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The Effects of Behavioral Contracting on Student Participator Activities in a Junior High Student Service Center

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THE EFFECTS OF BEHAVIORAL CONTRACTING ON STUDENT PARTICIPATOR ACTIVITIES IN A JUNIOR HIGH STUDENT SERVICE CENTER

by

Sandra K. Bickel

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Master of Arts

Western Michigan University
Kalamazoo, Michigan
August 1979

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Sandra K. Bickel
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In the 1960's, drug usage by young people began to be a serious problem not only in the inner city, but also in the established affluent middle-class. The realization of this precipitated a feeling of crisis in many people, particularly as the problem began to spread throughout the country. It was labeled as a high priority concern by parents and educators and viewed by the media and lawmakers as a "hot" item (Randall, Wong, and Martin, 1976). The first attack on this problem by governmental agencies and educational institutions has been labeled "Scare Tactics" (TRIAD, 1974). The primary medium used to inform people about drugs was films, made quite often in direct conflict with the truth (Baker, 1973; and Hammond, 1973). The early films tended to show only extreme cases of drug use, abuse, and overdose. After such films were shown, the students usually believed at best the "experts" had their facts confused.

The phase of drug education that followed films was referred to as the "tell-it-like-it-is" phase. This approach emphasized instruction in the technical and pharmaceutical properties of drugs. Data from this educational effort suggested that it contributed to knowledge of which drugs to use and how to use them rather than to reduce drug usage. Generally it is felt that this approach contributed overall to the increasing number of sophisticated drug users. Other data from this effort suggested that students who took such courses on drug abuse showed an increase in the use of psychoactive drugs (Linden, Lerner, and Drolet, 1973).
Over time it became increasingly clear that drug education programs based entirely on content-oriented curricula were not accomplishing desired goals of decreased drug usage and in general seemed doomed for failure. The information taught was useful, but alone did not necessarily change behavior or attitudes toward drug use. This outcome might have been predicted by past experience in trying to curb the use of alcohol and tobacco. Generally it appears that people will not discontinue activities that offer a chance of short term gains but threaten aversive consequences over the long term (Smith, 1971). It seemed that values, attitudes, and behavioral practices, including relationships with others and overall goals in living had to be given more attention (Piorkowski, 1973).

By 1973 the Office of Health, Education, and Welfare began examinations of drug abuse programs in an effort to determine the future direction programs dealing with this problem should take. As a result of this review the Michigan State Department of Education initiated a project entitled Student Services Centers (SSC) in the fall of 1973. The three major goals of this program were stated:

1. to have people examine their own behavior relative to drug use.
2. to examine and understand the factors relating to those behaviors, including individuals, institutions, and social structures.
3. to provide ways to alter or deal more positively with these factors (TRIAD, 1974).
As a part of this program, the State Department of Education selected seven public high schools that already had existing drug programs or had expressed interests in starting programs to be included in a pilot Student Service Center (SSC) program. An ideal description of such a center is included in Appendix A.

Portage Northern High School was one of the seven schools chosen. The directors for the SSC program were selected by the school administration and received orientation and initial training in December of 1973. At Northern a tri-directorship was established with three professional staff members each working in the SSC one third of the time. The problems dealt with in this center were to center around drug use and abuse but soon spread to include a number of different issues including family-related problems, student-teacher conflicts, problem pregnancy, inter-personal problems, and job-related conflicts. In short, the center came to offer a safe contact place for students to discuss a broad range of personal, social, and academic problems including drugs, overdose and other crises.

In June of 1974 direct state funding of Student Service Centers was discontinued and individual school systems became responsible for continuing SSC programs. Some state support was supplied at the regional level which provided a coordinator and in-service training for existing centers. The Portage community continued to fund the Northern SSC which serves both high school and junior high school students from across the street (Potts, 1975).
When a new junior high school, West Junior High, opened several miles from the high school, the administration decided to provide these students with an on-site SSC and by fall 1975 the present Portage West Junior High SSC was in operation. Although the original purpose of the SSC was to curb drug abuse, it was found that the SSC at West, as well as the one at the high school, deals with many individual and interpersonal problems drug related or not. The center at West serves three main functions: it provides the students a place to go for information about such things as drugs, pregnancies, venereal disease, and child abuse, it also serves as a channel of referral for existing community agencies and provides a place where students may go for work on behavior examination, it serves as a place where crisis situations may be handled without disrupting the rest of the school.

However, the prevention of substance abuse and crisis are the main points of emphasis in the SSC. As has been shown by many studies (Alternatives, 1976), illicit drug use becomes a less attractive outlet for individuals who are involved with constructive activities of their own choosing. According to this national study the key element in the alternatives concept is process rather than product. The specific activities and outlets are secondary. Of primary importance is the process that takes place within an environment such that the individual can explore and search for ways to satisfy many self-perceived needs.

To carry out this concept in the SSC the staff give factual information from the files to help students make intelligent decisions about substance abuse, problems with venereal disease, or any other
topic. In addition the SSC provides listeners who are trained in empathy and problem-solving skills. These are peers who listen and talk with students who come in with a concern. These listeners do not give advice but rather assist the incoming student in examining alternatives and consequences of these alternatives. Finally, the center also provides referrals to other existing agencies for those students who have questions the SSC staff cannot answer or who need more assistance with their problems than the center staff can offer.

The center is open three periods of the seven during the day and any 7th, 8th, or 9th grade student may use the center at the discretion of his teacher. The center is staffed by a director who teaches three classes a day when not in the center and 7th, 8th, and 9th grade students trained as peer listeners. During any operating period, one to six student staff members work in the center depending upon class schedules for that 9-week period.

When not interacting with students using the center, student staff members have suggested activities on which they are to work. These include reading materials on various center topics, making practice tapes to improve their skills, writing for more information for the center, etc.

The purpose of this study is to determine whether or not the use of a behavioral contracting program would increase the number of activities completed by the student staff and/or increase the number of student visits to the center. A visit consists of any West student who comes in to use the center for any purpose: information, behavior examination, or crisis.
Behavioral contracting was chosen as a method for accomplishing assigned tasks and for attempting to increase activities since it has been shown to be effective in many similar settings. For example, Homme (1966) found that written contracts with adolescents who were potential dropouts assisted them in completing their academic tasks. Greenwood, Hops, Delguadri, and Guild (1974) also found that rules alone produced no effect on levels of classroom behavior but rules plus feedback, a part of behavioral contracting, produced increases in appropriate behavior in two out of three classrooms. Lloyd and Knutzen (1969) found that students put on behavioral contracts worked at a steady productive pace on assignments for a self paced programmed undergraduate course in the Experimental Analysis of Behavior. In addition Cantrell, Cantrell, Huddleston, and Wooldridge (1969) found that problem behaviors such as persistent running away, nonattendance at school, hyperaggressive behaviors, stealing, and low achievement could all be modified by using behavioral contracts with students from 1st through 11th grade. It was also effective with the students, teachers, and parents.

The attractive features of behavioral contracting that make it most appropriate for this age group are its simplicity, clarity, and the active involvement of all concerned in the decision making process (De Risi and Butz, 1975). For instance, Jeffrey (1974) found that subjects who were allowed to determine consequences and then actively participated in writing the contract as did the subjects of this study, succeeded better than those simply assigned tasks. The behavioral contract also establishes one of the conditions necessary for 'commit-
ment', a characteristic necessary for productive participation in any endeavor (Farris and Walton, 1974). This sort of commitment and self-scheduling was also reported by Hall (1975) whose subjects in a weight-loss program stated that the best part of the contracting program was the frequent use of due dates and checks.
Method

Subjects

The subjects for this study include SSC staff members who worked in the center either 4th or 6th periods of the day Winter Semester, 1977. These subjects varied according to class scheduling for the two 9-week periods. During the No-Contract Phase or first 9-week period, three ninth grade students (one male and two females) worked during the 4th period and three ninth grade students (two males and one female) and two eighth grade students (one male and one female) worked during the 6th period. During the Contract Phase or second 9-week period the same three ninth grade students worked during the 4th period but six ninth grade students (two males and four females) worked in the center during 6th period. Three of these were the same as the No-Contract Phase and three were different.

Also included in the subject population are the 800 students at West Junior High who have access to the center.

Facility

The SSC is one room divided into three areas by collaged dividers. In one area is an office type desk, filing cabinet, office chairs, and a bookcase. This area is used for paper work and signing-in purposes. The second area is a work area with a large table and six chairs, a bulletin board, and a blackboard. This is used for paper writing, group reports, and staff meetings. The third area and most frequently used area is the carpeted area with pillows and a coffee table filled with booklets and information. This area is used for small group and
one-to-one interactions.

Personnel

The personnel of the center include one director and 20 staff members, each of whom is trained in empathy, active listening, and problem solving skills. Student staff members include seventh, eighth, and ninth grade students who are not threatened by those whose value systems may be different from their own and who want to spend time and energy learning skills helping others.

Student Use of Center

Any student may use the SSC before school, after school, or during school at a classroom teacher's discretion. The center is open three of the seven periods during the day with the director and one to six staff members present during any given period. The students wishing to use the center during a class period ask for a hall pass from their teacher and proceed to the center where they sign in a log book used to keep data. They may then use any of the three areas. Student staff members assist the students coming into the center and clearly define the center as a place of purpose rather than a student lounge.

Procedure

During the Winter Semester of 1977 each student working in the SSC kept a file folder in the center filing cabinet with his or her personal data in it. This included daily logs, 9-week contracts, and weekly contracts as well as related materials such as interaction tapes and critiques. (See Appendices B, C, D, E, and F) Each staff member wrote in his log daily telling what activities he participated in.
during that period. In addition, an overall log of the number of students using the center was kept. This log was a daily record of every student using the center, the period he came in, his grade level, and the teacher issuing the pass. This was used to compute the statistics for center use and to compare 9-week periods.

During the No-Contract Phase all students working in the center kept daily logs of their contacts both inside and outside the center and of their center-related activities. Prior to this phase all center staff agreed to complete certain activities during the 9-week period. (See Appendix C)

At the beginning of the Contract Phase all staff working in the center during 4th and 6th periods signed a 9-week contract (See Appendix D) which listed the activities to be completed by each staff member and also listed due dates for each activity to be completed. In addition to the 9-week contract each staff member signed weekly contracts on Mondays covering the activity to be completed by that Friday. These served as reminders to keep staff on task and also assisted the director in record keeping. Lloyd and Knutzen (1969) recommended the use of deadlines and due dates for completing activities to get more work earlier and Malott (1968) also found that frequent due dates served to maintain behavior at a steady rate throughout a college course.

Each Friday the director checked folders and signed those weekly contracts completed and made a list of those staff members whose tasks were still incomplete. This list was posted on the wall and each staff member who completed his contract was handed his folder and

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congratulated for his efforts. On the following Monday all center staff who had not completed the previous Friday's contract did so before signing new contracts for the up-coming week.

To insure that logs were signed properly, both the director and one designated staff person per period called "5 minutes" at the end of each period and everyone wrote in his log. At this time a head count was also taken by the director and staff person to make sure that all students in the center were signed in. This usually was the case since each person coming into the center is greeted and shown the sign-in log which is right next to the door.
Results

Activity Level Comparison for Phase 1 and 2

During the No-Contract Phase the average number of suggested activities according to the 9-week activity sheet completed was 4.875 out of 13 (See Figure 1). Figure 2 shows that during the Contract Phase all subjects completed all 10 activities during the required 9-week period.

In other words, during the No-Contract Phase the average percentage of activities completed by each staff member was 37 1/2%, while during the Contract Phase the average percentage of activities completed was 100%. These results summarized in Figure 3 show a 62 1/2% increase in staff activities during the Contract Phase.

On Time Factor During Contract Phase

The average percentage of contracts completed on time per week during the second 9-week period was 87%. The mode was 100% (See Figure 4). In each case the weeks where students did not complete their contract until the following Monday were those weeks where the students were dependent on other people either for information, tape recorders, or to serve as a partner in making a tape. As was reported earlier, each student did complete all activities. Those not completed on time were completed during the Monday remediation period.

Student Contact Comparison for Phase 1 and 2

During the No-Contract Phase or first 9 weeks of the Winter Semester, which actually lasted 10 weeks, a total of 216 contacts or visits to the center were made. This resulted in an average of 21.6...
student visits to the center per week. During the Contract Phase or second 9 weeks of the Winter Semester, which lasted 8 weeks and 1 day, a total of 224 student visits were recorded. This resulted in an average of 28 student visits per week. Therefore, an increase of 3% or 6.4 student visits per week are reported in Figure 5 for the Contract Phase.

In collecting and tabulating the data, it was found that although this increase of 6.4 student contacts per week was reported for the Contract Phase, it must be noted that in each successive 9-week period more students used the SSC. During the first 9-week period a total of 96 student visits were recorded; during the second 9-week period a total of 180; during the third a total of 216; during the fourth a total of 224 (See Figure 6).
Figure 1: Number of 9-week activities completed by each staff member during the No-Contract Phase.
NINE-WEEK ACTIVITIES COMPLETED BY STAFF MEMBERS DURING NO-CONTRACT PHASE
Figure 2: Number of contract items completed by each staff member during the Contract Phase.
CONTRACT ITEMS COMPLETED BY EACH STAFF MEMBER
DURING CONTRACT PHASE

4TH PERIOD

6TH PERIOD

NUMBER OF CONTRACT ITEMS COMPLETED

STAFF MEMBERS

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9
Figure 3: Percentage of activities completed by each staff member during the No-Contract Phase and Contract Phase.
PERCENTAGE OF NINE-WEEK ACTIVITIES COMPLETED BY EACH STAFF MEMBER

NO CONTRACT PHASE

CONTRACT PHASE

PERCENTAGE OF NINE-WEEK ACTIVITIES COMPLETED
Figure 4: Percentage of contracts completed on time per week during the Contract Phase.
PERCENTAGE OF CONTRACTS COMPLETED ON TIME EACH WEEK

PERCENTAGE OF CONTRACTS COMPLETED ON TIME EACH WEEK
Figure 5: Total number of student visits to SSC per week during the No-Contract Phase and Contract Phase.
Figure 6: Total student visits to the SSC per 9-week period of the 1976-77 school year.
Discussion

Activity Level

The purpose of this study was to determine whether the addition of a behavioral contract outlining staff responsibilities would increase the number of student staff activities and/or the number of students visits to the SSC. Overall, the activity level increases reported during the Contract Phase support the results of several contract studies reported in the three areas of instructional, management, and personal contracting. Instructional behavioral contracts were found to be effective in the area of science by Cunningham and Heimler (1972), Speed Reading by Dembo and Wilson (1973), and English by Grimes (1972). Management behavioral contracts were found to be effective with parolees and parole officers by DeRisi (1971), with delinquents and their families by Stuart (1970), and with students and parents or with students and teachers by Cantrell, Cantrell, Huddleston, and Woolridge (1969). Personal behavioral contracts were also found to be effective in dealing with the areas of smoking by Tighe and Elliot (1968), weight control by Mann (1972), and Harris and Bruner (1971), and drug use by Boudin (1972).

In addition, one aspect of the behavioral contract used during the Contract Phase which generated much activity on the part of the student staff members was the remediation clause. This clause stated that students who did not complete their contracts by the due date (which was always Friday) would do so on the following Monday before entering into any other activities, including socializing with other
staff members. The director checked folders on Friday and posted a list of those people whose contracts were not completed on the wall. Thus, on Monday they were immediately reminded of their task and no other staff members would socialize with them. Those staff members who completed their contracts on time were handed back their folders one by one by the director and praised. This method kept everyone including the director on task. The students attended to the list on the wall as soon as they came in on Monday and as a result all staff members completed all 9-week activities. These results support those found by Bostow and O'Connor (1973) who found that college students who had remediation tests during their course earned on the average one-half letter grade better than their no-remediation peers.

These results also support the results of Malott's study (1968) which found that a steady rate of behavior can be maintained by frequent due dates and suggestions by Lloyd and Knutzen (1969) who suggested that although their contracts increased behavior they felt more frequent due dates would increase the behavior over a semester because students would start earlier.

When the Contract Phase was first begun, many staff members complained about the paper work and felt it was unnecessary; however, after approximately 3 weeks when they saw the number of activities already completed as compared to the past 9-week period and their organization of data in their folders, they almost completely eliminated the complaining and instead, began to work on extra activities. After doing self evaluations it was even suggested by several staff
members that in the future the director write a written evaluation of each staff member's performance at the end of each 9-week period so that he would better know his strengths and areas to improve. Comments were written for staff members on each completed activity and any difficulties they experienced were discussed in a private conference with the director. This was found to be an important part of behavioral contracting by Hall (1975). His subjects reported that they needed more counseling and suggestions for help with individual problems. In many instances the staff members in the SSC asked to redo an activity and then brought it to the director for evaluation.

After this 3 week period of adjustment the staff began to show that it was a privilege to be the one to call "five minutes" at the end of the period, keep data, and most of all to explain what they were doing with other students. The members began to show more initiative and took over the planning and organization of such activities as Parent's Night, field trips, and speakers. In the past these types of activities were planned by the director. This supports the findings of Lloyd and Knutzen (1969) who also found that the students who were under contract in their program initiated many extra behaviors which were related to those under contract but were not required of the student.

In addition, this added practice of skills in both required activities and extra activities performed by student staff had a very positive effort on the quality of service offered by the center staff. The practice sessions resulted in higher skill levels for each staff member.
Student Contacts

The increase of 6.4 student contacts per week in the Contract Phase that were reported in Figure 5 may be due to factors other than the addition of the behavior contract since an increase in the number of contacts per week was reported for each successive 9-week period for the entire school year. (See Figure 6) The increase may then be due to the increased familiarity of students with the center or to actions on the part of the staff or both. There were definitely many variables involved since during the first 9-week period of the year much time was spent by the staff doing outreach work to familiarize the students with the center. Class visits were made and individuals contacted. Staff members were also going through training at this time. By the second 9-week period a dramatic increase of 86% was reported in student contacts. As can be seen on the graph in Figure 6 each of the two 9-week periods following also resulted in an increase in student visits. However, the increase leveled off. As a matter of fact, the smallest increase in contacts came about during the Contract Phase.

In addition to the problem of determining whether the student contact increase was due to the behavior contract came the problem of determining which staff member increased their contacts with the student body. During this study only the total number of students using the center per day was recorded in the log book. Individual staff member contacts per day were not recorded accurately enough to be used. As a result, it was impossible to tell whether all or just some individuals increased their number of contacts. It was also
impossible to determine if there were periods of time where some stu-
dents were handling most of the problems. In the future a direct
measure of student contacts by each staff member will be recorded.

The graph of these student contacts (Figure 5) has several very
high or very low points which warrant some anecdotal explanations.
During the first week when only six student visits were reported the
school was closed for 2 snow days and when students returned it was
especially difficult for them to leave class except for the most
serious of problems. Much pressure to catch up was applied in classes.
During the third week 37 student visits per week were reported.
Several of these contacts were regrading the SSC's role in the Spring
Carnival. Another "peak" period during the sixth week of the second
9-week period where 44 student contacts were made can be explained
in terms of SSC interviews for staff positions for the following year.
Although few interviews were held during school many students stopped
in to ask questions, check on their applications, etc. Finally, during
the last week of the second 9-week period only five student contacts
were reported. This was due to the fact that only 1 day was reported.
The SSC was then closed so that data could be compiled and sent to
the administration and the center prepared for summer.

Overall, the increase in student staff activities and student
visits to the SSC support the continued use of behavioral contracts
within the center. In the future, however, individual records of
student contacts will be more accurately monitored.
References


Appendix A

THE STUDENT SERVICES CENTER - A Description

One of the most significant steps that we must take toward better mental health in our schools is to provide students with free and immediate access to a helping person with whom they can relate and trust in time of need or crisis. While provisions for mental health services, counselors, school nurses and social workers are built into many school systems, in most instances these services do not provide immediate and free access for a variety of reasons. The student service center is a functional way to create a place that is approachable, and a group of people that are trained in helping others meet their needs and provide a support base for students to own and resolve their problems.

The operation of a center, the underlying theoretical base and the many surrounding issues are all related and interrelated in a very complex way. This paper is a description of a center and its services. No attempt will be made here to explain the process of how to make a center functional or why certain techniques are used—this material is covered thoroughly during center personnel training. Let it be enough here to say that twenty-two student services centers have been opened in the state since the original model, developed at Flint Southwestern High School, was piloted and clearly demonstrates the validity of the center approach as well as the reality of making the center concept workable and acceptable.

Physical Facilities

The center is made up of two rooms, a rap room and an attached office. In the ideal situation, the wall between the office and the rap room contains a window. This permits the director of the center to observe the rap room—and yet not be an intrusion figure and also gives those in the rap room a way of knowing when the director is busy. The connecting door that locks allows for conversational privacy and provides for security of certain materials when staff members are not present. Semi-transparent curtains that can be drawn across the window provide sufficient privacy and yet still allow some visual contact between the rooms.

The decor of the center must suggest a relaxed and non-instructional atmosphere. In the rap room the floor is carpeted, furniture is of the lounge variety and the lighting level is low except in certain areas that are suggestive to reading. The furniture is arranged to facilitate small conversation groupings of three or four. An area where pamphlets and other written information can be displayed as well as a writing table are also provided. A Bulletin Board for
announcements, a staff picture board and appropriate art objects are placed on the walls. The rap room should be large enough to accommodate 12 to 14 people in a relaxed manner. The office should accommodate four people comfortably. A conventional desk, desk chair and file with good lighting are required. Two or more lounge-height chairs must be included and are arranged so that people may face each other without the barrier of other furniture between them. A telephone is also necessary.

**Center Personnel**

The directorship is a full-time position. The director must be a person who is comfortable with young people and who is not threatened by those whose value systems may be vastly different; the ability to remain calm and procedure-oriented during emergencies is also essential.

The director is responsible for much of the student staff training, personal counseling and all relationships between the center, community organizations, parents, and school staff.

The student staff is a group of approximately 15 young people that are representative of the total school population. Student staff members are responsible for peer counseling and referral, presenting certain original programs, and providing input for the direction of all center activities and functions.

The director's assistant can be any other school staff member who may be called upon at a moment's notice, is able to remain calm and procedure-oriented in the face of an emergency. The key role of the director's assistant is to provide additional backup and support for the director during crisis situations or when additional input is needed for situational decision-making.

**Services Provided**

**Behavior examination.** Students need a place to examine their own behavior. Sometimes students need support in looking at themselves; their behavior, motivation and consequences of their activities. Some student staff members are trained to be helpers in such a situation. They listen, support, encourage and provide an atmosphere where behavior examination can flourish.

**Spontaneous counseling and personal contact.** Some student staff members are trained to recognize flagging behavior, i.e., cues that say "I need help." Through training and practice theory, they learn to establish relationships that help other
students meet their needs. The center provides the alienated student a place to go, the upset student a place to ventilate, and for those who are struggling with problems, a place where they can begin to approach those problems. Parents also use the center as an informal way of approaching the school for assistance with their concern about their children. The director and student staff members share in these activities, frequently making referrals to one another.

Outreach. Those students not directly involved in helping relationships are involved in an outreach program. They are trained to work with groups of students in growth techniques. Trained as discussion leaders and group facilitators, they work with techniques in value-clarification, decision-making concepts, communication skills and peer pressure concepts.

Center as a place for student information. Young people need a place where factual information about drugs, legal proceeding, venereal disease and other such matters can be found. Printed materials dealing with such questions are displayed in such a manner that even the timid or shy can use this material comfortably. Information on community activities, school events and even job opportunities is also readily available. The center staff may decide to put together an information team that will visit classrooms or even other schools with information about drugs, venereal disease, or whatever topic for which there is an apparent or an expressed need.

The center as a channel of referral for existing community agencies. There are usually many community agencies that are providing needed services. Student staff members and the center director become familiar with these local services as part of their training and subsequently provide students and their families with the awareness, the information and the support needed to take advantage of these services. The center becomes a direct extension of community services right into the school. The extensive use of referral insures that the most experienced and appropriate people available are used for each case, and a wasteful attempt at duplicating services is also avoided. The center allows a community to receive more benefit from services they are already supporting.

Center as a crisis intervention provision. Drug reactions, runaways, pregnancies or feared pregnancies, severe emotional outbreaks, all of these things occur in schools. The center is a responsible way for the school to respond to these crisis situations. The center staff is thoroughly trained in how to deal with crisis situations at all levels, the person directly involved, the parents, the school and/or any other social agency (such as a hospital or the police department) that may need to be involved.
Mode of operation. Students may use the center before and after school (depending on hours), during free hours, during class at the teacher's discretion. The center is open during all school hours to receive students on a walk-in basis and to respond to any crisis situations. Center staff members are trained in techniques to keep the atmosphere of the center relaxed, but clearly define the center as a place of purpose rather than a "student lounge." In time of crisis (severe drug reaction for example) center staff members are trained to maintain the other functions of the center, deal with would-be onlookers, as well as deal with the crisis itself. At times the director's assistant may be called in to help the director in certain contacts (such as notifying parents, calling a hospital) when even though the student staff would be capable in many instances an adult would be expected to do the job.

Who benefits from the center? Students benefit because real needs that could not be met in the school before can now be met. Situations that used to be negative and rejecting experiences may now be growth experiences.

Teachers now have another way to deal with student needs. The center offers a teacher a channel of situation resolution that does not carry the stigma of authority or discipline.

The student services center is a counselor's ally. The center is a place "to get students involved." The director of the center and school counselors confer and refer back and forth. The center becomes a place for counselors to obtain support and help in the establishment of helping relationships with students.

Administrators do not have to become pinch-hitters at crisis intervention. The center gives school administrators a responsible way to deal with such things as substance abuse or runaways.

The center is a place where parents and the school may work together on an informal basis. Too often parents see the school as an authority manipulating their children--the center does not carry this stigma. Parents appreciate a school that is prepared to meet the needs of their children in a responsible and positive manner.

We know that when people are in an environment where they know they are cared for--they grow. A student service center is a powerful way for a school to demonstrate that kind of environment (Triad).
Appendix B

DAILY DATA SHEET

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<th>Date</th>
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Appendix C

9-WEEK ACTIVITIES

Each student who works in the SSC for a 9-week period is expected to complete the following activities:

1) Make as many student body contacts both in and out of the SSC as possible.

2) Fill out daily contact and activity sheets.

3) Make at least two tapes of interactions where I served as listener.

4) Write written critiques over the two tapes of interactions I make (see critique sheet questions).

5) Listen to and write critiques of at least two tapes of interactions made by other SSC staff members.

6) Make at least two visits or phone calls to agencies in the community.

7) Make myself familiar enough with the information in our filing cabinets that I can list at least 20 subjects covered within and assist students in using filing cabinet information.

8) Add some new pieces of information to the SSC filing cabinet or coffee table.

9) Show up at all SSC staff meetings.

10) Plan at least one activity for other staff members (field trips, visits, etc.).

11) Explain to at least 10 students what the SSC is and/or bring them in to the center.

12) Participate in all in-center learning activities.

13) Read at least one book relating to center work (to be approved by Miss Bickel).
Appendix D

SSC CONTRACT

In order to receive credit for the SSC period that I work during the second 9 week period of the Winter Semester, 1977, I agree to complete the following activities by the due dates listed. If I fail to complete the activity by the due date, I must remediate that activity on the following Monday before doing any other activity that period.

Fri., April 22    One taped interaction and critique (I'm listener)
Fri., April 29    One taped interaction and critique (I'm listener)
Fri., May 6      Critique of another peer listener's work
Fri., May 13     Critique of another peer listener's work
Fri., May 20     Materials brought from a community agency
Fri., May 27     Materials brought from another community agency
Fri., June 10    Written summary of one book relating to SSC work
Fri., June 17    Written self evaluation covering:

   a) My strong points as a listener
   b) My weak points as a listener: things to improve
   c) My satisfaction level for my attendance and participation in SSC activities
   d) My contributions to the SSC this year
   e) The ways that I grew and things that I learned as a SSC peer listener
   f) My wishes for next year's involvement

In addition I agree to fill out contact and activity sheets daily during the last 5 minutes of each center period.

I will also make as many student body contacts both in and out of the center as possible.

________________________________________
Staff Member

________________________________________
Director

________________________________________
Date

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Appendix E

CRITIQUE QUESTIONS

1. What verbal or nonverbal responses did you make that were helpful to the speaker? (Tell specifically what the speaker said and what you said.)

2. How did you determine that these responses were helpful to the speaker? In other words, did the speaker say it was helpful, did the speaker open up, etc? (Tell specifically what the speaker said or did.)

3. What verbal or nonverbal responses did you make that you would prefer to change in future interactions? (Again, specifically tell what the speaker said or did and what you said or did.)

4. How did you decide that these responses could be improved? (Tell specifically how the speaker responded.)

5. What are the responses you would wish to give in the future to situations such as those in #3 above? Tell specifically what you would say to each response of the speaker listed in #3.
Appendix F

WEEKLY CONTRACT

I, _____________________ agree to complete ____________________

by _______________________.

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