Counselling practice was restructured to empower students through the use of goal-setting, decision-making, and problem-solving strategies to deal with their personal situations and to enable students to access those supports and services necessary to their achievement in school and other areas of their lives. The intent was to integrate the process, by which these two objectives were accomplished, with existing school program components to be consistent with school goals for student achievement.

This report presents an account of the design, implementation and assessment of a structured student

conference program, initiated by the school counsellor, working with inner city adolescents in the Urban Studies Program at Argyle High School, during the 1985-86 school year.

CHAPTER TWO

FRAME OF REFERENCE FOR PRACTICUM STUDY

EDUCATION, CHANGE, AND THE WELFARE STATE

In society, education functions as a system within a network of systems which frame the contemporary welfare state. Historically, most educational change may be understood as the manifestations of expressed new requirements according to the needs of capitalist development (Gough, 1979.) A benevolent state cannot escape the "constraints imposed by its situation within the capitalist mode of production."¹ Gough links the growth of education to the requirements of capitalist industrialization for the division of labour whereby work activities become task-specific and repetitive. In its first stage, workers had to be trained in response to this development "consequently the schooling emphasized the learning of particular functions, the inculcation of authority and discipline."² The development of technology and advanced industrialization led to the second stage of expanded schooling at the secondary level and the third stage, the growth of higher education,

reflects the characteristics of advanced capitalism. While economic restraint has restricted programming at elementary and secondary school levels, most recent educational expenditures have been directed toward post-secondary training.

The education system assumes a role in the workings of the welfare state characterized by Gough as "the use of state power to modify the reproduction of labour power and to maintain the non-working population of capitalist societies." ³ Recent developments in educational policies reflecting budget cutbacks, increased student-teacher ratios, school closures, and other program restraints may be understood as changes responsive to the needs of state and monopoly capital, in terms of the fiscal crisis of the welfare state.

Education and the Welfare State

In our society, the state functions according to the needs of capital to maintain the interests of the dominant class. Some combination of wealth, power, and prestige is vital to individuals and groups wanting to exercise influence to change government policies and structures (Hunter, 1981; Therborn, 1980; Dahlie and Fernando, 1981.) Activity at various government

levels is understood to be linked to state functions of accumulation and legitimation which form the locus for systemic contradictions (O'Connor, 1973; Panitch, 1977.) Identified as "political will" governments act in accordance with policies to maintain or strengthen existing political positions or economic conditions.

Bowles and Gintis make the analogy that the education system provides a safety valve for an economic pressure-cooker. They cite the prevailing conditions of inequality as being economic-based as defined by the market, property, and power relationships of the capitalist system.

The education system is understood as that institution

which perpetuates the social relationships of this economic state. The school system serves the interests of profit and political stability and "legitimizes economic inequality by providing an open, objective, and ostensibly meritocratic mechanism for assigning individuals to unequal economic positions." 4

The education system, predicated on the notion of equality of opportunity, is described as universal, free, individualized, yet structured to meet society's changing needs. This system may be interpreted to be all, some, or none of these according to the ideological perspective from which it is considered. Ongoing

debate ranges along a continuum of themes from the purpose and role of today's schools to measures of effectiveness in educational practice. Positions are assumed presenting various perceptions of learning from the view that schools should equip students to function in an increasingly technological world, appropriately trained for the workforce, to the proposal that education is the practice of freedom whereby individuals may learn to direct their lives along chosen pathways. (For contrasting assumptions of the old and new paradigms of education, see Appendix B.)

Underscoring this debate are the contradictions, found within the practice of schools, fundamental to the maintenance of the welfare state within a changing society. While many educators may be concerned with social change, these contradictions support strategies which insure equal opportunities for the individual to be co-opted into the inequitable world of the working and non-working, a world of poverty and wealth, responding to short-term needs without regard for long-term commitments to social change.

Katz characterizes public schools as "universal, tax-supported, free, compulsory, class-biased, and racist."⁵

These same characteristics could be applied to our correctional system, child welfare agencies, social assistance programs, health care services, and so on. Educational practices reflect and reinforce the social system of which they are a part. While schools may possess a unique set of problems, solutions should be shared throughout the welfare state.

Education and Change

Achieved school reforms focus upon the changing of curriculum, methodology, materials and resources, ~~and other pedagogical issues, rather than addressing~~ the process of education as it functions within the welfare state economy. According to Schecter, education perceived within this larger context allows for the analysis of the school "as a social institution which maintains political order in the widest sense and provides a properly qualified labour force for the owners of capital." ⁶ This understanding should inform any change process undertaken.

In the mid-1980's, the fiscal crisis facing governments has meant that economic imperatives supersede social ones (Priven and Cloward, 1982.) Within this

milieu, educational debate which relates to the economic demands of our social world receives strong support. Important considerations challenge educators today. What is meant by schools doing a good job? How much public spending should be appropriated to this end? What is the political will, as it relates to education, towards the achievement of social and economic imperatives? And, of particular concern to inner city educators, what experience should schools provide to individuals and families, severely affected by economic and social stresses, presently existing in conditions of economic disadvantage and powerlessness? What educational reform supports social change in the interests of these individuals and their families?

Approaches to educational reform as a strategy for social change are referenced to radically different visions of the education system and correspond to divergent political ideologies which inform educational debate. The belief that open education could restore the democratic and liberating character of schooling led to support for schools without walls and "free" schools (Silberman, 1970.) Notions of meritocracy and equality of schooling, referenced to liberalism, support selectivity in education and inequality of rewards in the economy (Bell, 1973.)

Resulting reform relies heavily on standardization of student assessment, testing, and curricula, whereby measures of student achievement reflect effectiveness of educational programs. The distinction between schooling as institution and education as a lifelong process freely determined by the individual has led to the extreme proposal that compulsory schooling should be disestablished altogether (Illich and Verne, 1976.)

Analysis of the relation between the economy and the education system reveals the correspondance between social relations on the one hand and the structure of education on the other (Schuller and Bengtsson, 1977.)

School reform to achieve social change requires restructuring of educational resources. Practice in schools should reflect this attempt to restructure in the effort to offset the effects of social and economic disadvantage of students and to support them, individually and collectively, as they act to transform their social reality toward equality and justice.

EDUCATION AND INNER CITY ADOLESCENTS

Characteristic of the inner city is a significant number of young people who are presently achieving poorly in schools or who have dropped out of the school system

entirely. The adolescents involved in this study are from this group.

Youth "At Risk"

Referred to as youth "at risk," this group is profiled in the Youth Needs Study (1981) to be those adolescents experiencing unmet needs in seven areas:

- poor family relationships
 - inadequate standard of living
 - inadequate academic performance
 - inadequate participation in the work world
 - inadequate participation in recreational programs
-
- deviant peer group lifestyle, and
 - no close friends.

Adolescents having unmet needs in three or more of these areas are considered to be "at risk".

Among these adolescents, intellectual development may reflect an academic skills delay of four to six years. Usually, there is a lack of balance in skills development in areas of literacy, oracy, and numeracy. Competency in mathematics could be accompanied by deficits in language development and vice versa. Despite these delays, these students are not considered to be slow

learners, learning disabled, or as candidates for special education classes. Given the appropriate circumstances, they demonstrate the ability to learn quickly and achieve academic goals. For the most part, these students represent the "push-outs" of the system. They are students who, for whatever reasons, schools have failed in attempts to successfully engage in a continuum of learning experience.

In addition to academic delays, youth "at risk" demonstrate delays in their psychosocial development related to the theory of a hierarchy of developmental needs as identified by Maslow (1970.) These needs include the satisfaction of hunger and thirst, the provision of safety, security, and order, relationships that offer affection and identification, relationships that satisfy needs for love and belonging, skill development that is valued and which increases competency, and self-fulfillment. The lower, more basic, needs must be sufficiently met so that the individual is able to achieve higher potentialities by meeting the higher-order needs. The more adequately the adolescent's developmental needs are met, the more psychosocially mature he or she becomes. Given this understanding,

symptoms such as depression, anxiety, aggression, and suicidal tendencies may well be pathological but, more likely, may be linked to living in severe conditions of economic disadvantage.

Powerlessness

For inner city adolescents, powerlessness occurs on three levels. It occurs by the fact of their adolescence, by the fact of their being poor, and by the fact of their being native in a class society. The most unalterable of these facts is, of course, their adolescence. The adolescent period has been described as that age when young people experience dramatic changes in all aspects of their development. It is a time when an important transition must be made from childhood to adult life. This transitional period, regardless of other factors, is stressful and challenging both for the adolescent and for others with whom they interact.

In economic terms, these youth are oppressed and, in their short lifetimes, schools have primarily represented yet another form of institutionalized oppression. These adolescents are almost all native, either status, non-status, or Metis. This means that all the societal twists and pulls on the urban native person impact

on these youth. While there is great strength to be drawn from the Indian family and much pride in native heritage, the ongoing hardships of racism and prejudice remain to be endured. Conditions of unemployment, welfare, abuse, crime, violence, and poverty dictate lifestyles and life chances (Dosman, 1972; Ponting and Gibbons, 1980.)

Their problems are incorrectly interpreted as a pathology in the individual, or in families, or in the culture in which they are raised. Instead, their problems should be understood as a class experience (Corrigan and Leonard, 1978.) Schools have conditioned native children to a state of inferiorization and colonization providing educational programs which are irrelevant and meaningless (Adams, 1975.) To develop toward a purposeful and fulfilled adult life, young people must experience achievement whereby they gain power to direct their life goals along chosen pathways. In reality, powerlessness has been their experience.

Empowerment

Inner city adolescents meet with harsh expectations early in life. Like all adolescents, by virtue of their being "children" according to legal definition, they are put in the position of having to accept what

they are given. Inner city youth are most severely affected by this reality. They spend their childhood in substandard housing where heat, light, or water may be absent for days at a time. They are not adequately clothed and are often cold. They face scarcity of food and are expected to look after themselves for days at a time. They are expected to adjust to the cyclical life events of having money and not having money, of having food and a home and not having food and a home, of being looked after and not being looked after. What is remarkable is that most of these young people possess the strengths, abilities, and skills necessary to meet these expectations and come to school, as students, with this knowledge.

People who endure oppression, while possessing knowledge, skills, and abilities, are not likely to develop the critical consciousness necessary to shape, to create, and to participate in their world (Freire, 1973.) Conditions of oppression maintain people as objects having to adapt to changes done to them and to their environment. People incapable of changing their realities adjust in a manner Freire describes as adaptive behavior characteristic of the animal world. This dehumanization is overcome if people are able

to integrate with, rather than adapt to, their world. The aim of education should be that of liberation, rather than domestication, of the human experience.

Conscientizacao is the term Freire gives to the awakening of developing critical awareness. It is a process of becoming more fully human which divides into stages of magical, naive, and critical consciousness. Magical individuals conform to the oppressive situation in which they find themselves. Naive individuals blame themselves and direct their actions toward becoming more like the oppressor. Critically conscious individuals perceive the system as in need of transformation and themselves as agents of change.

Being disempowered does not mean being without potential for change. Recognizing the strengths of inner city youth, particularly the strong survival skills which develop in order to cope in extreme conditions of economic and social disadvantage, provides the basis upon which workers may develop programs to engage students in education for empowerment so that they may take control of their lives (Glasser, 1984.) The challenge to inner city educators is to meet these students, with the knowledge and skills they bring, and assist

them to engage in a learning process which allows them to problematize their experience so as to develop the critical consciousness necessary for them to become actors in their realities.

The School as an Enabling Setting

The findings of the Youth Needs Study revealed that the family, the school, and the peer group have the most pervasive effect on the adolescent:

In principle, then, these settings would seem to be the most strategic ones for addressing the unmet needs of students. Yet, because both the family and the peer group are private institutions and highly individualized, they are not efficient focal points for the organization and delivery of service to the adolescent with multiple unmet needs. In contrast, the school system is a public institution mandated to deliver services to all children according to their needs (Section 41.4, 41.5, Public Schools Act). Thus we have considered that for adolescents, the school system is the most efficient locus for addressing the full range of adolescent needs. ⁷

In An Agenda for Excellence at the Middle Level (N.A.S.S.P., 1985,) the authors examine the dimensions of schooling necessary for student achievement at the adolescent age. One of these dimensions deals with student development where it is recommended that schools

"institute student advisement programs that assure each student regular, compassionate, and supportive counsel about his or her academic progress, adjustment to school, and personal adjustment." ⁸ A further dimension deals with client-centeredness to support the notion that "successful schools are those that understand the needs of their clients and fill those needs quickly and effectively." ⁹ Schools must adapt to the developmental needs of the students in them.

Recognizing what are the real needs of students is an understanding which is vital for inner city educators. They should be able to perceive the widening gap between rich and poor, to discern the difference between compensation and charity, on the one hand, and justice and redress, on the other. They should be able to recognize the oppressed and the oppressor and identify their own role as maintaining or transforming the social world.

An analysis of education may lead us to see it as an ideological state apparatus, but one with progressive contradictions being heavily dependent on a large number of workers to make it operate effectively for the state (Corrigan and Leonard, 1978.) If one conceives of education as a political act, it may be seen as integral to the empowerment of the disadvantaged

to bring about social change. Within the politics of change, schools hold potential for collective action. Staff and students working together may broaden an alliance from individualized experience of the social world to an experience of collectivity which can "provide individuals who feel harried and trapped in society with a real opportunity for community activity ... for some profound education, for a real attempt to grasp a piece of the social world and change it."¹⁰

. . . of fundamental importance to education as an authentically gnosiological condition is the problematization of the world of work, products, ideas, convictions, aspirations, myths, art, sciences, the world in short of culture and history which is the result of relations between human beings and the world. To present this human world as a problem for human beings is to propose that they "enter into it critically, taking the operation as a whole, their action, and that of others on it. ¹¹

This study reflects the understanding that schools are an important place for work with adolescents and, further, that this work should reflect a regard for the unique developmental needs of these youth referenced to the intellectual, psychosocial, cultural, and economic factors which describe and influence their lives.

COUNSELLING PRACTICE WITH INNER CITY ADOLESCENTS

In my practice, requests for assistance were received on a self-referral basis and through teacher referrals. Counselling practice mainly consisted of instrumental and crisis-related interventions with a mechanistic, observable phenomenon resulting from this kind of service delivery. Those students who had the skills to assert themselves, or who otherwise came to the notice of staff, received attention, support, and available resources. Others did not. Because contact was established with the counsellor when an individual situation became so problematic so as to not go

unattended, there were few opportunities for work of a preventative or generative sort. Yet, this kind of work is important if practice is to be effective with inner city youth. It is what is required if long-term commitment to structural change is to be an active, ongoing dimension of practice. Galper states:

... If a counselling situation fails to link a specific and immediate problem with the social dynamics of which it is but one manifestation and if it fails to link the temporary and partial solutions with the larger social transformation that is required for realistic solutions, then it is extremely limited, at best, and deceptive and repressive, at worst.¹²

Conventional Practice

School counselling services, based on conventional practice, exist apart from the rest of school life. The opportunity for the students to work with both the teacher and counsellor are limited. There is a delineation between the learning experience as provided through classroom activity and that gained in the counselling office. Students involved with counselling services access resources which other students do not. There are few opportunities to integrate teacher and counsellor efforts to facilitate experiences for all students to grow and develop towards personal achievement and collective experience.

Esplin describes this sort of conventional practice whereby Monday mornings at school yield adolescents in crisis from weekend events with the remaining week consumed by angry students, distressed teachers, newly pregnant students, sad individuals thinking of suicide, leaving home, coping with abuse, and so on. Esplin asks:

How are we going to be sure the student will seek us out instead of following a disastrous path of self-destruction, either by drifting into anti-social acts that become a way of life, or by taking the final steps of suicide? How, too, are we to refer the appropriate student to the appropriate agency for help with problems? 13

Counsellors do incorporate preventative measures into practice which may include strategies such as morning hall walks, approaching students exhibiting signs of distress, offering encouragement and being supportive, use of peer counselling, linking with outside resources, listening to teachers' insights, and monitoring students after crises. Within an inner city high school, knowing that every student fits the description of being "at risk," these strategies still fall into the category of conventional practice.

Restructuring Counselling Practice

To be effective, the onus falls to counselling services to restructure practice in order to ensure that every student is supported and assisted in an inclusive way by implementing a systematic approach to reach out to these students. Counsellors should use their abilities to engage each student in a meaningful change process which integrates school and other life experiences in a realistic and purposeful way.

The conventional concept of counselling services in schools parallels the transmissive model of education having the "expert" worker available to students should individual needs become apparent. The skills evidenced

by a capable worker need not be challenged. As stated by Galper, the best skills or technique of a worker, regardless of the political commitment of the worker, are those required for restructuring practice at the level of technique. "The use to which technique is put, rather than technique itself, distinguishes radical from conventional practice."¹⁴

This review of literature suggests that the passive role of the worker be altered to set up effective counselling practice with inner city adolescents. Long-term commitments to social change require that the counsellor, along with teachers, direct their practice towards building equality. This requires assisting every student to encounter and transform experienced social realities, utilizing all the supports and services possible, to bring about change for themselves, their families, and their communities.

CHAPTER THREE

PRACTICUM INTERVENTION

THE SETTING: THE SCHOOL AND ITS STUDENTS

School, Programs, and Staff

Argyle High School is regarded as an alternative educational setting for students who, while age-appropriate for secondary school, have not been successfully integrated into conventional high school settings. Students are offered true alternatives in terms of school organization, teaching methodologies, curriculum, and programs. (For an outline of school goals and objectives, see Appendix C.)

The school has a total enrolment of 230 students, aged 15 to 21 years, maintaining three distinct programs: the Pre-Employment Program with an enrolment of approximately 30 students, the Academic Program with an enrolment of approximately 100 students, and the Urban Studies Program with an enrolment of approximately 100 students.

The Pre-Employment Program is a one-year program designed to assist students to make the transition from school to work. Students are offered a wide range of experiences through which they acquire skills that provide them with opportunities for seeking and securing employment for further educational training programs.

The Academic Program is available to students wanting preparation for post-secondary education. It is a three year program which offers courses in English, Math, Geography, History, Science, and Biology at the 100, 101, 200, 201, 300, and 301 levels. Timetables are flexible and designed to accomodate continuous progress. Intensive individualized instruction allows students to work at their own pace. As well, small group work, conferences, and workshops are structured at regular intervals to facilitate a collective learning experience.

The Urban Studies Program is a two-year certificate program, for grades ten and eleven, offering Math, Science, Social Studies, Language Arts, and Lifeskills at the 104, 105, 204, and 205 levels. Classes are small and emphasis is placed on individual and small group work. Students are assigned to one teacher for instruction in all subject areas providing the opportunity

for a close working relationship between student and teacher not usually possible at the high school level. Knowledge of student abilities in all core subject areas assists the teachers in individual learning assessments which, in turn, assists programming.

Students in the Academic and Urban Studies Programs have morning classes specific to their area of study but all students select from a common set of afternoon courses with choices including Performing Arts, Physical Education, Woodcraft, Criminal Justice System, History of Indiginous Peoples, Political Studies, Women's Issues, Psychology, Child Development, Art, Journalism, and Computer Awareness. Organization of the school day in this way allows for interaction among students in the programs. Classes are held from 9:00 to 12:00 in the morning and from 1:00 to 2:30 in the afternoon to allow for uninterrupted instructional time. Apart from mid-morning "coffee break" taken by students and staff, there are no bells, class changes, or other disruptions to learning activities.

There is a high calibre of professional staff at the school, each bringing specialized skills to the programs according to their past teaching experiences.

Many of the staff have been trained to teach at the elementary school level which accounts for a strong child-centered approach to the learning process.

Staffing consists of 14 teachers, 3 teacher-aides, 2 lifeskills instructors, 2 counsellors, 1½ secretaries, and principal. Class sizes vary from 15 to 25 students according to the subjects taught and the learning needs of the students.

The school has been organized around the principle that, given the appropriate environment, every student will learn. They will begin to be involved in their education, begin to achieve personal goals, and most

important, begin to develop the awareness and thinking skills required in making decisions and enacting changes in their lives and in the life of the school, their families, and the community. Features which contribute to the alternative nature of the school fall into two categories: features having to do with the attributes of the students and features having to do with the attributes of the learning environment.

The Students

Regardless of the variations in age and academic ability among students, they all fall into the category

of youth "at risk" with previous experiences which were not supportive to success in conventional high schools. Past the age of compulsory attendance, having been disengaged or out of school for at least one to two years, students choose to attend school with a sense of purpose more than just passing from one grade to the next, from junior high to senior high, in the accepted manner. This contributes to a feeling, within the school, which seems more like an adult education setting.

Few of the students who enter the school have clearly defined goals and a sense of direction. Unemployed and uninvolved, many come to school looking for a place to belong and to be with their friends. Young people who are out of school require meaningful activity, not just recreational opportunities:

Recreation is the recouping of energy lost during the work process. As soon as there is a surplus of energy available for activities other than work, recreation becomes pointless and makes way for the possibility of true creativity - the creation of a new way of life, of a new environment. That is the reason why the youth no longer turn to hobbies and clubs for relaxation but seek excitement in communal initiatives. 15

There is, about the young people at the school, this sense of excitement and sharing of what it means to be a student and to be a part of the school.

The Learning Environment

Returning students voice the following comments when questioned about their reasons for returning: "because my friends are here," "teachers know how I learn best," "I feel like I belong here," and often many responses similar to "because it is like a family." This latter comment, expressed often, describes a sense of family which is key to understanding the school environment.

In Peplemaking, Satir identifies four aspects important to building nurturing, positive families with its members being productive human beings. They are the feelings and ideas one has about him or herself, called self-worth, the ways people work out to make meaning with one another, called communication, the rules people use for how they should feel or act, called the family system, and the way people relate to other people and institutions outside, called links to society (Satir, 1972.) These factors are all important to life at the school.

Individual self-worth is the focus for much activity at the school. "There are no genes to carry

the feeling of worth. It is learned."¹⁶ Much emphasis is placed on building self-awareness, raising self-esteem, and strengthening identity both within and outside of the classroom. Students and staff work together with mutual respect and regard. Responsibility to self and to others is encouraged. Staff assumes a strong, nurturing role with students in order to reinforce self-worth, sensitive to verbal and non-verbal messages fostering feelings of value or deprecation.

Communication is important at the school. Perhaps because adolescents are good at detecting insincerity, emphasis is on straightforward, open communication or what Satir refers to as the levelling response. Teachers and students address each other on a first name basis and there is a discernable closeness and regard for each other in their communication patterns. Teachers spend considerable time in helping students improve their communication skills both in one to one and group situations.

There are only two fixed, non-negotiable rules at the school: no drugs or alcohol and no fighting. Rules are flexible, kept updated, and accommodate staff and student needs. Processes are in place to allow

for shared input into decisions concerning operational guidelines for the school including student council, staff/student committees, and staff/student school evaluation sessions. Expectations regarding classroom procedures, student behavior, attendance, participation, and other related areas are clearly stated by staff on a one to one basis, in the classroom, and in school assemblies held at regular intervals throughout the school year. The lack of a long set of formal rules does not imply a lack of structure which is very much in evidence in the day to day operation of the school. What is important is that this structure is negotiable through discussion and acceptable to both students and staff.

The school maintains an open system with strong links to the community and with the families of students. Community resources are integrated with lesson plans and learning activities are often community-based. Conferences, workshops, and forums also provide opportunities for students to interact with others outside of the classroom. In particular, school efforts are directed toward supporting students with their own families. In the 1985-86 school year, approximately

40 students were parents themselves requiring specific assistance and resources.

While conventional high schools are largely operationalized around a transmissive model for education, with teachers considered as experts in their subject areas, this staff utilizes an interactive learning model whereby the approach is individualized according to students needs, generative in starting from where the student is with respect to the learning continuum, and curriculum is adapted to be culturally relevant to students.

While curriculum requirements must be met, as in other high schools, teaching methodologies vary. Greater emphasis is placed on cooperative learning, collective work, peer teaching, dialogue, and individual programming so that specific needs and learning styles are accommodated in the planning and implementation of activities. Learning is viewed as function of growth (Dennison, 1969.) Staff at the school do not passively follow student development, but interact with and, therefore, stimulate it.

In order to successfully engage students in

learning process, activities are planned with regard for sequencing of skills appropriate to all students in a classroom. Activities are made relevant to students to ensure meaningful learning experiences. They are related to desired learning outcomes identified for each student. To accomplish this, course material is often presented in an integrated way using a thematic approach. During the 1985-86 school year, themes were developed around topics including schools and education, self and interpersonal relationships, families, the world of work, and world issues of hunger, poverty, racism, violence, and peace. Theme studies present an optimum opportunity to introduce activities which

- a) extend a general knowledge base linked to skill acquisition in the core subject areas, and
- b) assist in the development of critical thinking skills and the development of a consciousness toward empowerment.

To implement this type of educational programming requires a team approach whereby teachers meet on a weekly basis, or more often, to introduce ideas, share teaching strategies, and discuss problems working from an overall framework of team goals and objectives.

During the past two years, the counsellors have acted as team leaders with responsibility for team building and facilitating the continued development of programs. At team meetings, all aspects of programming are dealt with using a collegial decision-making approach.

The idea for this practicum had its genesis at the Urban Studies team meeting. Regardless of the concerns of the counsellor in support of the establishment of a formal student conference program, the idea would not have been implemented without the endorsement and contributions of other team members.

THE INTERVENTION: RESTRUCTURING COUNSELLING SERVICES

Counselling Services

The objectives for counselling services at the school have always been tied to those goals and objectives stated for the school as a whole. Prior to the initiation of this study, my role as counsellor related closely to the stated duties for guidance counsellor at the secondary school level (see Appendix D.) Regarded as part of a support team for students and staff, below are the regular responsibilities listed in declining priority:

- crisis intervention with individual students, referral and follow-up

- assistance to students with instrumental tasks
 - action planning with students and teachers to improve student motivation, attendance, and behavior with monitoring of these plans
 - student timetables for morning and afternoon classes
 - intake, placement, and orientation of new students
 - liaison with outside workers, agencies, and families
 - work with student council and other school support groups
 - organization of school-wide programming re: community resources, career education post-secondary programs
 - support for other school activity as appropriate
-

While I have not undertaken a time management study to assess precisely the amounts of time spent on each of these areas, a definite pattern of activity emerges when reviewing the usual school day. The first two areas listed, the crisis and instrumental types of interventions, were carried out continuously and interrupted only by the scheduling of some of the other tasks listed. Throughout the day, scheduled appointments with outside workers, parents, a student council meeting, or a support group meeting, would take place as arranged. The rest of the time would be spent responding to requests

for assistance from students and staff, dealt with on a first come, first serve, basis. With this system, the pace of work is incessant with counsellor contacts beginning before class time in the mornings, continuing through the day, including lunch hours and after school.

Results from this practice were disturbing. First, in instances when activities were planned, such as meetings with workers or a new student wanting to register at the school, the individuals received the full attention of the counsellor who was prepared with information, ideas, and time. Usually these meetings were very useful. In fact, these people seemed to receive a better quality of service than did the students in crisis when the approach was reactive instead of proactive.

Second, the impact of counselling services seemed lessened because so much of the work was apart from the rest of school life. School goals focus on "whole child" development but, too often, there was a line of demarcation as teachers tended to academic development and the counsellor responded to psychosocial and economic needs of students. There was little

opportunity for integrated practice which would allow for teacher and counsellor efforts to be mutually reinforcing and supportive.

Third, because counselling practice mainly consisted of crisis-related and instrumental types of interventions, not all students had equal access to services which might be important to their personal achievement. In the Urban Studies Program, many of the less assertive, more compliant, seemingly less problematic students did not receive attention until they stopped attending.

Fourth, many of the students in the program were already involved with a complicated network of supports and were interacting with a significant number of outside workers. (For a list of agencies and organizations involved with inner city adolescents, see Appendix E.) It would be useful to know, prior to a crisis, who else was involved with a student and what was the extent of their support.

Finally, too often at the end of the school day I would experience thoughts of "if only." If only the teacher and counsellor shared more information

about students and their personal concerns prior to a crisis, service delivery would be more effective. Counselling practice could be proactive, preventative, and with a clear focus and direction for work with students both individually and collectively.

In response to these observations and as a result of team consultation, counselling practice was restructured to allow for the scheduling of student conferences to involve each student, his/her classroom teacher, and the counsellor. This student conference program was set up to be a part of the Urban Studies Program during the 1985-86 school year.

Objectives for Student Conferences

Given that every student in the program would have the opportunity to participate in a conference with his or her classroom teacher and the counsellor, it was anticipated that many positive outcomes should result. Stated here are these specific objectives as they were considered for the students, the teachers, and the program.

For students, feelings of individual worth

would be heightened as attention is paid to their unique situations, their wants and their needs. They would have the experience of receiving concern and support from adults with whom they interact daily transcending "otherness" which potentially exists between staff and students. Goals, plans, and problems would be approached in a collective way through dialogue to strengthen students' understanding with regard to the interfacing of educational and life goals and the inter-relatedness of school and personal problems. Students would have the opportunity to account for their own actions and relate their observations to situations at school and to their personal lives.

They would be able to identify areas for needed change. During the conferences, students would be assisted to conceptualize their progress at school as a series of incremental steps necessary to achievement rather than encountering school as a somewhat unrelated day to day experience. Students would experience how educational and life goals may be integrated through the process of goal-setting, decision-making, and problem-solving. All students would have access to the supports and services necessary for their success

at school because the opportunity for this would be built into the process of their education, as a part of the overall program, without having to be necessitated by crisis or precipitated by inappropriate behavior.

For teachers, the conferences would provide the opportunity to observe their students in a setting other than the classroom and away from the usual extraneous influences. They would be able to listen to their students in dialogue with another adult. They would gain assessment information as the students disclosed their understanding of themselves and their abilities in the areas of need articulation, comprehension of school operations, goal-setting, decision-making, problem-solving, and communication skills. This would assist teachers in identifying those aspects important to individual student growth and development in a systematic and planned way. The conferences would allow teachers to extend their supportive role outside of the classroom and take part in action plans to help students succeed whether they be of the classroom-based sort, requiring modification of the academic program or intervention with peers, or outside of the classroom,

having to do with areas specific to the personal lives of students . Teachers would have the opportunity to test assumptions and preconceptions about their students, to identify student strengths and weaknesses, and to increase their knowledge and sensitivity to students whose problems were previously unknown.

In the classroom teachers would be able to apply this assessment information gained about each student to the class group, as a whole, to link students with similar needs, to creatively build on individual strengths and weaknesses amongst students in pairing and small group combinations, use of peer teaching strategies, possible reassignment of tutorial aides, and so on. With an overview of the students in the classroom, appropriate activities could be structured which relate to issues raised on the conferences. Teacher participation in the conferences would emphasize the seriousness attached to individual growth and development for every student in the classroom and a sense of equality amongst students would be supported as each had the opportunity to receive this positive attention and not be singled out for a special reason.

A classroom profile would develop which would indicate to the teacher and counsellor where students were, where they want to go, and what needs to be done to help them get there.

For the program, the conferences would support the goals related to planning and implementation of activities to be appropriate to student needs and interests. Teacher efforts to establish individual educational plans for every student in the program would be reinforced. Lines of interaction between counsellor and teacher would strengthen establishing a common understanding of the needs of students, identifying areas to be worked on separately and together. The conferences would give the teacher, student, and counsellor a chance to discuss student progress in afternoon classes, co-curricular activities, and other school and community experiences which are difficult for teachers to monitor for all students in a consistent way. The conferences would facilitate improved networking between school and the outside agencies and families, and would help in the process of matching students' goals with further education and career opportunities in the community.

As stated, all of these fall into the category of anticipated outcomes which led to the scheduling of student conferences as a part of the program. While not all of these outcomes could be assessed accurately, the final chapters of this report present an account of the observed outcomes and results.

Implementation of Student Conferences

This practicum consisted of 140 conferences facilitated by the counsellor and conducted, at least once, with every student in the program and their classroom teacher with resulting follow-up interventions.

The conferences were scheduled throughout the school year and arranged according to teacher timetables and the availability of students. Each conference took an average of 30 minutes to complete, depending upon the substance of the discussion. A specific format was followed by the counsellor (see Appendix F.)

Each conference began with a discussion of the student's present situation, goals to year-end, and action plans to support these goals. This was followed by a discussion of the student's future goals

and identification of action plans to assist in this area. Conferences concluded with the opportunity for a student to identify personal problems which might interfere with the plans discussed, the probable causes of these problems, and possible solutions.

Although the format for the conferences was planned with a rationale to be discussed later, for the most part, these sessions were not unlike those usually set up by the counsellor to assist students and teachers in determining directions for individual planning. In fact, any of these conferences in isolation might be considered fairly unremarkable and viewed

as part of what counsellors do. This project differed because counselling practice was structured to become integrated with teaching practice. All students were participants in a process which was set up to respond to individual needs. The comprehensive scope of this approach had implications for all levels of school life - student, teacher, classroom, program, school, and community.

As in all work which involves human interaction, the process employed is considered to be as important

as the anticipated outcomes. Methodological concerns regarding procedures for this project may be divided into three areas: organization of the conferences, the conferences themselves, and the follow-up interventions for each of the conferences.

Organization

Organization of the conferences was dependent upon the commitment of teachers in the program to the project. This became the first step in the organizational process and was aided significantly by the existing team dynamics amongst the staff. This team dedicated considerable effort and time, working long after school hours, to assess student progress and program directions. At regular intervals, program strengths and gaps were identified and new program components developed resulting from this assessment. The notion that all students needed individual educational planning, which often required allocation of supports and services outside of the classroom experience, was an idea to which the entire team was committed. The concept of student conferences fit into what was seen to be a gap in existing programs, especially in terms of increasing

the effectiveness of the program and building equity into service delivery to students.

The second step in the organizational process required that all teachers agree to use their preparation time, that being the time in the morning when the art teacher takes over a teacher's class for instruction used by the teacher for planning and preparation, to participate in scheduled conferences with one of their students and the counsellor. These preparation times occurred twice in the six day cycle for a 90 minute period each time. This agreement amounted to what could be considered a sacrifice for teachers in that preparation then had to be completed after school hours. The art teacher was also in agreement with the plan although it meant that art classes would be interrupted as a student left for a conference or returned when finished. A maximum of three conferences could be completed during one of these time periods. As each teacher worked with approximately 20 students, the conference program required the voluntary reassignment of a considerable amount of teacher preparation time.

The third step in planning related to how the conferences would be scheduled so that no student would

miss the opportunity for a session. Due to irregular attendance patterns amongst students, it was decided that the decision of who would be involved in a conference would be dealt with on a day to day basis depending upon which students were present. The result was a bit of a juggling act and some prioritization was done as teachers assessed student readiness and willingness to participate in a conference on a given day. For example, if a student had been up all night, or was in a "black" mood, or was engaged in an activity not wishing to be interrupted, that student would not be asked to conference on that day.

The fourth planning consideration required the willingness of teachers to be involved in the follow-up interventions when appropriate. Again, this meant that teacher time must be allocated to meetings with the counsellor, families, other support personnel, and the students.

Conference Procedures

The methodological approach to the conferences, themselves, was consistent in being student-centered and, based on divergent and convergent questioning

technique derived from Bloom's taxonomy of thinking skills, adhered to the planned interview format. (For the typology of questions used as a guide, see Appendix G.) Each conference began with an explanation as to purpose and intent to assure the student's willingness to talk about matters important to them. The dialogue was based on the assumption that all three "actors" in the conference - the student, the teacher, and the counsellor - held certain knowledge or perceptions about the student and his or her world. The role of the counsellor was, through questioning, to have all participants encounter this knowledge to see how it ~~fitted into a change process necessary for student~~ growth and development.

The interview format began with the student's most immediate experience at school as being the most conceptually concrete. The discussion moved to future goals and planning and , then, to problem identification. As anticipated, having to rely on verbal communication to convey their understanding and interpret meaning was difficult for some students. For example, the use of the word "goal" was mystifying to some students if unfamiliar with it. This does not mean that the students could not understand "goals" in their life

experiences but that the counsellor had to work with this concept until common meaning was understood by all.

In the first two phases of the conference, having to do with goal-setting and decision-making, emphasis was on a sharing of understanding and specific planning towards achievement. In the third phase, having to do with problem identification, it was important that only the student's perceptions, necessary for assessment of critical awareness level, were stated fully prior to further interactive discourse.

During the conference, the counsellor kept ~~notes of key points on the form developed for that~~ purpose. At the conclusion of each session, details were added to complete documentation. Too much note-taking during the conference was distracting but some helped to pace the discussion. The student's approval as to what was being written down was sought prior to recording any aspects of the discussion.

During the 1985-86 school year, the counsellor conducted a total of 140 conferences with students and teachers. Of these, 40 students were involved in a conference twice. This accounts for 80 conferences. Of the 60 remaining students who participated in

conferences, 7 transferred to another program in the school, 23 withdrawn from the school, 18 were involved in only one conference due to scheduling difficulties, 11 started in the program more than half way through the school year, and 1 student died.

Because of the changing nature of the school population, the aim to conference with all students at the beginning and toward the end of the school year was achieved with only 40 students. Students who enrolled in the program at intervals throughout the school year were scheduled for a session approximately one month from the time they became registered students. The only students who did not participate in at least one session were those who did not remain at the school long enough to pass the probation period prior to official registration.

Follow-up Strategies

Follow-up interventions to the conferences were completed as thoroughly as possible. Almost every conference required some kind of responsive action. The counsellor was required to exercise a full range of interventive roles based on the strategies identified,

discussed, and agreed upon by conference participants. To discuss, in detail, all which took place during the 140 sessions and the follow-up work which resulted would not be realistic, for reasons of length, nor is it considered necessary given that many similarities and patterns emerged with regard to the needs of students and the types of interventive strategies used in response to these needs. The illustrations presented were chosen as representative of the body of work completed for the study.

While conferences were scheduled throughout the year, there were still substantial numbers of referrals of the crisis-oriented, teacher-made, or self-referral types. Work which resulted from the conferences was in many ways similar, in terms of the kinds of intervention, to the other day-to-day work of the counsellor in helping students. The follow-up strategies discussed here are those which were a direct result of the conferences drawing upon information, gained through a conference, which might not otherwise have come to the attention of the teacher or counsellor.

With one exception, the students reacted in a positive way to the conference experience. The areas

to be discussed were approached with varying degrees of seriousness and effort but, for the most part, students appeared comfortable, interested, and committed to the process. The exception was an 18 year old male student who eventually became quite involved in the session after he shared his reasons for initial resistance, based on past negative experiences of being "ganged up on" by adults in a little room where they "pretend they're helping you but you just get nothing but shit." For this student, working through these feelings was important, as it was important for the counsellor and teacher to be aware of them, and the rest of the session proceeded in a positive way.

Analysis of the follow-up strategies, resulting from the conferences, reveals similarities of student needs, in terms of the types of supports and resources they required, which may be divided into categories including educational needs, psychosocial needs, and economic needs. In each of these areas, the needs expressed by students ranged from those which were predictable to those which were not. Figure 1 provides an outline of the educational needs identified and the accompanying interventive strategies. With regard to identification of learning needs, several cases stand out in particular.

Learning Needs	Strategies
Literacy training.	Referral to reading clinician. Alternative approach to literacy training in classroom.
More appropriate educational program.	Alternative placement in other school programs. Adjustment of learning activities in classroom. Identification of suitable school placement for next year and assistance with application process.
Attendance/Motivation support to continue in school program.	Use of probation/performance sheet to monitor students' progress. Wake-up calls. Alarm clock with instructions. Counselling sessions to deal with areas in student's life interfering with attendance. Teacher input for modified educational program. Counsellor liaison with parent/group home workers.

Figure 1: Learning Needs and Interventive Strategies

Learning Needs

A 15 year old boy, large for his age, streetwise, and with a hard edge in his manner, participated in a conference several months after starting the program. Since enrolling, his family had moved to a Main Street hotel after their rental accomodation, with all of their belongings, had burnt to the ground. While the boy seemed to want to come to school, he was seldom involved in classroom activities. Thinking this was a situation where the student needed time to adjust, the teacher accomodated his need to wander and allowed him to select his own activities. During the conference,

the student talked about needing to go back to junior high or even to grade six. He said he never really finished grade six and this was why he couldn't do the work with the other students in the class. Further questions revealed that the boy was functionally illiterate, able to write his name and little else. The teacher was not aware of the extent of his learning needs in this area because he completed some work with the help of a friend in the same class and, at all times, articulated his need to work independently without teacher assistance.

Apparently, the usual signs of illiteracy were skillfully concealed by this boy. If the information had not been uncovered when it was, he probably would have stopped coming to school. Literacy training with adolescents is problematic as it challenges the critical areas of self-esteem and peer group relations. This student was not willing to see a "specialist" for help so the teacher altered classroom activities to help him with specific learning experience. To better facilitate his participation, a teacher-aide was assigned for support, and the computer teacher worked with him using remedial Language Arts computer programs in the classroom. While an assessment by a reading clinician might have been helpful, his resistance was circumvented, in part, by securing his agreement to work cooperatively with his teacher and, together, they would monitor his progress until year end.

A 17 year old girl who had been adopted by a family in the southern United States had been, through the efforts of a native organization, reunited with her family in the city just prior to her enrolment in the program. She was placed in the program because of an extremely uneven school history and her need

for a lot of support during this particularly stressful period of adjustment to living with a family she had not known for years. During her conference, she talked about wanting to return to the States to go to a college with which she was familiar. With this in mind, the need for an academic program, necessary to meet college requirements, was discussed and she agreed to transfer to the Academic Program to work for a grade ten standing at the 01 course level. She also planned to write to the college of her choice to get information about entrance requirements. This information had not come out prior to the conference because of inaccurate assumptions. In this case, it was assumed that this young person, recently returned to her family after some effort, would plan to remain in the city and not want to return to her adoptive home.

Another useful example involves the case of a 17 year old boy who, during the past school year, had been moved from his northern community and placed by a native child care agency to live with his grandparents in the city. While he began the year with pretty wild behavior, he soon settled in and achieved in many ways to the point of receiving an award for progress and participation at the end of the year.

The boy had returned to school for the 1985-86 school year once again acting in inappropriate ways. When the counsellor or the teacher approached him about his behavior, he would claim no problems, that he would try to do better, and "don't worry about me." During the conference, he talked about how living with his grandparents wasn't working out. They were old and sick and had to spend their welfare money on him because, this year, no agency was providing funding for his care. Emotionally he was unhappy and missed his family, and physically, he was dirty, had lost weight, had sores on his mouth, and needed glasses. Educationally, there was no reason for him to have come all the way to the city to attend school. No longer in care with the agency, he said he came back because he didn't know where else he could go. Staff had assumed the arrangements for him were similar to the previous year. As a result, the counsellor contacted a native education organization and they arranged sponsorship, through his band, for the remainder of the year. He was assigned a new boarding situation, received new clothes, glasses, and a monthly allowance. Further educational planning led to his application to a residential school, closer to his family, for the 1986-87 school year.

As illustrated in the latter example, learning needs were often interrelated with needs in other areas. Figure 2 provides examples of psychosocial needs and interventive strategies.

Psychosocial Needs

In one of the earlier conferences, legal assistance proved to be a very real need for one student. Supports and resources linked to youth justice were utilized often as a result of repeated identification of needs in this area. This 18 year old male, sponsored by a native education organization to attend school in the city, had left his northern community for this purpose. Since the beginning of the school year, he had attended regularly, demonstrated cooperation and strong student skills, although extremely quiet and did not speak unless spoken to. All in all, his teacher was pleased with the start he had made and his situation was not considered problematic, on appearance. His session progressed in the usual way but, when asked to identify problems, the student spoke of a pending court case for assault charges related to an incident which had occurred back home during the previous summer.

Psychosocial Needs	Strategies
Increased support from family.	Contact home and share information about student's progress in school
Support for drug/alcohol problems.	Referral to Narcotics Anonymous. Referral to A.F.M. Counselling session.
Support for depression/anxiety.	Referral to psychologist/social worker. Counselling sessions.
Improve student relationships with peers/teacher.	Counselling sessions. Classroom transfer.
Reduction of stress caused by legal problems.	Provide link to legal assistance. Consultation with probation officer. Assistance to link with Fine Option Program. Letters of reference.

Figure2: Psychosocial Needs and Interventive Strategies

He said he was worried about these charges, especially at night when he could not sleep, and was uncertain of what to do. He had no lawyer and, without counsel, he anticipated having to leave school and go to jail once his case was heard. He had not told anyone of his situation, thus, no assistance was forthcoming. This situation was easily rectified. The student was connected with a lawyer and a letter was prepared for the court which indicated the student's progress at school and his standing as a superior student. This student attended court and was back in school, in short order, with the charges dropped.

Later in the year, the same student approached the counsellor with another concern regarding new charges of assault which were unwarranted as he was not even in his home community at the time the offence was said to have been committed. Again, the counsellor could assist by arranging for a lawyer to help with this situation. At various times throughout the year, the student approached the counsellor with problems he was having and asking for assistance in dealing with misunderstandings with his boarding parent and his family back home. Conferencing, in this case, helped

the student to reduce the stress he was experiencing as a result of legal problems and, also, strengthened lined of interaction between counsellor and student so that they could work together to bring about changes in other areas.

Just as more than one student expressed a need for legal assistance, more than one student revealed problems related to chemical dependency. The substance of these conferences varied from relatively simple observations of how drinking interfered with other things during the week to revelations of prostitution, drug addiction, and the need for detoxification and treatment. This was an area where, even though needs were identified, the success ratio, in terms of positive change, was virtually nonexistent. Referrals to outside resources appeared to have little effect and regular counselling sessions yielded short term gains at best.

Economic Needs

By far the most common category of needs expressed in the sessions related to economic needs. Figure 3 presents an overview of the needs and interventive strategies in this area. It was in this area that

Economic Needs	Strategies
Stable, safe place to live	Referral to Child and Family Services. Assistance with rental applications to Student Social Allowances. Temporary shelter - Y.M.C.A. Referral to native education organization
Identification for City Welfare, Student Aid, and Student Social Allowance forms.	Letter of identification. Money for birth certificate or replace social insurance cards.
Daycare.	Arrangement with Mount Carmel Clinic/Family Services.
Money.	Applications for Student Aid, Student Social Allowances, City Welfare. Referral to Child and Family Services.
Food.	Arrangement for lunches from school cafeteria. Loans.

Figure 3: Economic Needs and interventive Strategies

the counsellor and other staff were most limited as to the kinds of resources which could be made available to students and the extent to which direct assistance could be rendered. It was possible to assist several students who, while qualifying for the Student Social Allowance Program, were not receiving assistance because of not completing forms correctly, or because of missed intake appointments, or because of not having the necessary identification. One student, who had been trying to cope without money for several months and who finally began to receive assistance, underwent changes in his appearance and attitude that were noted by students and staff. With his first cheque, he purchased a new outfit of clothes where before he was dressed in worn out clothes which were too small for him.

In general, once the stage was set, that is, once the teacher, counsellor, and student were into a conference situation with needs and strategies identified, the work to follow was neither complicated nor difficult. Much of it required interventions of the instrumental sort to make things happen for a student which, on their own, they were unable to make happen for themselves. Much of it inspired the counsellor to question the helping systems in place in terms of

how they might be restructured to better serve the needs of students.

One case which proved to be intensely complicated involved a 17 year old female student. The counsellor had known this student since she was 13 and was aware that she had lived with her boyfriend or members of his family since she was 14 years old. During this time, he worked occasionally and money seemed to not be a problem until she had a baby when she was 16. When she returned to school in September of 1985, staff learned that she had married and was living with her husband and child in a one room rental accomodation receiving assistance from City Welfare. This student is extremely quiet, strong-willed, and usually reveals very little of a personal nature. During the conference, she stated that she planned to complete grade eleven, attending school while her husband looked after the baby. Future plans included finishing grade twelve, finding a job, getting a better place to live, and so on. She had no problems. Knowing this student to be a very private person, her input in the conference was accepted without undue probing, but the fact that she was holding a lot back was obvious to both the

teacher and the counsellor. Weighing not much more than 80 pounds, she looked worn out, tense, and unhappy.

The day after the conference, this student approached the counsellor and asked to meet to talk over some problems. Prior to her marriage, her boyfriend had been out of work for a long time. While he received assistance from City Welfare, she and the baby could not qualify because of her age. Not being married, she would have had to be assisted by Child and Family Services. She was convinced that this agency would separate her from her child and wanted nothing to do with them. Her boyfriend was drinking heavily but promised that once they were married, they would all live on City Welfare while he looked for a job. Once married, his drinking became worse so she decided to return to school and complete her education so that she could get a job. She said she was at a breaking point but didn't feel there was any way out of her situation which was why she didn't bother to talk about it during the conference.

Since their marriage, her husband was drinking all the time, was beating her when she tried to interfere with his plans, and was spending what little money

they had on himself without leaving even enough for diapers and milk. She was going without food and her baby was sick all of the time. Having left home at an early age, she was afraid to reach out to her family for help. Talking about her goals and her future in the conference the day before led this student to decide to try asking the counsellor for help.

Working together on possible solutions, the counsellor contacted the student's mother, explained the situation, and the mother agreed to have her daughter and baby stay with her temporarily. City Welfare supplied emergency funds but could not continue assistance while the student lived in her mother's home. Mount Carmel Clinic provided immediate health care to the baby and provided a day hospital space so the student could continue in school. Because she was married, under 18, and had a child, there was real confusion as to which agency should assume responsibility for financial assistance. After several delays, letters sent, and many phone calls, Child and Family Services provided assistance to the student and her baby until she turned 18. She then transferred to Student Allowances for assistance. During this time, a lawyer specializing

in family law was contacted and he worked with the student to arrange a legal separation and a restraining order when the husband continued to threaten violence.

This student completed grade eleven during the 1985-86 school year and received an art award for outstanding talent at the end of the year. She had completed many paintings and sculptures, most often with the theme of mother and child, and is considered to be exceptionally gifted. The student now has her own apartment, her mother continues to be supportive, her young daughter is a healthy two year old, and she has returned to the school to complete her grade twelve.

In all of these examples, the interventive strategies involved helping students gain access to resources which should rightfully be utilized by them. Coping with economic disadvantage means that students and their families face inadequacies of food, shelter, clothing, transportation, health care, lack of employment opportunities, and lack of positive recreational opportunities. These realities will not be changed, in a significant way, by any of these outcomes discussed. Yet, the conferences, themselves, and the manner in which the interventions were directed represent a part

of the change process necessary to empower these young people to work for needed change in their lives. These adolescents, strengthened through learning experiences in the school setting which are responsive, supportive, and meaningful to them, are in a better position to interpret and encounter their social world and to change it.

Limitations to Student Conferences

Limitations to the conference program were of the minor and major sort where, in both cases, it seemed that they must be accepted as unlikely to be changed and the practicum work was adapted accordingly.

Conferences were sometimes interrupted by other school business which required immediate attention. It was difficult to match the time commitments of the participants with the time needed for some of the sessions. School life is often stressful, with many activities occurring simultaneously, and it was sometimes difficult to control for outside influences during the sessions. For the most part, these conditions were accepted and not considered to be major barriers to the overall process of the study.

Significant concerns related to factors of attendance and student retention rate in the program. While teachers encourage students to attend every day, and there is a comprehensive plan for attendance support in place at the school, many of the students do not do this for a variety of reasons. To coordinate a conference time for students with irregular attending patterns was problematic.

Also problematic was the student retention rate for the program during the 1985-86 school year. While it has steadily improved over the past three years, approximately 65 of the 100 students who began the school year in the program continued at the school throughout the school year. Included in this 65% retention rate are those students who did not remain in the Urban Studies Program but were transferred to another program in the school. The remaining 35% of students in the program represented a highly mobile group whose actual numbers were difficult to ascertain as students are not officially registered at the school until they pass a two week probation period. A number of students started in the program but remained only for a few days. It is estimated that this 35% of students could have

actually represented at least an additional 70 students involved in the program for some period of time.

These limitations, while considered to be impediments to the study, were anticipated. The fact that many students have attendance problems or will withdraw from the school before they have a chance to become involved is a school-wide concern and this work represented yet another way to direct effort toward improving these conditions.

An unanticipated limitation to the study resulted from a change in administration at the school in January, 1986. Duties for the Academic and Pre-Employment programs, involving counselling services and team leadership, were reassigned to the counsellor of the Urban Studies Program until the end of the school year. This additional caseload made the undertaking more demanding during the remaining six months of the school year.

CHAPTER FOUR

ASSESSMENT OF THE STUDENT CONFERENCE PROGRAM

The student conference program was seen to meet the planned objectives and, further, yielded unanticipated outcomes. This concluding chapter presents an account of results as related to the students and the teachers followed by an account of the extent to which the aims for restructuring counselling services were accomplished.

Results for Students

While students were not asked to assess the usefulness of the conferences in a formal way, this information was received either in an unsolicited manner or through informal questioning. Replies included: "I know where I'm going now," "I feel better about things," "My head's going in the right direction," "I know what has to be done now," and other similar comments. As each session ended, the counsellor checked on the participants' feelings about the experience. These comments reflected the shared feelings of the

students, teachers, and the counsellor after discussions. The interaction provided a closeness and understanding which is not always achieved in spontaneous or less formal encounters.

Through conferences, the students were required to set goals, develop action plans, make decisions, and solve problems in relation to their personal situations. Student ability in this area, or lack of it, was clearly apparent. Most were not at a point of, what Freire would call, critical consciousness. Initial responses usually revealed an acceptance of the way things were with students not seeing their own roles in a change process. Some students were self-denigrating to a point of hopelessness. They might state their goals to finish high school but, in ensuing discussion, predicted personal failures with themselves as the causes. These students required directive questioning to help them identify action plans, to include outside supports and the assistance of others, toward achievement. Some students were able to assess their situations in an astute manner being clearly able to think critically about themselves in their world. Leadership ability stood out among these students.

The extent to which many students believed that their school and other life experiences were separate and unrelated was unanticipated and almost bordered on being comical, from an adult perspective. For example, one student identified personal goals to include completing high school and continuing in a Fine Arts program to develop his artistic abilities. However, he acknowledged that he seldom appeared at school before noon hour. When asked how this attendance pattern could affect goal attainment, he said he knew he should get up in the mornings but he was too sleepy. He spoke of his usual evening activities which included watching television until about three o'clock every morning.

Further discussion revealed that this student did not tie his evening activities to performance requirements for the next day. He had not applied the understanding that most people need about eight hours of sleep at night in order to function the next day to his personal situation. He said he'd never really thought about it like that. At his home, everybody stayed up watching T.V. late at night, so he stayed up too.

This student is now completing a grade twelve year and, while he is still sometimes late, it is the

exception and not the rule. This example presents a simple, straight-forward illustration of a recurring need amongst students which is usually manifested in a far more complex way. It is vital for students to be assisted to perceive their plans and actions as related. School and other life activities should be understood as an integrated life process. Much time was spent working with students toward this understanding during the conferences. This is a fundamental step in the development of critical awareness and necessary to the process of change.

While students are provided with information about the high school credit system and requirements for graduation when they register, the conferences provided the opportunity to check their comprehension and application of this information in terms of their own educational progress. For some students, there was almost no evidence of understanding or retention of this information. Most students needed clarification as to the steps involved in academic achievement and, then, assistance to relate this information to ascertain their own academic progress and future directions.

The comprehensive plan of the conferences,

to involve every student, was important. As illustrated in the discussion of follow-up interventions with students, there were many individual needs which would have remained unrecognized if a structured system of conferences was not in place. While, potentially, the above results may have been achieved in other ways, there seems no other strategy which ensures students this access to supports as is their right as students. More than anything else, the resulting interventions made possible through student conferences justified the restructuring of counselling services.

Results for Teachers

In December, 1985, after every student enrolled in the program since the beginning of the school year had participated in a conference, teachers in the program were involved in an assessment session to offer their opinions as to the impact of the conferences to that point. This session was taped with excerpts presented here as an account of the results of the study from the perspective of the teachers.

The first teacher spoke of the conferences

as being "really useful in some cases because it gave me a chance to listen to their thoughts about themselves. When they're talking, and their friends are there, I can't really carry on a private conversation. It is useful because it gives you another handle, a different look to their future, which is one very positive aspect." He gave an example of a female student in his classroom: "All I hear out of her is indifference or giggles. She tried that through the conference, nevertheless, other things came out. I could see there was much more there which was good." When asked how he translated this new information about this student into classroom practice, he said: "We have something in common that we didn't have before. It's not that we weren't getting along, it's just that it was very superficial and she was keeping me and the school at arm's length."

The second teacher gave his opinion of the conferences: "It's nice to see a student interact with someone besides myself." He gave an example of a male student who "usually fools around in the classroom but in a serious situation like that he does come out with aspirations." Another example involved a female student: "I think she said more in that time than

she did in a month and a half in the classroom." His concluding remarks: "I think it's good to get students to focus on some goals. To try to get them to think 'why am I here?' That's a good question. It's given me the idea to try to follow up and see what their output is. How it matches with their short and long-term goals."

The third teacher stated that the conferences "are important in getting students to realize what they are doing now. A lot of students don't really realize what they are working for. It's good to outline that. Because of the integrated nature of the mornings, they weren't really sure of what they were doing. So, it was good to clear that up. The other thing that was interesting was finding out about what kinds of ambitions they have if they have. Some interesting things came out." She gave the example of a female student who "was interested in being a long distance truck driver. I would never have found that out unless we were in that situation. Finding out different students' ambition tells you something about what's going on with them."

The fourth teacher restated the importance of the conferences as helping to clarify the expectations and purposes of the morning program for students and added that "a lot of them didn't have an idea of what the afternoon credit system was all about so clarifying that, for some of the students, I found to be beneficial." She said: "I don't know about other peoples' conferences but one of the advantages for me was, through a number of the conferences, we found out that some of the students were in crisis situations and were able to look at a problem-solving strategy almost immediately when we got to the problem area of the questionnaire. That was beneficial for the students and myself. I would never have gotten that information without having those questions asked." She went on to state that "the sense of setting directions for students was really helpful for them. For me, personally, I was able to find out some of the students wanted more assistance, where they were unhappy in morning work. Some students were not being challenged." She gave the example of a male student who was "a nonverbal individual. He looks very content in the classroom. We were able to put together something a little more challenging for him

through the conference." This teacher concluded with the observation: "I think being together with Heather and me in a closed room, where no one else could hear the discussion, was a positive thing that led them to share more than they would have in a large group."

The fifth teacher said: "I really liked each and every one of the conferences. I only wish they could have happened in a shorter time space closer to the beginning of the school year. I found it very useful to observe the students in that situation, not only getting information from what they said, but just observing how they were able to handle the questions and to what degree they were comfortable in that situation. It's very useful. It's also given me a lot of kinds of material or opportunities to follow-up myself in terms of what was discussed." Addressing the counsellor directly, this teacher stated: "I feel like I know now at least some of what you know about the students. You and I know some things in common. You may know other things and I may know other things but we have a certain amount of shared knowledge so I feel I can more easily, very quickly, go to you and discuss any

of the students that we've talked with and it makes it better." She concluded: "I certainly hope that we could do the conferences again, repeat them at the end of the year. I think it would be interesting to see if they were any more clearer at the end than they were at the beginning and, also, to help them assess where they're at in terms of their stated goals."

This session was the only time that the conferences were assessed, in a structured way, by teachers. Knowing that these teachers were contributing a significant amount of preparation and planning time to this process, there was no request for a written evaluation or a furthure taped session. Throughout the year, teachers reiterated points as to the usefulness of the conferences and some positive feedback was gained at the conclusion of every individual conference. It was clear that this process was valued and had the support of teachers.

Teachers suggested that the conference process could be changed in two ways. If possible, the teachers should be scheduled for conferences in larger blocks of time so that all students in a classroom could participate in sessions without having these sessions

stretch out over many weeks. The possibility of time-tabling the art teacher to work with classes for extended blocks of time was suggested. The other suggestion related to the fact that only 40 students were able to participate in a conference twice, at the beginning and at the end of the year. While attendance and late intake will always interfere with this, the alteration of conference scheduling to allow more sessions to be completed for each classroom in a compacted time frame might help to achieve this.

While efforts were made to accomodate these suggestions for the following year, a change in the counsellor assigned to the program and changes in teacher preparation time, staff resources to the program, and larger numbers of students became factors that prevented the student conference program to be continued in the same way. The teaching team decided that conference experiences were important to the students and the program so they have undertaken to structure conferences with every student in their classroom as a part of each reporting session, held six times a year, designed to solicit student input into this process. In addition, a general goal-setting, decision-making, and problem-

solving session between student and teacher would involve the counsellor in follow-up interventions. This transition, with teachers taking responsibility for the conference sessions, is viewed as a realistic one which fits with many of the stated objectives for the student conference program.

For Counselling Practice

This final section accounts for the impact of the practicum work on counselling practice. Much of this impact relates to the results already described as most of what affects students and staff at the school similarly involves and influences the counsellor's work. The study, as a whole, proved successful in terms of its intended purposes and anticipated significance.

Some of the outcomes which stood out as being particularly useful and of the sort which could not have been accomplished had this study not have been undertaken to follow the process it did are presented by way of conclusion.

The first of these has to do with the students, not only the shared experience of uncovering unexpected

information and problems but, also, the impact of patterns and similarities of students' needs. This realization reinforced the counsellor's commitment to introducing new processes whereby students could become involved with a network of individuals, joining with workers, to confront youth issues and work toward solutions. Organization of the Argyle Evening Program, operated for students by students, the Youth/Worker Conference and Planning Circle, a new focus for student council within the school, a gay students support group, and a student counselling training program, providing evening training workshops for students, have all resulted from this commitment. Wherever possible, students should be assisted to have direct input into the programs and services which affect them. And, if there are gaps, and there are, then students should have the opportunity to identify and establish new resources they consider necessary.

The second of these outcomes relates to the impact of the study as it strengthened the interaction between teachers and counsellor. Partially unanticipated, the study provided information and allowed time for the discussion of each student in the program in a

careful and thoughtful way. Whereas, in the past, it became easy to not get around to these kinds of discussions, instead, they were built in as part of the program despite the hectic and fast-paced activity of each school day. Opinions and insights were valuable in assisting students with change strategies.

Third, of the 100 students involved in at least one conference experience, 71 of these students returned to school the following year either to the school or to a different setting as planned. Given the high drop-out rate among inner city adolescents (an actual percentage is not available,) this rate of retention from one school year to the next seems significant. Also significant is that 16 of these students have assumed leadership roles in the school, taking responsibilities for co-curricular programs, workshops, conferences, and other school/community activity. These results indicate that the school, as a whole, is becoming more effective in working with inner city adolescents toward goals for personal and collective achievement. While they cannot be linked, in a direct way, to the restructuring of counselling services, observations as to the outcomes of the student conference program seem

to support the conclusion that this work has contributed to the positive difference.

Conclusion

In The Politics of Education, Freire draws the distinctions between two kinds of education - that which is humanistic and that which is dehumanizing. Dehumanizing education is dominating and involves the act of transference of knowledge whereby consciousness represents an empty receptacle to be filled. The educator is the one who knows and the learner is the one who does not know. Humanistic education is liberating whereby all individuals enter into the act of knowledge as a process. Consciousness becomes "intention" toward the world and human beings. Both educator and learner have the capacity to recognize or remake existing knowledge.

To understand these distinctions is fundamental to my practice as an educator as it offers a way, perhaps the only way, to work within an institution like a school, and not be caught in the grip of system-maintaining type of practice. It offers a way to encounter challenges and responsibilities in the workplace without having to separate personal, from professional

ethic. All human relations may be valued, in this way, allowing individuals to understand poverty and injustice, not as inevitable facts of existence, but to critically view their social world. This understanding is vital to workers who enter into practice in the inner city and in particular, to those who are attempting to work with youth. These youth will reject "helping" efforts that they know to have made little difference in their lives and to the social reality which is their existence. The reactions of the students to the conference program suggest their willingness to enter into a change process where actions are carried out not to them, or for them, but with them.

In Personality and Ideology, Leonard identifies two models of political practice which could be appropriate to educators - that which is action-oriented and that which is consciousness-oriented. Action-oriented practice is focussed on the achievement of material changes through collective action whereby changes in consciousness are possible outcomes. Consciousness-oriented practice emphasizes, as objectives, those changes in consciousness necessary prior to the occurrence of effective action. Awareness of these differentiations should not force

a choice.

Whether to emphasize either immediate material benefits or the need for changes in consciousness must depend upon: a) the degree of demystification surrounding that element in the ensemble of social relations against which the struggle takes place, b) the degree of ideological and material homogeneity amongst the participants, and c) how pressing are the material needs of the participants.¹⁷

Either strategy involves collective action and enables those involved to move away from the individualized experience which is the dominating influence of capitalist society. To enter into problematization with students, through the conference program, became an act of knowing as a shared experience with students and fellow workers.

If we are to help ourselves and others to work for an alternative society, then we must try to grasp more fully what we have been required to repress in ourselves in order to be gendered class subjects properly prepared for labour. Understanding ourselves and changing ourselves are parts of a single process: a materialist approach to this process of reflection/action shows us that such an understanding and change requires us to direct our attention to the ensemble of social relations of which we are constituted.¹⁸

This study had strong impact on the counsellor, herself, as it provided the opportunity to follow through on knowledge and convictions, based on the notion that true praxis depends on collective action resulting from personal and professional commitments to social change. Praxis should not just maintain, but transform, aspects of social reality in accordance with goals of equality, redress, and justice. These are goals which are not just relative to the needs of adolescents and their families in the inner city, but they remain integral to the larger community to which we all belong.

APPENDIX A.

Two examples which illustrate the connection between personal growth and collective experience:

Two years ago, a group of eight male students were identified, aged 16-19 years, whose use of alcohol affected their attendance and achievement in school. Counselling on an individual basis, each student linked this problem to the cause of not having anything better to do. They agreed to meet with the counsellor at school one night a week as a support group. They developed the idea to begin an evening recreation program at the school to provide a positive alternative to alcohol-related activities on school nights. Support and funding was secured. Last year and this year, Argyle High School operates an evening program for students four nights a week. Four of the students who initially conceived this program idea have been employed as staff. One has been employed as a teacher-aide during the day and as the supervisor of the evening program.

A year ago, concerned workers met to address ongoing issues affecting inner city youth with particular

reference to programs and service delivery. Personal counselling with these youth revealed that they shared parallel concerns. A process was established to engage youth and workers in the organization of a conference to provide a forum for the discussion of these issues. A number of Argyle students were involved in this process. In particular, one student assumed a major leadership role. She accounts for her commitment as linked to her recent experience of leaving a multiproblem home situation to enter the child welfare system. The success of the Youth/Worker Conference held at the University of Winnipeg, May, 1986, has led to the formation of a planning circle to plan another conference to be more action-oriented with workers and youth to form committees, each focussing on specific areas for change.

APPENDIX B.Contrasting assumptions of the Old and New Paradigms
of Education:

<u>FROM</u>	<u>TO</u>
Mass teaching	Personalized teaching
Single learnings	Multiple learnings
Passive answer- absorbing	Active answer-seeking
Rigid daily programs	Flexible schedules
Training in formal skills and knowledge	Building desirable attitudes and appreciation that stimulates a questing for knowledge
Teacher initiative and direction	Child initiative and group planning
Isolated content	Interrelated content
Memorized answers	Problem awareness
Emphasis on textbooks	Use of many media in addition to texts
Passive mastery of information	Active stimulation of intellect

("The Changing Society, the Changing School,"
Susan Therrien, The Canadian School Executive,
vol.3, no. 8, February, 1984.)

APPENDIX C.**Goals for Students:**

Argyle High School will aim to help students develop abilities in the following areas:

Self and Interpersonal Relations

- Ability to make decisions and take action on own initiative, self determinism.
- Ability to form meaningful and rewarding relationships with people in general, friends, relatives; ability to participate in groups and make contributions to groups.
- Ability to handle personal problems (identify, resolve and prevent problems, obtain help with personal problems if necessary) e.g. alcohol, drugs, temper, moods, attitudes, habits, authority.

Family and Home Life

- Ability to handle problems with parents, siblings, relatives.
- Ability to handle problems of home management and total family life.

Leisure Time

- Ability to use leisure time purposefully, for personal development, enjoyment and social benefit.
- Ability to develop existing or new interests.
- Ability to enjoy self without getting into trouble

Community

- Ability to use community resources
- Ability to handle problems with agencies and police.
- Ability to contribute to community, participate in community affairs, knowledge and ability to fulfill community responsibilities.
- Ability to recognize and display appropriate behaviour in various social settings.

Job, Work and Training

- Ability to assess one's vocational interests, values, aptitudes, goals.
- Ability to learn about different aspects of jobs.
- Ability to get and hold a job
- ~~Ability to handle job responsibilities~~

In order to meet the aims and goals of Argyle, three types of programs are offered: Urban Studies, Academic Program and Pre-Employment Program.

APPENDIX D.**Guidance Counsellor (Secondary):****General Duties**

A guidance counsellor works under the direction of the principal and, where applicable, the department head, and is responsible for developing and implementing an organized program of guidance and counselling services in the school.

Specific Duties**Counselling:**

Provides individual and/or group counselling services in the following areas:

Personal, social, academic, career, child welfare, crisis, family life and sexuality, behaviour control, decision-making and problem solving, chemical abuse.

Consulting:

Acts as a consultant and liaison to plan structured developmental group guidance experiences.
Maintains liaison with referral agencies.
Maintains contact and implements follow-up procedures for clients.

Refers students with special needs.

Selects, administers and interprets standardized tests.

Acts as a resource to school personnel.

Coordinating:

Collaborates with school personnel to organize and implement programs, services and special events.

Conducts orientation programs.

Liaises with educational institutions and community resources.

Provides educational/vocational information and experiences for students and parents.

Arranges case conferences.

Evaluating:

Conducts regular evaluation of programs and services.

APPENDIX E**Definition of Bloom's Thinking Skills:**

Through the careful use of questions, problems, and projects, teachers can stimulate interest, assist learning, and evaluate progress. All teachers intuitively ask some questions of high quality, but often emphasis is on those which require students only to recall information. Recommended is a systematic consideration of questions that require students to implement ideas, rather than simply remember them.

From Bloom's Taxonomy of Educational Objectives:

Lowest Level	<u>Recall</u>
	<u>Application</u>
	<u>Analysis</u>
	<u>Synthesis</u>
Highest Level	<u>Evaluation</u>

APPENDIX F.**Some Community Agencies and Organizations Involved
with Inner City Adolescents:****Education**

Student Aid

Student Social
Allowances

Child Guidance Clinic

Manitoba Indian
Education Associa-
tionSouth East Tribal
CouncilDakota Odjibwe
Tribal CouncilNelson House
Education
Authority**Youth Justice**

Probation Services

Community Fine Option Program

Legal Aid

Manitoba Youth Center

Agassiz Center

Provincial Courts

Youth Court

Remand Center

Private Law Practices

Child Welfare

City Welfare

Provincial Income
SecurityChild and Family
Services

Mount Carmel Clinic

Provincial Day Care

Family Services

Mama Wi Wichi Itita

Awasis Agency

Anishnabe Child and
Family ServicesRecreation

Boys and Girls Club

Indian Family Center

C.A.R.E. Center

Rossbrook House

Y.M.C.A.

Stella Mission

Macdonald Youth
Services

Neetchewam Group Homes

Public Health Department

APPENDIX G

Example of Urban Studies Student Conference Record Sheet

Urban Studies Student Conference Record

Student: _____ Age: _____

Date: _____

Present Situation: _____

Goals to Year End: _____

Action Plans to Achieve Goals: _____

Future Goals: _____

Action Plans: _____

Problems Now: _____

Cause of Problems: _____

Possible Solutions: _____

NOTES

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