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A SURVEY OF THE TOOLS AND TECHNIQUES USED BY THE COLLEGES
AND UNIVERSITIES OF THE SOUTHERN REGION TO IDENTIFY THE
EMOTIONALLY HANDICAPPED STUDENTS



A Thesis
Presented to
the Faculty of the Department of Education
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts



by
Betty Lou Raines
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AND UNIVERSITIES OF THE SOUTHERN REGION TO IDENTIFY
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CHAPTER I

INTRODUCTION

An individual entering college for the first time finds himself placed in an unfamiliar environment. The guidance he has been receiving from his parents is not so accessible and, in most cases, he is experiencing more personal freedom than ever before. The pleasure of this new freedom is frequently accompanied by periods of uncertainty and a subsequent desire for a helping hand. Meeting college scholastic requirements and fitting himself into the college society may be a challenge which he is incapable of meeting alone. This adjustment period inevitably involves at least some students in emotional difficulties which may hinder their scholastic productivity as well as their relations with people.

An increasing number of colleges and universities are recognizing the fact that some of their students are handicapped by emotional problems, and are accepting the responsibility for helping them grow toward emotional maturity as an integral part of their educational goals. Clements C. Fry emphasizes the need for colleges and universities to aid their students grow toward emotional maturity by saying that:

The significant fact about adolescent growth is that it is common to all individuals. No student, however well adjusted and brilliant, escapes the strain and emotional uncertainty of adolescence. Some find their way through this transition to an optimum level of self-adjustment. Others do not. Immaturity in itself cannot be regarded as an incurable fault; colleges recognize this fact when they undertake the education of those whom they do not consider to be intellectually mature. Yet for the most part they do not admit the obligation of a university to help a student to emotional maturity; although emotional maturity can exercise subtle and powerful influences on the individual, frequently hampering, even destroying, the usefulness of a brilliant intellect.¹

I. THE PROBLEM

Statement of the problem. The purpose of this study was: (1) to determine the tools and techniques used to identify those freshmen students with emotional handicaps as used by the colleges and universities in the Southern Region whose enrollment ranged between one thousand and six thousand students; (2) to determine the opinions of the personnel staff members as to the effectiveness of the tools and techniques used; and (3) to ascertain what was being done to aid the students once they had been identified as emotionally handicapped.

¹ Clements C. Fry, Mental Health in College (New York: The Commonwealth Fund, 1942), p. 18.

Importance of the study. Many educators have observed college students who are experiencing difficulties in adjusting to college life. They have known numerous instances where scholastic achievement and good inter-personal relations have not been realized due to emotional handicaps of these students.

In the fall of 1952, Appalachian State Teachers College felt a need to include in its total educational program, personnel services for their students. In the past year and a half certain tools and techniques have been used by the personnel department to better understand the problem areas of their students and to identify those students with emotional handicaps. Some of the tools and techniques used have been of great assistance in understanding the students, while others have not been so effective.

In an effort to improve the present program it was felt that a survey to determine what other institutions were doing for their emotionally handicapped students, would be of valuable assistance to Appalachian State Teachers College as well as to other schools who are seeking to organize or to improve their services for these students.

II. DEFINITIONS OF TERMS USED

Emotionally handicapped. The term "emotionally handicapped" is used to designate any student who is not realizing his potentiality due to emotional problems.

Tools and techniques. The term "tools and techniques" is used to refer to any instrument used by an institution to aid in the identification of the emotionally handicapped students.

Respondent. Any individual who participated in this study was called a respondent regardless of his academic title.

Screening device. The term "screening device" is used to identify any tool or technique given to all freshmen students for the purpose of determining those freshmen with emotional handicaps.

III. DEVELOPMENT OF THE QUESTIONNAIRE

After the problem had been defined, a list of the most common tools and techniques applicable in helping to identify the emotionally handicapped was made. This list was presented to members of the personnel staff at Appalachian State Teachers College and to the writer's thesis committee for any suggested additions. The revised

list of tools and techniques were then listed in questionnaire form. It was also deemed advisable to determine which tools and techniques were administered to all freshmen students as a screening device, and which tools and techniques were given only to those students who suggested need for additional help. Space was provided on the questionnaire to obtain this information.

In order that the questionnaire might be evaluative as well as descriptive in nature, the respondents were asked to evaluate in their opinions the effectiveness of each tool and technique which they used. The symbols used for this evaluation were as follows:

A response - I feel that this tool or technique is very effective.

B response - Somewhat effective

C response - Of little assistance

It was also felt by the writer that information should be obtained as to what was done for the students who had been identified as emotionally handicapped. Part II of the questionnaire was designed for this purpose. Questions were structured to determine: (1) by what methods an institution sought to render their services to the emotionally handicapped students, and (2) what referral sources were available to those emotionally handicapped who needed more

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help than the personnel staff was qualified to render.

The questionnaire was presented to a graduate research class under the direction of Dr. Lee Reynolds in order to obtain any suggestions that might be applicable to the study. The purpose of this procedure was to prevent this questionnaire from being "just another questionnaire," and to make the items as meaningful as possible.

Recommendations were incorporated into the final form of the questionnaire which was presented to the writer's thesis committee and approved.

IV. SOURCES OF DATA

It was recommended by the writer's thesis committee that approximately one hundred questionnaires be sent to colleges and universities. In order to limit the states included in this study, fourteen states in the Southern Region were selected. These included: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Questionnaires were sent to one hundred and three colleges and universities in these states whose enrollment ranged from one thousand to six thousand students as listed by the New York World Telegram 1953 World Almanac.

A letter was written explaining the purpose of the survey and asking the cooperation of the colleges and universities contacted. The letter was enclosed with the questionnaire.

The questionnaires were mailed during the last of January and were returned during February and March. By April 1, 1954 fifty-four questionnaires had been returned, and the writer received permission from his committee to proceed with the analysis of the data. Table I shows the number of questionnaires sent and the percentage of returns from each state.

TABLE I
 NUMBER OF QUESTIONNAIRES RETURNED BY EACH STATE
 INCLUDED IN THE SURVEY

State	Number sent	Number returned	Percentage of returns
Alabama	6	2	33
Arkansas	5	3	60
Florida	4	3	75
Georgia	3	2	67
Kentucky	6	2	33
Louisiana	9	4	44
Maryland	2	1	50
Mississippi	3	3	100
North Carolina	8	5	63
South Carolina	7	3	43
Tennessee	8	3	38
Texas	29	13	45
Virginia	9	5	56
West Virginia	4	3	75
Totals	103	52	50

NOTE: Two returns were unidentifiable as to the respondents so are necessarily omitted from this table.

V. ORGANIZATION OF THE DATA

Of the one hundred and three questionnaires sent to the institutions in the Southern Region, fifty-four were returned. Of these returns three schools replied that they had no personnel program, two schools did not fill out the questionnaires but replied by letter stating that the organizational structure at their institution made the questionnaire inapplicable to them, and one school stated that their enrollment was less than one thousand so did not fill out the questionnaire. These six schools were not included in the analysis of the data, but were omitted from the study.

Of the remaining forty-eight returns, one school stated that their enrollment was over six thousand. Since this school filled out the questionnaire, and its organizational structure was similar to the other respondents, it was included in the tabulation. The analysis of the data included forty-eight colleges and universities in the Southern Region.

VI. QUESTIONNAIRE ITEMS OMITTED FROM ANALYSIS OF THE DATA

After careful examination of the responses, it was felt by the writer that items number 3, 5, and 7 of Part II of the questionnaire were of insufficient value to be

included in the study. They shall be discussed separately.

Item number 3: How many people are members of your personnel staff? List Titles.

The responses to this item were varied. In some cases this list included dormitory managers, house mothers, and secretaries as well as personnel directors and counselors. Some respondents recorded a number without listing the titles of the staff members. Since some institutions viewed the personnel staff as inclusive of all personnel services and responded under this frame of reference, while others included only those directly responsible for counseling functions, it seemed that the item had insufficient reliability to be included in the analysis of the data.

Item number 5: How long has your present personnel program been in effect?

This item was originally included in the questionnaire to determine whether or not there was a relationship between the type of program for the emotionally handicapped with the length of time the program had been in effect. Since a personnel program by its nature is continually seeking to be of optimum benefit to its students, it is always changing. The word present initiated a response of a question mark by several respondents. Some of the responses were based on the total number of years a personnel program had been at an institution while others

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listed the number of years that the revised program had been in effect. With this variety of responses the item was judged by the writer to be of insufficient value to be used in the analysis of the data.

Item number 7: If you do not have an organized program dealing with the emotionally handicapped, do you plan to adopt one in the near future? How soon?

The forty-eight schools included in this study all have a program dealing with the emotionally handicapped, so this item was of no value.

VII. LIMITATIONS OF THE STUDY

The greatest limitation of the study resulted from the attempt to make the items of the questionnaire specific enough to be meaningful, but broad enough to be applicable to all of the schools. This was especially significant in Part II of the questionnaire which dealt with the ways of contacting the emotionally handicapped once they had been identified.

The second limitation was that some of the respondents stated that there were other agencies on their campus who rendered some of the services listed. Since their program was not clearly centralized, an institution might have been rendering one of the services listed on the questionnaire, but by an agency other than the

personnel department. The writer was only able to report what was checked on the questionnaire by the respondent.

CHAPTER II

REVIEW OF THE LITERATURE

An effort to identify college students with emotional handicaps has been met in various ways. Some investigators have asked the students by the use of the questionnaire if they have felt handicapped by emotional problems during their college career, and have felt the need for some help in this area. Others have employed a problem check list to determine the problem areas and severity of needs. Personality inventories, case history method, interviews and observations are also found as techniques used in this area.

From the review of literature in this field written over the last ten years we find various combinations of techniques and objectives in these studies. In this review several examples of the various approaches to the problem of discovering the emotionally handicapped students will be given.

From the literature reviewed it was found that the Mooney Problem Check List was used more frequently than any other technique. Several examples of the use of the Check List will be given.

Gordon¹ employed two techniques in his study. The Check List was given to single women students and to veteran's wives at Ohio State University to determine the area of their problems, and, in addition, the wives were asked by questionnaire if they would like to talk to a counselor if one were available.

The area self-improvement was the most heavily marked in this survey. The area personality brought out that there was greater hyper-sensitivity in the group of wives, while larger percentages of the student group manifest symptoms of inferiority feelings. In answer to the question, "would you like to talk over your problems with a counselor if one were available?," twenty-eight per cent of the wives checked "yes", fifty-five per cent checked "no", and seventeen per cent checked neither. The proportion of those desiring counseling increased with the number of problems checked on the Check List. The author concluded that problem surveys of the present type result in a greater understanding of the counseling needs of the group surveyed, and that needed facilities may be suggested by such studies.

¹ Leonard V. Gordon, "The Problems of Two University Populations," Educational Research Bulletin, 29:209-15, November, 1950.

Hibler and Larsen² used the Check List in studying the problems of upperclass students in a teachers college. They found that "personal-psychological relations" rank first among the serious problems while problems concerning the "future-vocational and educational" rank second. The students surveyed were also asked their desire to discuss their problems with someone. Approximately half of them stated that they would welcome the opportunity.

Mconey³ attempted to discover the kind of a personnel program freshman girls would seem to need and want by giving the Problem Check List to one hundred and seventy-one girls in a dormitory at Ohio State University. He concluded that the type of program necessary was one that would give them help in understanding and dealing with their personal feelings, in learning how to handle their scholastic work, in guarding their health, in finding satisfying outlets into social and recreational activities, and in getting command of their plans for the future.

Klohr⁴ states that new students face many problems

² Francis W. Hibler and Arthur Hoff Larsen, "Problems of Upperclass Teachers in a Teachers College," Journal of Applied Psychology, 28:246-53, January, 1944.

³ Ross L. Mconey, "Personal Problems of Freshman Girls," Journal of Higher Education, 14:84-90, February, 1943.

⁴ Mildred Chapin Klohr, "Personal Problems of College Students," Journal of Home Economics, 40:447-48, October, 1948.

in adjusting to college life, of which some arise from the college environment while others are created by home and family situations, health, religion, and finances. From the eighty-nine students at the University of Illinois taking the Mooney Problem Check List, the area which received most frequency of problems was designated adjustment to college work, second area in frequency was personal-psychological relations, with the third area being social and recreational activities.

Marsh⁵ also employing the Problem Check List found from the responses of three hundred and seventy women that the largest frequency of worries were in the personality, academic, and social areas; the smallest frequency of worries were in the home, physical, and financial areas.

Williams⁶ limited his study to the family adjustment problems of college students. By the use of the Check List he found that this category ranked third in frequency, and that not more than one-fifth to one-fourth of a typical college population are suffering from serious family adjustment problems. Williams concluded by saying that the

⁵ Charles J. Marsh, "The Worries of the College Woman," Journal of Social Psychology, 15:335-38, May, 1942.

⁶ Cornelia D. Williams, "College Students' Family Problems," Journal of Home Economics, 42:179-81, March, 1950.

minority who do have family adjustment problems are a source of proper concern to the college, and a group whom it would be inhumane to ignore.

Peters and Gehring⁷ employed the Problem Check List to determine the concerns of prospective teachers, concluding that prospective teachers have many concerns, and therefore a definite need for counseling services. To show the extreme importance for recognizing our prospective teachers' needs the authors have this to say:

Studies undertaken to investigate the teacher's mental health and pupil's well being in the classroom, indicate forcefully that the maladjusted teacher is a menace to the health and happiness of children.⁸

In some instances college students have felt a counseling need and have asked the university for this aid. Donahue and Eldersveld⁹ report that the students at the University of Michigan were concerned about their vocational objectives and requested that an aptitude testing program be

7

Herman J. Peters and Robert W. Gehring, "Concerns of Prospective Teachers," Educational Administration and Supervision, 36:425-28, November, 1950.

8

Loc. cit.

9

Wilma T. Donahue and Wilma Eldersveld, "Vocational Problems of Undergraduate Women," Journal of Higher Education, 18:194-200, April, 1947.

provided for them. This request was met by the University and two thousand students took the tests. A systematic investigation of the answers to vocational questions of one thousand four hundred and ninety-six undergraduate women indicated that the choice of a vocation represented a problem of major concern and interest to a significantly large proportion of them.

It has often been found that students seek vocational and educational aid when their underlying difficulty is emotional. Berdie¹⁰ reports on the Bixlers investigation of a sample of fifty college students who came to one counselor for aid. Eleven, or twenty-two per cent, asked the counselor's aid in educational and vocational matters, but actually presented emotional problems. An additional twenty-two, or forty-four per cent, recognized the existence of both emotional difficulties and educational and vocational problems.

Safeser,¹¹ in attempting to find out what college students desired in counseling, employed the use of the

10

Ralph F. Berdie, "The Clinical Psychologist and Mental Hygiene Counseling," Student Personnel Work (E. G. Williamson, editor; Minneapolis: University of Minnesota Press, 1949), pp. 44-50.

11

Henry W. Sagerser, "Counseling in Their Colleges," Occupations, 29:358-49, February, 1951.

questionnaire. This questionnaire was sent to eight institutions. Of the one thousand, two hundred and twelve students who responded to the inquiry only four expressed no need for counseling services while in college. Seventy-five per cent of the students expressed a desire for assistance in academic matters, over fifty per cent expressed need for vocational guidance, and ten per cent expressed need for the aid of a psychological or psychiatric clinic.

Lott¹² attempts to categorize the common clinical problems among college students into six groups: (1) Those students who have chosen a type of course that is too difficult for them leading to failures which develop in the student fatigue symptoms and depressions, (2) The group whose parents have always been critical in order to spur the children to greater effort; thus bringing about the impressions to the children that they have always failed, (3) The "detailists" who are handicapped by a drive for perfection, (4) The brilliant student who has never learned habits of application because he has never been challenged, (5) The students who blow-up during examinations due to anxiety states, (6) Those who suffer from serious psychoneuroses.

¹² George M. Lott, M. D., "Clinical Problems Among College Students," Mental Hygiene, 34:641-45, October, 1950.

Loomis and Green¹³ view the two focal points of personality conflict of college students as social success and career security, stating that the extent of frustration in either area is a measure of emotional disturbance.

Heath and Gregory¹⁴ have shown through the Grant Study the relatively poor preparation of even "normal" young men for adjusting themselves to college life. The investigations consisted of the co-operative observations of a physician, several psychiatrists, a physiologist, an anthropologist, a psychologist, and a social case worker. Of the two hundred and fifty-nine college men selected for good health, satisfactory academic status, and overtly good social adjustments, ninety per cent of them presented problems for solution. Of this group seventy-two per cent proposed problems themselves and were glad to talk them over when given the opportunity, eighty-eight per cent were recognized as needing help in problems uncovered by the staff, seventeen per cent presented urgent or acute problems. The authors concluded

13 Stuart D. Loomis and Arnold W. Green, "Pattern of Mental Conflict in a University," Journal of Abnormal and Social Psychology, 42:342-55, July, 1947.

14 Clark W. Heath and Lewis W. Gregory, "Problems of Normal Students and Their Families," School and Society, 63:355-58, May, 1946.

that there was considerable individual variation in the type of problems discussed, although most of them centered around social and family relationships.

Hampton¹⁵ reports on the use of the Minnesota Multiphasic Personality Inventory, in conjunction with other psychometric tests, to determine the students with manifest personality difficulties. Of the four hundred and seven students tested ninety-six showed significant elevation on one or more of the personality scales. The author defines the majority of problem cases in college as so called "normal" students who react only at times in much the same way as those who are popularly considered "abnormal." These people have periods of depression and anxiety, are troubled by insomnia and fatigue, and by similar deviations of normal behavior.

Harvey¹⁶ quotes Rice as concluding that the tendency toward psychosis was evident in all but thirty-two per cent of a group of three hundred and ninety-five college women. In this study the method used to determine maladjustment was

15

Peter J. Hampton, "The Minnesota Multiphasic Personality Inventory as a Psychometric Tool for Diagnosing Personality Disorders Among College Students," Journal of Social Psychology, 26:99-108, August, 1947.

16

Lucy Jean Harvey, The Mental Hygiene of Higher Learning as the Student Sees It (The Division of Educational Reference. Studies in Higher Education LIII. Lafayette, Indiana: Purdue University, 1945), p. 6.

the rating of each subject by herself, her roommate, and two faculty women.

The case history technique was used at the University of New Hampshire to study one hundred and nineteen undergraduate students. Diagnosis ranged from psychotic or near psychotic in five cases, to emotionally unstable in thirty-five cases, with vocational or educational maladjustment in forty-eight cases. The authors, Carroll and Jones,¹⁷ state that relatively little can be done for those who are nearing psychosis by a University, but a great deal can and should be accomplished in the treatment of those who are less seriously maladjusted.

Cole¹⁸ states that the estimates of how many students need counseling help while in college varies from six to eighty-six per cent. This range is more clearly understood when she says that a large proportion of our students have minor difficulties, about half have more serious difficulties, and about one-tenth show acute conditions. Cole summarizes the situation thus:

17

Herbert A. Carroll and Helen M. Jones, "Adjustment Problems of College Students," School and Society, 59:270-73, August, 1944.

18

Luella Cole, Background for College Teaching (New York: Farrar and Rinehart, Inc., 1940), pp. 201-203.

The student has the usual problems of life to meet and, in addition, certain situations that arise in connection with his college work. The problems reported in a large number of articles are remarkably similar from one university or college to another. Apparently the difficulties of adaptation arise regardless of one size or type of institution because a student is for the first time trying to live an independent life.¹⁹

SUMMARY

The survey of the literature seems to reveal wide agreement toward including in our total educational program services for students with emotional problems. Survey after survey has shown that a large percentage of college students are handicapped by emotional problems and that colleges and universities are becoming increasingly aware of their responsibility to aid the students in this area.

In an effort to identify college students with emotional problems the writer finds a wide range of different tools and techniques being employed. Which of the tools and techniques are of most value is, of course, difficult to determine.

Regardless of the tool or technique used for this purpose, all efforts seem to point in the same direction-- to identify those students who need help with their

19

Cole, loc. cit.

emotional problems and to render those services which will be of most value to them. The "pat-on-the-back" approach for solving student's problems is rapidly fading away, and is being replaced by adequately trained personnel for understanding and dealing with the emotional problems of individuals. To aid the emotionally handicapped students in understanding their emotions seems to be vital, if we are to satisfactorily prepare them for their adult lives.



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CHAPTER III

ANALYSIS OF THE DATA

The writer listed the most common tools and techniques applicable for identifying students with emotional problems and recorded them in the form of a questionnaire. The tools and techniques were categorized under three headings as follows: (1) Personality Inventories and Check Lists, (2) Projective Techniques, and (3) Other Techniques, which included: autobiographies, personality rating scales, personal data sheets, case histories, case studies, systematic observations and reports, and personal interviews. The respondents were asked to check those tools and techniques which were being used in their schools, and to also check whether or not these tools or techniques were given to all freshmen, or to just those students who appeared to need special help with their emotional problems. It was further asked that respondents rate in their opinion the value of the instrument which they used. The symbols used for the evaluation of the tools and techniques were as follows: A--very effective; B--somewhat effective; C--of little value.

Part II of the questionnaire was designed for the purpose of determining in what ways the school aided the

emotionally handicapped students once they had been identified. Space was provided for written responses in this classification.

Personality inventories and check lists given to all freshmen students. Personality inventories or check lists were administered to all freshmen students in eighteen, or thirty-eight per cent, of the schools included in this survey and three of the eighteen schools administered two of these inventories to all freshmen.

The inventory used most frequently as revealed in Table II was the Bell Adjustment Inventory. Seven schools administered this inventory to all of the freshmen students; two of which felt that it was very effective and five stated that it was somewhat effective.

The Mooney Problem Check List was the next most frequently used tool in this classification. It was given to all freshmen by four schools, three of which rated it very effective, and one of which rated it somewhat effective.

The California Test of Personality was rated as being somewhat effective by the two schools who used this inventory as a screening device.

The Thurston Temperament Schedule and the Guilford Martin Personality Inventory were each used by one school and rated as being very effective.

The Minnesota Multiphasic Personality Inventory was administered by one institution and was rated as being somewhat effective. The Bernreuter Personality Inventory, the Cornell Index, the Mental Health Analysis, the Minnesota Personality Scale, and the Washburn Social Adjustment Inventory were likewise used by one school in the survey, and each inventory was rated as being somewhat effective by the respondents.

Table II, page 28, shows the number of schools administering each personality inventory and check list to all freshmen students, and indicates the attitudes of the respondents toward these tools.

TABLE II

SUMMARY OF THE RESPONSES CONCERNING PERSONALITY INVENTORIES
AND PROBLEM CHECK LISTS GIVEN TO ALL FRESHMEN STUDENTS

Tool	Opinion as to effectiveness of the tool				Frequency of use
	A	B	C	No opinion expressed	
Bell Adjustment Inventory	2	5	0	0	7
Mooney Problem Check List	3	1	0	0	4
California Test of Personality	0	2	0	0	2
Bernreuter Personality Inventory	0	1	0	0	1
Cornell Index	0	1	0	0	1
Guilford Martin Personality Inventory	1	0	0	0	1
Mental Hygiene Analysis	0	1	0	0	1
Minnesota Multiphasic Personality Inventory	0	1	0	0	1
Minnesota Personality Scale	0	1	0	0	1
Thurston Temperament Schedule	1	0	0	0	1
Washburn Social- Adjustment Inventory	0	1	0	0	1

Key to response symbols: A--very effective; B--somewhat effective; C--of little value.

Three schools administered two Personality Inventories or Check Lists to all freshmen.

Personality inventories and check lists given to those freshmen students who indicate need for additional help. Table III, page 32, shows the number of schools administering each personality inventory and check list to those freshmen students whose situation suggested need for additional help, and indicates the attitudes of the respondents toward these tools.

Of the forty-eight respondents, thirty-nine or eighty-one per cent administered at least one personality inventory or check list to those freshmen students who suggested need for individual help. Five of the schools who used personality inventories or problem check lists as a screening device, did not use additional inventories or check lists for those who suggested need of more help. Therefore, a total of forty-four schools stated that they administered personality inventories or check lists to all or some of the freshmen students. Only four schools, or eight per cent of the schools in this study, did not include in their program the use of personality inventories or problem check lists.

The instrument used most frequently for freshmen who suggested the need for individual help was the Minnesota Multiphasic Personality Inventory which was used by twenty-eight, or fifty-eight per cent, of the schools. It was rated very effective by twelve respondents; somewhat

effective by fourteen respondents; of little assistance by one respondent and was not rated by one respondent.

The Bell Adjustment Inventory was second in frequency in use. Of the nineteen institutions who employed this inventory, one respondent rated it very effective, twelve rated it somewhat effective, four stated that this inventory was of little assistance to them, and two respondents did not rate its effectiveness.

The California Test of Personality and Bernreuter Personality Inventory were each used by seventeen schools and received identical ratings: two respondents rated them very effective; ten rated these inventories somewhat effective; four felt that they were of little assistance to them; and one did not rate the effectiveness of these two inventories.

The Mooney Problem Check List was administered by eleven institutions, three of which felt that it was very effective; seven felt that it was somewhat effective, and one felt that it was of little assistance.

The Adams Lopley Personal Audit, the Guilford Zimmerman Temperament Schedule, the Heston Personal Adjustment Inventory, and the Thurston Temperament Schedule were each employed by two schools. The Guilford Zimmerman Temperament Schedule received two very effective ratings, the Heston Personal Adjustment Inventory and the

Thurston Temperament Schedule each received one very effective rating, and one somewhat effective rating, and the Adams Lepley Personal Audit received one very effective rating and one "of little assistance" evaluation.

The Cornell Index and the Gordon Personal Profile were each employed by one school and were rated as being somewhat effective and the Guilford Personnel Inventory was felt to be very effective by the one respondent who employed its use.

TABLE III

SUMMARY OF THE RESPONSES CONCERNING PERSONALITY INVENTORIES
AND CHECK LISTS GIVEN TO THOSE FRESHMEN STUDENTS WHO
SUGGESTED NEED FOR ADDITIONAL HELP

Test	Opinion as to the effectiveness of the tool				Frequency of use
	A	B	C	No opinion expressed	
Minnesota Multiphasic Personality Inventory	12	14	1	1	28
Bell Adjustment Inventory	1	12	4	2	19
Bernreuter Personality Inventory	2	10	4	1	17
California Test of Personality	2	10	4	1	17
Mooney Problem Check List	3	7	1	0	11
Adams Lepley Personal Audit	1	0	1	0	2
Guilford Zimmerman Temperament Schedule	2	0	0	0	2
Heston Personal Adjustment Inventory	1	1	0	0	2
Thurston Temperament Schedule	1	1	0	0	2
Cornell Index	0	1	0	0	1
Guilford Martin Personality Inventory	1	0	0	0	1
Gordon Personal Profile	0	1	0	0	1

Projective techniques. Of the colleges and universities included in this survey twenty-three, or forty-eight per cent, employed the use of projective techniques in their personnel program. None of the respondents stated that they administered projective techniques to all freshmen, but twenty-three schools administered projective techniques to those students whose situation suggested need for additional help.

The Thematic Apperception Test and the Rorschach Test were used more frequently than any other projective technique. The Thematic Apperception Test was employed by nineteen of the twenty-three schools using projective techniques and was rated very effective by 10 respondents and somewhat effective by nine respondents. Of the eighteen institutions who employed the use of the Rorschach Test, ten rated it very effective, six rated it somewhat effective, one rated it of little assistance, and one respondent did not rate its effectiveness.

The Rotter Incomplete Sentence Blank, and the Draw-a-Person-Test were used next most frequently. The six schools who used the Rotter Incomplete Sentence Blank all stated that they felt that it was somewhat effective. Of the five institutions, who administered the Draw-a-Person Test, two rated it very effective and three rated it somewhat effective.

The Bender Gestalt Test and the Szondi Test were each used by one school and received very effective ratings.

The Director of Guidance in one institution designed a Sentence Completion Test. This test, used in his doctoral research, was designed primarily to give evidence of "self-direction." He rated this projective technique as somewhat effective.

Table IV, page 35, shows the number of schools administering each projective technique to those freshmen students who suggest need for additional help, and indicates the attitudes of the respondents toward these techniques.

TABLE IV
SUMMARY OF THE RESPONSES CONCERNING PROJECTIVE TECHNIQUES

Test	Opinion as to effectiveness				Total
	A	B	C	No opinion expressed	
Thematic Apperception Test	10	9	0	0	19
Rorschach Test	10	6	1	1	18
Rotter Incomplete Sentence Blank	0	6	0	0	6
Draw-a-Person-Test	2	3	0	0	5
Bender Gestalt Test	1	0	0	0	1
Szondi Test	1	0	0	0	1
Hood's Sentence Completion Test	0	1	0	0	1

Autobiography. In discussing the autobiography, as a counseling technique, Ruth Strang commented:

The most commonly recognized value of the autobiography is that of helping counselors and teachers to understand students It often brings to light the student's philosophy, his way of viewing his world, his satisfactions and annoyances.¹

Questions pertaining to the autobiography as a diagnostic tool were included in the questionnaire as follows.

Autobiography (for diagnostic use)

1. Required by Personnel Department
2. Required by English Department

Autobiographies were required of all or some freshmen students by twenty-six or fifty-four per cent of the schools included in this survey.

They were required of all freshmen students by nineteen or forty per cent of the schools. The personnel department of eleven schools required the autobiography of all freshmen, five of which felt that they were very effective for diagnostic purposes, and six felt the autobiography to be somewhat effective.

¹ Ruth Strang, Counseling Technics in College and Secondary School, Revised Edition (New York: Harper and Brothers, 1949), p. 86.

Autobiographies were required of all freshmen students by the English Departments of seven schools. The respondents of these schools rated the autobiography as follows: two respondents felt them to be very effective, one respondent gave a somewhat effective rating, two stated that they were of little assistance, and two respondents did not rate the felt effectiveness of this tool as required by the English Department.

The Admissions Office of one school required an autobiography from all freshmen and the respondent in this institution felt that this tool was very effective for diagnostic use.

The Personnel Departments of six institutions secured an autobiography from some students whose situation suggested the need for counseling aid. The respondents from these six schools rated the felt effectiveness of the autobiography as follows: three respondents felt that it was very effective, two rated it as being somewhat effective, and one felt that it was of little assistance.

One respondent stated that the autobiography was secured from some students whose situation suggested the need for help with their emotional handicaps by the English Department, but rated this tool as being of little assistance.

Ruth Strang states as one of the reasons why the autobiography as a diagnostic tool is sometimes effective,

Autobiographies were required of all freshmen students by the English Departments of seven schools. The respondents of these schools rated the autobiography as follows: two respondents felt them to be very effective, one respondent gave a somewhat effective rating, two stated that they were of little assistance, and two respondents did not rate the felt effectiveness of this tool as required by the English Department.

The Admissions Office of one school required an autobiography from all freshmen and the respondent in this institution felt that this tool was very effective for diagnostic use.

The Personnel Department of six institutions required an autobiography from some students whose situation suggested the need for counseling aid. The respondents from these six schools rated the felt effectiveness of the autobiography as follows: three respondents felt that it was very effective, two rated it as being somewhat effective, and one felt that it was of little assistance.

One respondent stated that the autobiography was secured from some students whose situation suggested the need for help with their emotional handicaps by the English Department, but rated this tool as being of little assistance.

Ruth Strang states as one of the reasons why the autobiography as a diagnostic tool is sometimes effective,

sometimes not, by saying:

Unless the student feels free to be sincere, candid, and accurately introspective, the autobiography will have little diagnostic or therapeutic significance.²

Table V, page 39, shows the frequency of use and the felt effectiveness of the autobiography.

²

Ibid., p. 89.

TABLE V
SUMMARY OF THE RESPONSES CONCERNING THE AUTOBIOGRAPHY

Autobiography	Opinion as to effectiveness				Frequency of use
	A	B	C	No opinion expressed	
Required of all freshmen by the Personnel Department	5	6	0	0	11
Required of all freshmen by the English Department	2	1	2	2	7
Required of all freshmen by Admissions Office	1	0	0	0	1
Required of freshmen who suggest additional help by Personnel Department	3	2	1	0	6
Required by English Department for those who suggest additional help	0	0	1	0	1

Personality rating scales. Questions pertaining to the personality rating scales were included in the questionnaire as follows:

Personality Rating Scales

1. Self-rating
2. Rated by others (List by whom rated)
 - a. _____
 - b. _____

Self-rating scales or personality rating scales in which a student is rated by others were used by nine, or nineteen per cent, of those schools included in this survey. Since the number of schools who employed the use of rating scales was small, and since the rating scales were varied in nature, they will be discussed separately with little attempt for categorization.

Self-rating scales were employed by three institutions on those students whose situation suggested need for additional help.

One institution employed the use of self-rating scales and the use of personality rating scales as rated by others. These ratings were done by student counselors and faculty advisors. The respondent rated both types of rating scales as being somewhat effective.

Two schools used only self-rating scales. One respondent felt that the self-rating scales were very effective,

and the other respondent using self-ratings seemed to feel that they were of little assistance.

Two schools required personality rating scales on all of their freshmen students. One of these schools obtained these ratings on the freshmen students from three persons of the faculty closely associated with the student being rated. The respondent in this institution did not state the felt effectiveness of these ratings.

The other school requiring personality ratings on all freshmen students obtained these ratings from teachers and advisors. The respondent in this institution felt the ratings to be somewhat effective in aiding the emotionally handicapped student.

Personality rating scales obtained on some students were felt to be very effective by two respondents. They were obtained from teachers and counselors in one of the institutions, and from advisors and the health center in the other institution.

Personality rating scales were rated as somewhat effective by two respondents. Ratings were obtained on some freshmen students from faculty counselors, student personnel staff members, and the dean of men and women in one institution. The other respondent who felt personality ratings to be somewhat effective were obtained from the dormitory managers in the men's dormitories.

Questionnaires. Questions pertaining to student questionnaires were included in the questionnaire for this survey as follows:

Questionnaires

1. Personal data sheet
2. _____

Personal data sheets were the only questionnaires used by the schools included in this survey and their use was employed by thirty-four schools, or seventy-one per cent, of the responding institutions.

Personal data sheets were required of all freshmen students by twenty-three, or forty-eight per cent, of the schools included in this survey. Personal data sheets were felt to be very effective by thirteen of the respondents, somewhat effective by eight respondents, of little assistance by one respondent, and one respondent did not rate its effectiveness.

Personal data sheets were given to some freshmen students in ten institutions. Nine of the respondents rated these questionnaires as being very effective, and one respondent felt that they were of little assistance.

One institution required personal data sheets from all freshmen women, and the respondent felt that they were very effective.

Ruth Strang³ explains one of the advantages of administering student questionnaires as providing a means for obtaining "information quickly about students' home background, leisure activities, interests, study habits, and educational and vocational plans."

Case history. A. E. Traxler defines the case history as follows:

A case history presents the story of an individual in as complete and as objective form as possible. It does not interpret the data and it does not, in itself, bring to a focus the information on the present problems faced by the individual.⁴

The respondents from ten schools stated that the case history was used in their personnel programs; two of which stated that a case history was made on all freshmen students. One of the respondents felt that the case histories were very effective, while the other respondent rated them as being somewhat effective.

Of the eight schools who made case histories on those students whose situation suggested need for counseling aid,

³ Ibid., p. 94.

⁴ A. E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 285.

six respondents rated these case histories as being very effective, and two respondents did not rate the felt effectiveness.

Case study. A case study is discussed by A. E. Traxler as follows:

In a case study, all available data about an individual are surveyed, and the significant items are assembled, organized, and studied in order that the nature and the causes of difficulties may be discovered. . . .⁵

A case study was made on all freshmen students by only one institution who rated its value as being somewhat effective.

Fourteen institutions employed the use of the case study for those freshmen who indicated need for help with their emotional problems. The case study was rated as being very effective by ten respondents, somewhat effective by two respondents, and was not evaluated by two respondents.

Systematic observations and reports. Questions pertaining to systematic observations and reports were included in the questionnaire as follows:

5

Traxler, loc. cit.

Systematic observations and reports

1. Anecdotal Records
 - (a) Anecdotes written by whom?
-

2. _____

Nine respondents replied that anecdotal records were included as one of the techniques used by their institutions. Anecdotes were written on all freshmen students by four institutions, and on those students who needed individual help by five schools.

The four institutions who required anecdotes written on all freshmen students responded as follows:

(1) Freshman advisors obtained anecdotes on members of their freshmen orientation groups. These anecdotes were evaluated as being very effective.

(2) Anecdotes were written by counselors, and were felt to be very effective.

(3) Anecdotes were written by teachers and advisors and were evaluated as being somewhat effective.

(4) One respondent checked that anecdotes were required of all freshmen students; however, no statement was made as to who wrote the anecdotes nor was there an evaluation of felt effectiveness made.

The five institutions who required anecdotes written on the freshmen students whose situation suggested need for individual help responded as follows:

(1) Anecdotes were written by classroom teachers, and were evaluated as being very effective.

(2) Anecdotes were required of all freshmen women and were written by the residence counselors. The respondent rated these anecdotes as being very effective.

(3) Anecdotes were written by instructors and roommates. The anecdotes written by roommates were felt to be very effective, but the anecdotes written by the instructors were rated as being somewhat effective.

(4) Anecdotes were written by teachers and administrative officers and were rated as being somewhat effective.

(5) Anecdotes were written by counselors, advisors, and friends, and were felt to be somewhat effective.

In the space provided on the questionnaire for writing in any systematic observations and reports used other than anecdotal records, two schools responded.

One institution stated that the American Council of Education Cumulative Record Cards for colleges were kept by department heads. These records were not evaluated as to the felt effectiveness nor was it stated as to whether they were kept on all or some freshmen students.

The other institution responding under this classification stated that periodic reports on students doing unsatisfactory course work were made and were evaluated as being somewhat effective.

Personal interviews conducted by members of the personnel staff. In an effort to determine to what extent the personal interview was used to identify the emotionally handicapped students, it was included in the questionnaire as follows:

Personal Interviews

1. By personnel staff member
2. By others (please list)
 - (a) _____
 - (b) _____

Table VI, page 50, shows the number of schools conducting personal interviews by personnel staff members, and indicates the attitudes of the respondents toward these interviews.

Personnel staff members conducted interviews with all freshmen students in fifteen schools, or thirty-one per cent, of the responding institutions.

Counselors conducted the required interviews in five institutions, and the five respondents all rated these interviews as being very effective.

Other personnel staff members (the titles were not listed) conducted interviews on all freshmen students in eight schools. The respondents from six schools rated these interviews as being very effective, one respondent felt them

to be somewhat effective, and one respondent did not evaluate the felt effectiveness.

Interviews with freshmen students whose situation suggested need for additional help were conducted by personnel staff members in thirty schools or sixty-three per cent of all responding schools.

A psychiatrist was listed as the person conducting these interviews in two institutions. The respondent in one of these schools rated these interviews as being very effective; the other respondent gave these interviews a somewhat effective evaluation.

Personnel staff members conducted interviews on some freshmen students in twenty-eight schools or sixty per cent of the responding institutions. Twenty-four of the respondents felt that these interviews were very effective; three respondents felt these interviews to be somewhat effective; and one respondent did not rate the felt effectiveness.

Of the thirty schools who conducted interviews for those freshmen students whose situation suggested such need, four schools had previously stated that interviews were also required of all freshmen students by the personnel staff. These four schools will be discussed.

In three schools faculty counselors conducted interviews on all freshmen students, and referred the students

whose situation suggested need for additional help to a more qualified member of the personnel staff.

In one school counselors conducted interviews on all freshmen students, and referred some of the students to a psychiatrist for further help.

Since four institutions checked that personal interviews were required of all freshmen students as well as for those whose situation suggested additional aid, a total of forty-one or eighty-five per cent of schools included in the survey used the personal interview to identify the emotionally handicapped students.

Interviews were not conducted by personnel staff members in seven schools, or fourteen per cent of the responding schools.

TABLE VI

SUMMARY OF RESPONSES CONCERNING PERSONAL INTERVIEWS CONDUCTED
BY PERSONNEL STAFF MEMBERS

Interviews required of all freshmen conducted by:	Opinion as to effectiveness				
	A	B	C	No opinion expressed	Frequency of use
Counselors	1	1	0	0	2
Faculty counselors	4	0	0	0	4
Other personnel staff members (title not listed by respondent)	6	1	0	1	8

Interviews required of those freshmen whose situation suggests need for additional help conducted by:	Opinion as to effectiveness				
	A	B	C	No opinion expressed	Frequency of use
Other personnel staff member (title not listed by respondent)	24	3	0	1	28
Psychiatrist	1	1			2

Personal interviews conducted by college personnel other than personnel staff members. Table VII, page 52, shows the number of schools conducting personal interviews by college personnel other than persons of the personnel staff, and indicates the attitudes of the respondents toward these interviews.

Nine schools, or nineteen per cent of the schools, required personal interviews on all freshmen students conducted by faculty advisors. These interviews were rated as being very effective by six respondents and somewhat effective by three respondents.

Interviews required of those freshmen students whose situation suggested need for additional help were conducted in seven, or fifteen per cent, of the institutions.

Department heads conducted these interviews in two institutions, and were rated as being very effective by one respondent, and were not evaluated by the other respondent.

Interviews conducted by the Health Center in one school were felt to be very effective by the respondent.

Faculty advisors, Director of Residence Halls, Administrative Officers, and Dean of the College were each listed once as conducting interviews for those freshmen students whose situation suggested need for additional help. The four respondents from these institutions rated these interviews as being somewhat effective.

TABLE VII

SUMMARY OF THE RESPONSES CONCERNING PERSONAL INTERVIEWS CONDUCTED BY COLLEGE PERSONNEL OTHER THAN THE PERSONNEL STAFF

Interviews required of all freshmen conducted by:	Opinion as to effectiveness				
	A	B	C	No opinion expressed	Frequency of use
Faculty advisors	6	3	0	0	9

Interviews required of those freshmen whose situation suggests need for additional help conducted by:	Opinion as to effectiveness				
	A	B	C	No opinion expressed	Frequency of use
Health center	1	0	0	0	1
Dean of college	0	1	0	0	1
Department head	1	0	0	1	2
Administrative officers	0	1	0	0	1
Director of residence halls	0	1	0	0	1
Faculty advisors	0	1	0	0	1

SUMMARY

It is perhaps advisable before continuing with analysis of Part II of the questionnaire, to present in a summarized form the most frequently used tools and techniques to identify the emotional handicapped students. This summarization will be divided into two categories: (1) the most frequently used tools and techniques administered to all freshmen students, and (2) the most frequently used tools and techniques administered to those freshmen students whose situation suggested need for individual help.

Table VIII, page 54, lists the tools and techniques administered to all freshmen students in order of frequency of use. This table shows that no tool or technique was administered to all freshmen students by fifty per cent or more schools. In order to establish what tools or techniques a typical program might use, those tools or techniques based on a one-third consensus of use are included.

The tools used by one-third or more of the participating schools in order of frequency were: (1) Personal data questionnaire by forty-eight per cent of the schools, (2) Autobiography by forty per cent of the schools, and (3) Personality Inventories or check lists by thirty-eight per cent of the schools.

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COTTON CONTENT

TABLE VIII

PERCENTAGE AND NUMBER OF SCHOOLS WHO ADMINISTERED THE VARIOUS TOOLS AND TECHNIQUES TO ALL FRESHMEN STUDENTS

Tool or technique	Number of schools	Percentage of the forty-eight schools
Personal data questionnaire	23	48
Autobiography	19	40
Personality inventory and check list	18	38
Personal interviews by personnel staff members	14	29
Personal interviews by college personnel other than personnel staff members	9	19
Anecdotal records	4	8
Rating scales	2	4
Case history	2	4
Case study	1	2
Projective techniques	0	0

ERASABLE BOND

COTTON CONTENT

Since administration of personality inventories and check lists was included in the typical program, it was deemed advisable to determine which personality inventories or check lists were most frequently used as a screening device.

Table IX, page 56, lists the personality inventories and check lists administered to all freshmen in order of frequency of use. The Bell Adjustment Inventory was the only inventory or check list used by one-third or more of the eighteen schools who administered an inventory or check list to all freshmen students. The Bell Adjustment Inventory was used by seven, or thirty-nine per cent, of these institutions.

TABLE IX

PERCENTAGE AND NUMBER OF THE EIGHTEEN SCHOOLS WHO ADMINISTERED EACH PERSONALITY INVENTORY OR CHECK LISTS TO ALL FRESHMEN STUDENTS

Personality inventory or check lists administered	Number	Percentage of the eighteen schools
Bell Adjustment Inventory	7	39
Mooney Problem Check List	4	22
California Test of Personality	2	11
Guilford Martin Personality Inventory	1	6
Minnesota Multiphasic Personality Inventory	1	6
Bernreuter Personality Inventory	1	6
Cornell Index	1	6
Mental Hygiene Analysis	1	6
Thurston Temperament Schedule	1	6
Washburn Social-Adjustment Inventory	1	6
Minnesota Personality Scale	1	6

Note: Three schools administered two personality inventories to all freshmen students.

Those tools and techniques employed by one-third or more of the responding schools for aiding those students whose situation suggested need for additional help in order of frequency were: (1) Personality inventories or check lists used by eighty-one per cent of the programs, (2) Personal interview conducted by personnel staff members in sixty per cent of the programs, and (3) Projective techniques employed by forty-eight per cent of the programs.

Table X, page 58, lists the tools and techniques administered to those freshmen students whose situation suggested need for individual help.

TABLE X

PERCENTAGE OF SCHOOLS WHO ADMINISTERED THE VARIOUS TOOLS
AND TECHNIQUES TO THOSE FRESHMEN WHOSE SITUATION
SUGGESTS THE NEED FOR ADDITIONAL HELP

Tool or technique	Number of schools	Percentage of schools administering instrument
Personality inventories and check lists	39	81
Personal interviews conducted by members of personnel staff	30	60
Projective techniques	23	48
Case study	14	29
Personal data questionnaire	10	21
Case history	8	17
Autobiography	7	15
Personal interviews conducted by college personnel other than personnel staff members	7	15
Rating scales	5	10
Anecdotal records	5	10

The personality inventories and check lists used by one-third or more of the thirty-nine schools who administered these tools to some freshmen students in order of frequency were: (1) the Minnesota Multiphasic Personality Inventory by seventy-two per cent, (2) the Bell Adjustment Inventory by forty-nine per cent, (3) the Bernreuter Personality Inventory by forty-four per cent, and (4) the California Test of Personality by forty-four per cent.

Table XI, page 60, lists the personality inventories and check lists administered to some freshmen students in order of frequency of use.

TABLE XI

PERCENTAGE AND NUMBER OF THE THIRTY-NINE SCHOOLS WHO ADMINISTERED EACH PERSONALITY INVENTORY OR A CHECK LIST TO THOSE STUDENTS WHOSE SITUATION SUGGESTED NEED FOR ADDITIONAL HELP

Personality inventory or check list administered	Number of schools	Percentage of the thirty- nine schools
Minnesota Multiphasic Personality Inventory	28	72
Bell Adjustment Inventory	19	49
Bernreuter Personality Inventory	17	44
California Test of Personality	17	44
Mooney Problem Check List	11	28
Adams Lopley Personal Audit	2	5
Guilford Zimmerman Temperament Schedule	2	5
Heston Personal Adjustment Inventory	2	5
Thurston Temperament Schedule	2	5
Cornell Index	1	3
Guilford Martin Personality Inventory	1	3
Gordon Personal Profile	1	3

Note: Several institutions used more than one personality inventory in this category.

The two projective techniques administered by one-third or more of the twenty-three schools who employed the use of projective techniques in their program were: (1) the Thematic Apperception Test by eighty-three per cent, and (2) the Rorschach by seventy-eight per cent.

Table XII, page 62, lists the projective techniques in order of frequency of use.



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COTTON CONTENT

TABLE XII

NUMBER AND PERCENTAGE OF THE TWENTY-THREE SCHOOLS WHO EMPLOYED THE USE OF THE VARIOUS PROJECTIVE TECHNIQUES

Projective technique employed	Number of schools employing techniques	Percentage of schools employing techniques
Thematic Apperception Test	19	83
Rorschach	18	78
Rotter Incomplete Sentence Blank	6	26
Draw-A-Person Test	5	22
Bender-Gestalt Test	1	4
Szondi Test	1	4
Sentence Completion Test by Hood	1	4

In all probability there is no such thing as a typical program. However, a composite picture of the results of this survey would indicate that a program based on a one-third consensus of practice would include the use of the following tools and techniques:

- (1) Administer a personal data sheet to all freshmen students,
- (2) Require that each freshman write an autobiography, and
- (3) Administer one personality inventory to all freshmen students. The personality inventory used would be the Bell Adjustment Inventory.

For those students who were identified as needing additional help the typical program would then include the use of the following tools and techniques:

- (1) Personality Inventories. The most frequently used inventory was the Minnesota Multiphasic Personality Inventory. The Bell Adjustment Inventory, the Bernreuter Personality Inventory, or the California Test of Personality might be administered in addition to or in place of the Minnesota Multiphasic Personality Inventory.

- (2) Interviews by personnel staff members would be conducted for these students, and
- (3) The Thematic Apperception Test or the Rorschach would be administered to them.



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CHAPTER IV

ANALYSIS OF THE RESPONSES TO PART II OF THE QUESTIONNAIRE

Part I of the questionnaire was designed to determine the tools and techniques used by the schools included in the survey to identify the emotionally handicapped students. Part II of the questionnaire was designed to determine how or by what methods an institution attempted to aid these students once they had been identified.

One of the major problems of the personnel programs today is in reaching those students who are in serious need of counseling aid. With the wide range of tools and techniques applicable for identifying students with emotional problems, it does not appear to be too difficult to locate those individuals who would indeed profit from self-understanding. Often, however, it is the students who are most in need of help, who become very defensive toward admitting that they do have problems and voluntarily seeking help in this area. Item number I was included in the questionnaire for the purpose of determining the ways by which an institution sought to make available their counseling services to those individuals who were in obvious need of such aid.

Item number I read as follows:

- I. If you have determined that a student is emotionally handicapped and is in need of further help, do you: (check those that apply)

- (a) Call an individual in and inform him that he is in need of further help _____
- (b) Call a group of students in and inform them in a group situation that they are in need of further help _____
- (c) Work with those students who voluntarily seek help _____
- (d) Any other ways of handling _____

- (a) Response: Call an individual in and inform him that he is in need of further help.

This response was checked by twenty-two schools or forty-six per cent of the respondents. However, seven respondents either changed the wording or made additional comments to better explain their procedure. The rewordings are listed as follows:

- (1) Call an individual in and offer help.
- (2) Call an individual in and counsel with him.
- (3) Call an individual in and tactfully suggest to him that he is in need of further help.
- (4) Call an individual in but rarely tell him he is in need of further help.
- (5) Invite an individual in and explore with him the possibility that he may be in need of further help.

These five rewordings to response (a), item I, all seem to indicate that these respondents do attempt to talk to these persons individually, but stress that these

interviews are conducted in such a way as to be less threatening to the student than informing him directly that he is in need of further help.

The two written in clarifications to (a) response of item I are listed as follows:

- (1) Yes, if severe and require psychiatrist. Otherwise handle case myself without telling student.
- (2) Turn student over to psychiatrist.

These two written in clarifications indicate that only those students in need of psychiatric help are called in and informed that they are in need of further help. They are called in for the purpose of being referred to a psychiatrist.

- (b) Response: Call a group of students in and inform them in a group situation that they are in need of further help.

None of the forty-eight respondents checked the (b) response to item number I.

- (c) Response: Work with those students who voluntarily seek help.

The respondents from forty-two, or eighty-eight per cent, of the participating schools indicated that they worked with those students who voluntarily sought aid.

There were six respondents who did not check the (c) response to item number I. Of these six schools, two institutions checked the (a) response to item number I.

(Call an individual in and inform him that he is in need of further help.), and two schools responded to the (d) response to item number I (Any other ways of handling.) The written in (d) responses were as follows:

- (1) Attempt to help students identify their problems and seek assistance.
- (2) Contact, if possible, in a casual situation, try to get him referred by others.

It was felt by the writer that the four schools just discussed may have misinterpreted the directions to item number I, and thought that they were to check only one response. It is also assumed by the writer that if a personnel department conducts personal interviews, that they will in all cases assist those students who voluntarily seek aid. If this assumption is correct the total number of schools who "work with those students who voluntarily seek help" would be forty-six, or ninety-six per cent, of the schools included in this survey.

The remaining two schools stated that they had no counseling services for their students.

Table XIII, page 69, shows the number of schools responding to the (a), (b), and (c) responses to item number I.

TABLE XIII

SUMMARY OF THE (a), (b), AND (c) RESPONSES TO ITEM NUMBER
I, PART II OF THE QUESTIONNAIRE

Responses checked	Number check- ing	Number checking with addi- tional clarifi- cations	Total number check- ing	Percent- age of total number checking
(a) Call an individual in and inform him that he is in need of further help	15	7	22	46
(b) Call a group of students in and inform them in a group situation that they are in need of further help	0	0	0	0
(c) Work with those students who voluntarily seek help	46	0	46	96

(d) Response: Any other ways of handling.

Referrals were the most frequently written in responses to "other ways of handling" those students with emotional problems. Referrals shall be discussed under two categories:

- (1) Referrals to the personnel department, and
- (2) Referrals by personnel staff members to other agencies.

The respondents from ten institutions responded under this category of referrals to the Personnel Department. These responses were listed as follows:

- (1) Work with those students referred by faculty, faculty counselors, and deans of men and women.
- (2) Referred by faculty, deans, parents and other students.
- (3) Those who are referred by members of the staff.
- (4) Arrange means for some faculty member to refer student for counseling.
- (5) Work through dormitory personnel and faculty advisors.
- (6) Referrals more often made by faculty members
- (7) Students are referred by faculty, house residents, school director, and personnel staff.
- (8) Receive referrals from other university agencies
- (9) Referral by faculty advisors and others within context of routine interviews.

- (10) Referrals from departments and administrative offices.

The respondents from six institutions listed referrals by Personnel Department to other agencies as follows:

- (1) Refer to psychology department or psychiatrist.
- (2) Refer to off-campus agencies--psychiatrists and psychological clinics.
- (3) Referral to psychiatrist.
- (4) Doctors and faculty refer students to psychiatrists.
- (5) Referral to psychiatrist or psychological clinic.
- (6) Have college physician check physical condition.

There were nine written-in comments to (d) response, item I, in addition to those responses dealing with referrals.

Three of the responses were concerned with reaching students with problems through freshmen orientation or personal adjustment classes. These responses were listed as follows:

- (1) Make known pertinent data to freshmen in our freshmen orientation program and urge them to seek assistance if indicated.

- (2) All students in "the Psychology in Personal and Social Adjustment" classes are interviewed and problems discussed with them.
- (3) Through effective study and orientation classes.

There were six responses in this category that were concerned primarily with the tact and caution used in attempting to reach those students who had been identified as needing individual help. These responses are listed as follows:

- (1) Call the student in for some other reason and hope that the situation will present itself so that guidance in the area needed can be given. This is a delicate situation which must be handled with diplomacy.
- (2) Differs with each "case"--we try to use the channels, confidant's resources, etc., which seem to be appropriate to each.
- (3) Attempt to help students identify their problems and seek assistance.
- (4) Through conferences with dormitory managers or hostesses we can frequently "reach" students who would otherwise not come in for help.
- (5) Contact, if possible, in a casual situation, try to get him referred by others.

- (6) These students can usually be called in to discuss academic problems (study habits, etc.) extra-curricular activities, etc. The conference can easily be directed to lead to emotional difficulty. Further work can be planned.

Table XIV, page 74, shows the categorical replies to the (d) response of item number I.

TABLE XIV

SUMMARY OF THE (d) RESPONSES: (ANY OTHER WAYS OF HANDLING)
TO ITEM NUMBER I, PART II OF THE QUESTIONNAIRE

Other ways of handling	Number responding
Referrals to personnel department	10
Referrals to other agencies by Personnel Department	6
Reaching through freshmen classes	3
Tact and caution stressed in reaching emotionally handicapped students	6

Item number II read as follows:

- II. If you take the responsibility of calling those students in who are emotionally handicapped, do you have a specific criteria to determine these students? If so, what is it? _____

There were ten respondents who listed a criterion as a basis for calling a student in for individual counseling. However, these criteria were a combination of the results from three tools or techniques. The three tools or techniques listed as being used to determine the criterion were: (1) observations (which included referrals made on the bases of observation), (2) interviews, and (3) test results.

Observations were listed by two respondents as the basis for the criterion used for calling students in for counseling aid. They were listed as follows:

- (1) Observation of conduct and variation from accepted conduct.
- (2) We call a specific student in when they are in definite emotional trouble as observed by teachers or students and whose actions indicate to us they must have help.

Observations and test results were combined to determine the criterion by four schools. They were listed as follows:

- (1) Referral by faculty of students whose behavior is deviant and calling in those whose test

results indicate trouble. This testing may be a part of vocational counseling or testing in the various departments in any area. If results are suspicious further testing is done.

- (2) Emotional disturbances are reported by faculty, students, or administrators. They are also discovered through the Bell Adjustment Personality Inventory and the freshmen orientation classes.
- (3) Results of Rorschach or other tests, and observation of staff.
- (4) Bell scores--total adjustment below fifteenth percentile rank. Also reports from teachers.

Two respondents listed interviews as determining their criterion.

- (1) Clinical interview
- (2) Results of interviews with the students and health center, including psychologist.

Results from observations, interviews, and testing were combined by three institutions in determining a criterion for calling students in for individual help. They were listed as follows:

- (1) Conferences, counselor's observations, Cornell Index, etc.

- (2) Application of the criterion is largely subjective, the pattern of results accumulated from the instruments enumerated determine the action.

Table XV, page 78, shows the analysis of the responses to item number II.

TABLE XV

SUMMARY OF THE TEN RESPONSES TO ITEM NUMBER II, PART II
OF THE QUESTIONNAIRE

Criterion based on the following:	Number of schools
Observations	2
Observations and test results	4
Interviews	2
Observations, test results, and interviews	2

Items number III, V and VII were eliminated from analysis of the data. These items were discussed under QUESTIONNAIRE ITEMS OMITTED FROM ANALYSIS OF THE DATA, Chapter I, page 9.

Item number IV read as follows:

- IV. If a student is in need of more extensive help than your institution is able to provide, check in the space provided the referral sources that are available to you.

Mental Health Clinic	_____	OTHERS
Psychiatrists	_____	_____
Psychological Clinic	_____	_____
Psychiatric Social Case Worker	_____	_____

Psychiatrists were the most frequently listed referral sources. Psychiatrists were listed as a referral source by twenty-nine respondents or sixty per cent of those schools included in this survey.

Mental Health Clinics, the next most frequently listed referral source, were available to sixteen institutions or thirty-three per cent of the participating schools.

Psychological clinics were listed as referral sources for fourteen respondents or twenty-nine per cent of the schools in this study.

Psychiatric social case workers were listed as referral sources by five schools, hospitals were listed by three schools, clinical psychologist were listed by

one school, and veterans administration were listed by one school.

SUMMARY

Referral sources were checked as being available to thirty-nine institutions or eighty-one per cent of all participating schools. Therefore: Nine schools in this survey have no referral sources available to them.

Table XVI, page 81, shows the number of respondents who indicated what agencies or professional persons were available to them as referral sources.

TABLE XVI

SUMMARY OF THE RESPONSES TO REFERRAL SOURCES

Referral source	Number	Percentage of schools
Psychiatrists	29	60
Mental Health Clinic	16	33
Psychological Clinic	14	29
Psychiatric Social Case Worker	5	10
Hospital	3	6
Clinical Psychologist	1	2
Veteran's Administration	1	2
Total number of schools having one or more referral sources available to them	39	81

ERASABLE BOARD

COPYING CONTENT

Item number VI was included in the questionnaire as follows:

VI. How many freshmen are enrolled in your institution this year? _____

This item was included in an effort to determine whether or not the type and extent of the personnel practices were influenced by the number of freshmen students.

Since there were forty-eight schools included in this study the schools were divided into two equal groups of twenty-four schools each. The twenty-four schools with enrollment of six hundred and fifty students or above constituted the larger schools or group A. The twenty-four schools with freshmen enrollment of six hundred and fifty or below constituted the smaller schools or group B.

Tools and techniques administered to all freshmen students by the larger and smaller schools. Although it would be impossible to determine which tools and techniques a "typical" personnel program would use based on the practice of twenty-four schools, it was felt by the writer that a comparison of the larger and smaller schools in this survey might tend to indicate possible differences or similarities between these two groups.

As a means of comparing the use of tools and techniques in the smaller and larger schools, hypothetical programs are structured based on a one-third consensus of use by the two groups being compared.

Schools in Group A included twenty-four institutions whose freshmen enrollment was six hundred and fifty or more. One-third or more of these schools included the use of the following tools and techniques for screening all freshmen students.

1. Administered a personality inventory or check list (42 per cent)
2. Required an autobiography (33 per cent)
3. Obtained a personal data questionnaire on each freshman (33 per cent)

Schools in Group B included twenty-four institutions whose freshmen enrollment was below six hundred and fifty students. One-third or more of these schools included the use of the following tools or techniques for screening all freshmen.

1. Obtained a personal data questionnaire for each freshman (64 per cent)
2. Required an autobiography (46 per cent)
3. Administered a personality inventory or check list (38 per cent)
4. Personnel staff members interviewed all freshmen students (38 per cent)

The results of the two hypothetical programs just structured, show that the smaller and larger schools administered three of the same tools and techniques to all freshmen students. These three tools are: (1) personality inventories, (2) autobiographies, and (3) personal data questionnaires. The only significant difference between the use of these tools in the smaller and larger schools was that approximately one-third of the larger schools required a personal data questionnaire on all freshmen, while approximately two-thirds of the smaller schools required the personal data questionnaire on all freshmen students. The percentage of the use of the autobiography and personality inventories was of close proximity between the two groups.

In addition to the autobiographies, personality inventories, and personal data questionnaires, one-third or more of the smaller schools required personal interviews on all freshmen conducted by personnel staff members. This function was not performed by one-third of the larger schools.

Table XVII, page 85, shows the comparison of Group A and B in the use of tools and techniques administered to all freshmen.

TABLE XVII

NUMBER AND PERCENTAGE OF LARGER SCHOOLS (GROUP A) AND
SMALLER SCHOOLS (GROUP B) ADMINISTERING TOOLS OR
TECHNIQUES TO ALL FRESHMEN

Tool or technique administered to all freshmen	Number Group A schools	Per- centage Group A schools	Number Group B schools	Per- centage Group B schools
Personal interview or check list	10	42	9	38
Professional techniques	0	0	0	0
Autobiography	8	33	11	46
Personal data questionnaire	8	33	15	64
Rating scales	0	0	2	8
Case history	1	4	1	4
Case study	1	4	0	0
Anecdotal records	2	8	2	8
Interviews by personnel staff	5	21	9	38
Interviews by college personnel other than personnel staff members	4	17	5	21

Tools and techniques administered to those students in need of additional help by the larger and smaller schools.

One-third or more of the larger schools employed the use of the following tools and techniques for those students who were in need of further help.

1. Administered a personality inventory or check list (75 per cent)
2. Personnel staff members interviewed these students (64 per cent)
3. Administered a projective technique (58 per cent)
4. Obtained a personal data questionnaire on these students (33 per cent)

One-third or more of the smaller schools employed the use of the following tools or techniques for those students who were in need of further help.

1. Administered personality inventory or check list (88 per cent)
2. Personnel staff member interviewed these students (64 per cent)
3. Administered a projective technique (38 per cent)
4. Wrote a case study on these freshmen (33 per cent)

The results of the two hypothetical programs for individual freshmen show that the larger and smaller schools employed the use of three of the same tools and techniques. These three tools and techniques were: (1) personality inventory, (2) interviews by personnel members, and (3)

projective techniques. The only significant difference between the use of these three tools and techniques in the larger and smaller schools was that 58 per cent of the larger schools administered projective techniques while only 38 per cent of the smaller schools used projective techniques.

In addition to the personal inventories, personal interviews and projective techniques, one-third of the smaller schools wrote a case study on these freshmen students while the larger schools did not.

One-third of the larger schools administered a personal data questionnaire to some freshmen. This is not significant, however, since two-thirds of the smaller schools required personal data questionnaires on all freshmen students.

SUMMARY

Since the number twenty-four is so small, no statistical conclusions can be drawn. However, the analysis of the programs of the larger and smaller schools seem to indicate that schools with less than six hundred and fifty freshmen students tend to provide a slightly more inclusive usage of tools and techniques for their students.

Table XVIII, page 89, shows the comparison of Group A and Group B in the use of tools and techniques administered to those freshmen whose situation suggests need for additional help.

TABLE XVIII

NUMBER AND PERCENTAGE OF LARGER SCHOOLS (GROUP A) AND
SMALLER SCHOOLS (GROUP B) ADMINISTERING TOOLS OR
TECHNIQUES TO THOSE FRESHMEN WHOSE SITUATION
SUGGESTS NEED FOR FURTHER HELP

Tool or technique administered to some freshmen	Number Group A schools	Per- centage Group A schools	Number Group B schools	Per- centage Group B schools
Personal inventories or check list	18	75	21	88
Projective techniques	14	58	9	38
Autobiography	5	21	2	8
Personal data questionnaire	8	33	2	8
Personality rating scales	1	4	6	25
Case history	3	13	5	21
Case study	6	25	8	33
Anecdotal records	1	4	4	17
Interviews by personnel staff	15	64	15	64
Interviews by college personnel other than personnel staff members	0	0	7	29

Additional comments. There was space provided at the bottom of the questionnaire for writing in any additional comments that the respondents cared to make. These were written as follows:

1. We have only one-half of what we really need. There is a cooperative effort in all departments of the school to discover and help student difficulties. Until the last few years we have had comparatively few serious emotional cases. We are disturbed because we are getting more cases each year.

2. . . . It is my opinion that one of two things is happening--we are either having a larger number of these cases among our college students or we are beginning to understand and recognize these cases more. A good clinical counseling service is one of the most valuable agencies an institution can have, but it must be staffed by competent clinically trained counselors.

3. The Student Guidance Service in cooperation with the college physician work with unusual cases as they appear. However, our student body has been unusually stable and shown little need up to now for a special program for the emotional unstable.

Additional comments (1) and (2) seem to indicate the growing concern among many institutions toward recognizing and helping those students with emotional handicaps.

Additional comment (3) indicates that the staff at this institution does not feel that their students have shown the need for a special program for the emotional unstable.

SUMMARY

A number of difficulties were encountered in the attempt to devise a suitable plan for presentation of the data from Part II of the study in a summarized form. The difficulties were in part due to the number of written-in free responses which makes categorization difficult.

Procedures used to aid the emotionally handicapped students. In an effort to determine how and by what methods the schools included in this survey attempted to aid the emotionally handicapped students, the responses in order of frequency were as follows:

- (1) Work with those students who voluntarily seek help (22 responses)
- (2) Call an individual in and inform him that he is in need of further help (15 responses-- Five of the fifteen respondents who checked this response, reworded the context to emphasize the tact and caution necessary when calling a student in for counseling aid.)
- (3) Referrals to personnel department by college personnel and students (10 responses)
- (4) Referrals to other agencies by personnel department (6 responses)

- (5) Tact and caution stressed in reaching emotionally handicapped students (6 responses)

There were 5 respondents who also indicated this philosophy in their rewording to item I (a) response. Therefore, eleven respondents indicated the philosophy which stressed tact and caution in working with emotionally handicapped students.

- (6) Reaching freshmen students through freshmen orientation classes (3 responses)

Since most of the responses in this category were free responses, a program based on a one-third consensus of use would be misleading. The number of persons making the response were indicating, and percentages were not included.

Specific criteria used to determine those students called in for individual help. The ten respondents who said that a criterion was used by their staff included the criterion as being based on observations, test results, and interviews. The free responses in this category indicated that the criterion was based on the cumulative records from tools and techniques rather than the results from specific yardstick--such as test scores from one inventory.

Referral sources. There were thirty-nine respondents who indicated one or more referral sources available to their students. The two referral sources indicated by one-third or more of the schools in this survey were:

- (1) Psychiatrists 60 per cent
- (2) Mental Health Clinic 33 per cent.

Tools and techniques used by the smaller schools and larger schools. In comparing the use of tools and techniques between the larger and smaller schools, there was some indication that the smaller schools did employ a slightly more extensive use of tools and techniques for their freshmen students. The hypothetical programs were based on a one-third consensus of use by the twenty-four schools with six hundred and fifty students or above, and by the twenty-four schools with freshmen enrollment below six hundred and fifty students.

The smaller and larger schools included three of the same tools and techniques administered to all freshmen students. These three tools and techniques were:

- (1) Personal data questionnaire
- (2) Autobiography
- (3) Personal inventory or check list

In addition to the three listed tools, the smaller groups required a personal interview on all freshmen students

conducted by personnel staff members, while one-third of the larger schools did not require this interview for all freshmen.

The smaller and larger schools included three of the same tools and techniques administered to those freshmen students who necessitated additional help. These tools and techniques were as follows:

- (1) Personal inventory or check list
- (2) Interviews by personnel staff member
- (3) Projective technique

In addition to the three listed tools and techniques the smaller schools wrote a case study on each student in need of special help, while one-third of the larger schools did not include the use of the case study.

Additional comments. There were three significant additional comments. Two of these indicated the growing concern among institutions toward recognizing and helping the emotionally handicapped students.

The other comment indicated the philosophy that their students were unusually stable and not in need of a special program.

CHAPTER V

SUMMARY AND CONCLUDING STATEMENTS

On the basis of the data presented, the writer concludes that the colleges and universities of the Southern Region are striving to recognize the emotional needs of their students by the use of various diagnostic and therapeutic tools and techniques.

The conclusions based on the frequency of the use of the tools and techniques are as follows:

1. The most frequently used tools and techniques to screen those students with emotional problems were as follows:

- (a) Personality inventories and check lists
- (b) Autobiographies
- (c) Personal data questionnaires
- (d) Personal interviews by personnel staff members

2. The tools and techniques administered to those freshmen who had been identified as being emotionally handicapped were as follows:

- (a) Personality inventories and check lists
- (b) Projective techniques
- (c) Personal interviews by personnel staff members

3. The tools and techniques most infrequently used in identifying or aiding the emotionally handicapped students were as follows:

- (a) Anecdotal records
- (b) Personality rating scales

The most frequently used procedures for aiding those students who had been identified as being emotionally handicapped were as follows:

1. Work individually with those students who voluntarily seek professional help.
2. Attempt to get students referred to the personnel department by college personnel.
3. The personnel department refers student to other agencies when the individual case warrants such action.
4. Students in need of individual help are called in by forty-eight per cent of the schools in this survey, but the real purpose of the interview is often not revealed to the student.

Other conclusions obtained from Part II of the questionnaire were as follows:

1. There were only ten schools who listed a specific criterion for determining those students who were to be called on for individual help. These criteria included the results from the following tools and techniques:

- (a) Observations
- (b) Tests
- (c) Conferences

2. The referral sources most frequently available to the schools included in this survey were:

- (a) Psychiatrists
- (b) Mental Health Clinics

3. In comparing the use of tools and techniques between the larger schools and smaller schools, there was some indication that the smaller schools did employ a slightly more extensive use of the tools and techniques than did the larger schools.

CONCLUDING STATEMENTS

The wise usage of tools and techniques for the purpose of identifying the emotionally handicapped students seem to indicate that identification of these students no longer presents a major problem. The difficulty arises when we know that a student is emotionally handicapped, yet we are unable to satisfactorily relate this information to

the student so that he in turn voluntarily seeks emotional guidance.

Thirteen of the schools included in this study stressed by written-in responses the necessity of using tact and caution in informing students that they need help. This point of view shows that we, as yet, have not been able to reduce the stigma associated with having emotional problems to the extent that we can directly tell a student that he is emotionally ill.

We are able and feel the responsibility to inform a student of a physical illness. Likewise the failing student is informed that his scholastic achievement is handicapped, and is urged to take the necessary steps to improve his achievement in this area.

It is recognized, however, by most personnel workers that to directly tell a student that he is "failing emotionally" is in most cases inadvisable procedures. On the bases of this study, the writer concludes that the problem areas facing the personnel programs today who are concerned with improving their services to the emotionally handicapped students fall into two main categories. They are as follows:

1. To determine successful methods and procedures for providing the emotionally handicapped students with

the information that he is in need of individual help,
and

2. To determine successful methods and procedures for providing a psychological climate which will help to eliminate the stigma and fear so often associated with voluntarily seeking psychological help.

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APPENDIX A

103-100-0000
FRAS ABLE



COPY OF A LETTER ACCOMPANYING QUESTIONNAIRE

January 25, 1954

Dear Sir:

The Personnel Department of Appalachian State Teachers College is conducting a survey of the Colleges and Universities in the Southern Region whose student enrollment is between 1,000 and 6,000. The purpose of this survey is to determine the tools and techniques used to identify those freshmen students with emotional handicaps and to determine your opinions as to the effectiveness of the tools and techniques used.

We feel that this type of a survey will be very beneficial to our college and to others like us who are seeking to develop more effective ways to help freshmen students.

Enclosed is the questionnaire and a self-addressed stamped envelope. Your cooperation in this survey will be greatly appreciated. We will be happy to make the results of the study available to you.

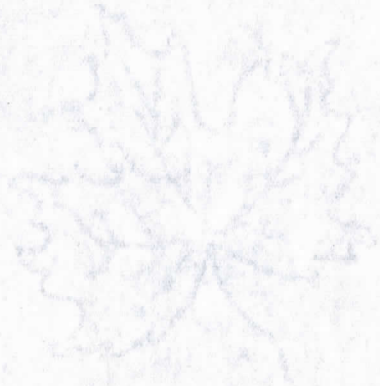
Sincerely,

Max R. Raines
Director of Student Personnel

MRR:c

P. S. If you are not the person to whom the questionnaire should be directed, please refer it to the person in charge of such services.

APPENDIX B



ERASABLE 60

COTTON CONTENT

QUESTIONNAIRE

Name _____ Position _____ School _____

Directions

Below are listed some of the common tools and techniques which are used to identify the emotionally handicapped. Please indicate the extent to which you employ these tools and techniques by placing a check mark in the correct column. Also indicate your opinion as to the effectiveness of each tool or technique used by your institution by placing A, B, or C in the first column as you think it should be evaluated.

- A - I feel that this tool or technique is very effective
 B - Somewhat effective
 C - Of little assistance

Blank spaces are provided in each major area for the listing of additional tools and techniques which you use.

DO NOT PLACE ANY MARK BESIDE A TOOL OR TECHNIQUE THAT YOU DO NOT USE.

Name of Tool or Technique	Write either A, B, or C	Required of every freshman	Given only to those freshmen whose situation suggests additional help
<u>PERSONALITY INVENTORIES AND CHECK LISTS</u>			
1. California Test of Personality			
2. Bernreuter Personality Inventory			
3. Bell Adjustment Inventory			
4. Mental Health Analysis			
5. Minnesota Multi-phasic Personality Inventory			
6. Mooney Problem Check List			

QUESTIONNAIRE (Continued)

Name of Tool or Technique	Write either A, B, or C	Required of every freshman	Given only to those freshmen whose situation suggests additional help
7. Cornell Index			
8.			
9.			
<u>PROJECTIVE TECHNIQUES</u>			
1. Rorschach			
2. Thematic Apperception Test			
3. Draw-A-Person Test			
4. Rotter Incomplete Sentence Test			
5.			
6.			
<u>AUTOBIOGRAPHY</u>			
(For diagnostic use)			
1. Required by Personnel Dep't.			
2. Required by English Dep't.			
<u>PERSONALITY RATING SCALES</u>			
1. Self-Rating			
2. Rated by others (List by whom rated) (a) _____ (b) _____			
<u>QUESTIONNAIRES</u>			
1. Personal Data Sheet			
2.			

QUESTIONNAIRE (Continued)

Name of Tool or Technique	Write either A, B, or C	Required of every freshman	Given only to those freshmen whose situation suggests additional help
<u>CASE HISTORY</u>			
<u>CASE STUDY</u>			
<u>SYSTEMATIC OBSERVATIONS AND REPORTS</u>			
1. Anecdotal Records (a) Anecdotes written by whom?			
2. _____			
<u>PERSONAL INTERVIEWS</u>			
1. By Personnel Staff Member			
2. By others (Please List)			

PLEASE ENCLOSE A COPY OF ANY RATING SHEET, QUESTIONNAIRE, CASE HISTORY FORM, OR OTHER MATERIAL THAT HAS BEEN DEVELOPED IN YOUR PROGRAM.

PART II

- I. If you have determined that a student is emotionally handicapped and is in need of further help, do you:
(Check those that apply)
 - (a) Call an individual in and inform him that he is in need of further help _____

QUESTIONNAIRE (Continued)

- (b) Call a group of students in and inform them in a group situation that they are in need of further help _____
- (c) Work with those students who voluntarily seek help _____
- (d) Any other ways of handling _____
-
- II. If you take the responsibility of calling those students in who are emotionally handicapped, do you have a specific criteria to determine these students? _____
If so, what is it? _____
- III. How many people are members of your personal staff? _____
List Titles:

- IV. If a student is in need of more extensive help than your institution is able to provide, check in the space provided the referral sources that are available to you.
- | | | | |
|-----------------------------------|-------|---------|-------|
| Mental Health Clinic | _____ | Others: | _____ |
| Psychiatrists | _____ | | _____ |
| Psychological Clinic | _____ | | _____ |
| Psychiatric Social
Case Worker | _____ | | _____ |
- V. How long has your present Personnel Program been in effect? _____
- VI. How many freshmen are enrolled in your institution this year? _____
- VII. If you do not have an organized program dealing with the emotionally handicapped, do you plan to adopt one in the near future? _____ How soon? _____

ADDITIONAL COMMENTS: