PROJECTS COMPLETED BY STUDENTS OF THE
NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF

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Volume II
THE ROLE OF GUIDANCE IN A SCHOOL OR PROGRAM SERVING JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL STUDENTS WHO ARE DEAF

BY

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>ii</td>
</tr>
<tr>
<td>I. Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>II. Review of the Literature</td>
<td>3</td>
</tr>
<tr>
<td>III. Procedure</td>
<td>9</td>
</tr>
<tr>
<td>A. Definition of Terms</td>
<td>9</td>
</tr>
<tr>
<td>B. Methodology</td>
<td>13</td>
</tr>
<tr>
<td>IV. Results</td>
<td>16</td>
</tr>
<tr>
<td>A. Analysis</td>
<td>16</td>
</tr>
<tr>
<td>B. Conclusions</td>
<td>25</td>
</tr>
<tr>
<td>V. Recommendations</td>
<td>31</td>
</tr>
<tr>
<td>Appendixes</td>
<td>34</td>
</tr>
<tr>
<td>A. Cover Letter</td>
<td>35</td>
</tr>
<tr>
<td>B. Questionnaire</td>
<td>36</td>
</tr>
<tr>
<td>Endnotes</td>
<td>40</td>
</tr>
<tr>
<td>Bibliography</td>
<td>42</td>
</tr>
</tbody>
</table>
I. STATEMENT OF THE PROBLEM:

Deaf junior high school and senior high school students in many schools and programs for the deaf across the nation are not having adequate guidance services made available to them. The deaf adolescent is in need (on at least an equal level with hearing students) of guidance services to include such components as personal student counseling, a career development program, a vocational training and guidance program, a co-op work-study program, a graduate employment program, and college placement services, to cite several examples. Up to this point in time, these programs and other necessary guidance services are being made available to deaf students as a complete, comprehensive, coordinated guidance program in only a limited number of schools and programs for the deaf across the country. Unfortunately, in most cases, these guidance services are not being made available to deaf students at all, or, the responsibility for providing the services is divided up among so many different personnel on the school's staff as to make the availability of such services haphazard, incidental, and uncoordinated. Therefore, the primary problem is to make available to deaf teenagers a well coordinated, comprehensive guidance program to meet the individual and specific vocational, psychological, and developmental needs of these students.

A secondary problem is that once such a comprehensive and coordinated guidance program has been initiated in a school or program for the deaf, qualified personnel with a background in counseling the deaf need to be hired to operate the program. Often, good teachers of the deaf are taken...
out of the classroom to coordinate such guidance programs; but with limited experience in counseling and having been removed from their most comfortable element (the classroom), they find that they cannot really do an adequate job of providing the necessary guidance services. This is not always the case, however, because some teachers have been able to build up a rapport with students where openness and mutual respect abounds and under these conditions, a guidance program can actually be enhanced as students are not afraid to openly discuss their problems or to make use of the available guidance services. This situation is rather infrequent though, and trained guidance and counseling personnel to work with the deaf need to be sought out and recruited to staff such programs.

In summation, the first concern is for all schools or programs to establish a truly comprehensive and well coordinated guidance program and make its services available to their deaf junior high school and senior high school age students. Secondly, once this type of guidance program is established, it should be staffed by competent, skilled personnel who have had experience or training in guidance or counseling work with the deaf.
II. REVIEW OF THE LITERATURE:

Surprisingly, the amount of research and literature pertaining to guidance programs and counseling programs for junior high school and senior high school deaf students is actually quite limited. What is available constitutes a group of individual ideas and suggestions pointing out the necessity of various guidance services at those levels, but no unified demand for such services to be offered in a school or program for the deaf has yet been assembled.

Back in 1962, it was noted that educators, rehabilitation workers, psychologists, psychiatrists, clergymen, social workers, and others closely associated with the deaf were aware that there was a critical need for guidance and counseling if those having this handicap were to achieve their maximum success educationally, personally, socially, and vocationally. Although this appraisal of the need for guidance services still holds true today, unfortunately these services remain lacking in many of our school programs. The world of the junior high school and the senior high school age hearing impaired students is similar in most respects to that of his hearing counterparts. Daily, he attends classes, does his homework, engages in a wide variety of activities, and interacts with various individuals on varying levels. As part of the human condition, he meets with success and failure. He has peaks of optimism and valleys of despair. He finds in the world, friendship and hostility, kindness and animosity, acceptance and rejection. Counseling, as a vital part of education, seeks to prepare the hearing impaired individual to deal with these qualitative aspects of learning and living, in terms of his own
self-growth and adjustment. Guidance and counseling seek to bring out within each individual those strengths which will enable him to cope with the realities of life. The need for guidance and counseling services is real.

Traditionally, guidance has had a vocational background, and for some guidance workers as well as for many laymen and educators, guidance still means nothing more than helping the better students to get placed in college programs, and helping other students to get jobs. Even with this concept of guidance as the one that is best understood and accepted in the field of deafness, programs in purely vocational guidance are lacking in our schools serving the deaf. Myklebust states that handicaps make vocational choice and success more difficult; vocational choice becomes more critical. It must be stressed that the deaf and hard of hearing as a group are employable, vocationally successful, and self-supporting. However, vocational stability may be less than average and the incidence of persons who are not successful vocationally may be above average. Conclusive evidence is difficult to obtain and programs for vocational guidance have been at a minimum. Such programs are in great demand, as is research concerning this area. There seems to be a definite need for counseling in regard to specific areas of work which may be suitable and rewarding to the hearing impaired.

Strict vocational guidance, although still a very important component in the overall guidance program, is no longer the end all. Additional components which expand and increase vocational guidance are necessary in order to offer a comprehensive guidance program for hearing impaired stu-
dents. In every junior high school and senior high school program, there is a need for an occupational library that will provide information for those students who are becoming interested in their occupational futures, and for many, of course the future will include plans for the continuation of their education in college or in a vocational training school. Such information needs interpretation, and a junior high school or senior high school of any size has need not only for a counselor skilled in psychotherapy, but for someone else who has a particular understanding of the occupational world soon to be faced by these students. Many of the students who do come to such a person will not present a counseling problem, but they do need assistance in the rational and intellectual planning of their future.5

This type of assistance to the student is certainly necessary and worthwhile, but we also must be cautious in how we go about offering it. Our assistance process has often consisted mainly of helping students to match their talents with available tasks. The talents are commonly limited to the students' abilities and interests, and the tasks are usually restricted to those occupations with which the student is familiar. Our focus has been mainly on the choice of an occupation. Our guiding assistance has been mainly informational or providing the student with occupational information. We must include more in our approach. We must offer our students a comprehensive career development program which covers four basic channels of the vocational learning-maturation process -- those of: the self, the conceptual, the informational, and the experiential. The situation has been that most career development activities for the deaf have been sporadic and incidental,
consisting of a career unit here or there, an occasional guest speaker, a number of outdated career monographs written for hearing students, and only occasional field trips to places of business. The career exposures have been limited to the duties required of a job. The social and psychological factors of job performance have rarely been discussed. Also ignored have been the demands of on-the-job communication and problems which might be encountered by a deaf worker. Career education of the deaf needs to be attended to in a more on-going and planned manner. We need to get the student to look at himself and to get to know himself and his own realistic capabilities. We must also help our students to develop their decision making abilities. These components of a career development program should be a part of the overall guidance program offered to our students.

In addition, a guidance counselor should be available to help the student to determine his educational training needs. The guidance counselor should also maintain close contact between the school and local employers for referral of trainees, opportunities, and changing employment practices. It may also be a part of the function of the guidance services in the school to work with community leaders (in government, in service organizations, or in the field of business) trying to prepare students for positions which do not yet exist, but would be more likely to become available if there were a supply of skilled labor in the community. Also, an advisory committee consisting of members of various organizations would be helpful in formulating or changing procedure. This committee should fit somewhere into the organizational pattern, and its members should
have an interest in the vocational and guidance program of the school. The school guidance counselor can thus be kept up to date on the attitudes and the needs of the community, can develop in the community the feeling of responsibility for the guidance program, and can more easily make use of the many resources that will improve the guidance program.\(^8\)

One of these improvements might be a summer employment experience program which is valuable to all students and in particular to hearing-impaired students, and should be encouraged.\(^9\) Also, deaf youth need interaction with hearing people. Guidance planning should be structured to counteract the dependent attitude and protective backgrounds many of these young people have when they leave school for employment and adult responsibility. Work-study programs would gradually introduce deaf youth into the kind of competition and standards required of business and industry while through the guidance counselor they would get the counsel needed for successfully making the transition.\(^10\)

As a continuation of this counseling, the guidance counselor can assist in placement upon graduation and see to it that a graduate follow-up is maintained. These activities would necessitate a coordination and a good working relationship between the school and the local vocational rehabilitation office. It is recommended that cooperative agreements currently in effect in several residential schools and day education programs for the deaf with state vocational rehabilitation agencies serve as the pattern of action for other schools and rehabilitation agencies. Such cooperative programs should include work-study and on-the-job training programs.\(^11\)

Finally, the role of the guidance counselor in the area
of deafness must also include evaluation. First is the evaluation of students (both for vocational interests and academic achievement). Second, he needs to constantly evaluate the program and modify it to meet the needs of his students. He also must have a good working relationship not only with the students but also with the remaining administration and staff of his organization in order for the guidance program to work effectively. Besides job information, the guidance counselor has many opportunities to offer the teenager all kinds of supportive services. He can reinforce mature behavior. He can deal with negative behavior hang-ups. Testing of personality, intelligence, and aptitude might be indicated. These should all be part of a comprehensive guidance program. In short, counseling and guidance is a "must" for each pupil, particularly during the teen years. Our junior high school and senior high school deaf students are still in need of many of these guidance and counseling services. They are only waiting for us to provide them with comprehensive and well coordinated services.
III. PROCEDURE:

This study was designed with two goals in mind. The first was to gather both quantitative and qualitative information on what is currently being offered in day programs and in residential programs for deaf junior high school and senior high school students in the way of guidance and counseling services. The second goal was to develop suggestions for establishing and offering guidance services considered necessary in order to have a quality guidance program for junior high and senior high hearing-impaired students.

A. DEFINITION OF TERMS:

1) Personal Student Counseling: The counseling time spent with students in attempting to help them understand and cope with their own personal or social problems.

2) Career Development Program: A systematic program designed to guide students in a vocational learning-maturation process providing for input utilizing four components including the self, the conceptual, the informational, and the experiential.

3) Pre-Vocational Training: A program designed to introduce and acquaint junior high school students to various vocational areas through actual class experience.
4) Vocational Training: A program designed to give senior high school students in-depth classroom experience in various vocational areas.

5) Standardized Vocational and Achievement Testing: A testing program in which students are tested annually on standardized vocational interest inventories and standardized achievement tests.

6) Co-op Work-Study Program: A vocational training program whereby students are employed by community businesses for a portion of the school day in lieu of vocational training classes offered at the school.

7) Summer Job Placement Program: A program in which a school staff member helps to place students in summer employment positions in the community.

8) Graduate Employment Placement: A program in which a school staff member helps to place graduates of the school in full-time employment positions within the community.

9) College Placement Service: A service offered to students to assist them in acquiring information regarding post-secondary institutions and in helping them to choose and make applications to these institutions.

10) Parent Education Program: A comprehensive program designed to acquaint parents of hearing im-
paired children with the psychology of deafness, auditory training and hearing aids, the adult deaf, and the various programs and services offered to deaf students by the school.

11) Coordination between School and Vocational Rehabilitation Office: An ongoing system of communication between the school and the local Office of Vocational Rehabilitation in order to foster a beneficial, cooperative working situation in improving services to deaf students.

12) Liaison with Area Employers: An ongoing effort to make contacts with area employers and to inform them on the subject of deafness and to develop a sensitivity among employers to the vocational needs of the deaf.

13) Referral to and Contact with Community Agencies: An ongoing coordinated effort to serve deaf students by cooperative efforts between the school and community agencies offering services to the deaf.

14) Public Relations with Area Service Organizations: An ongoing effort to make contacts with and inform local community service organizations on deafness and the programs and services offered by the school for its deaf students.

15) Graduate Follow-Up: An organized effort by the school to keep track of its graduates with
regard to further education, employment status, marital status, and other information.

16) Guidance Counselor: The name given to the individual who performs some of the various guidance services, and much of his time may be spent in individual counseling, group guidance, vocational guidance, teaching, or other phases of guidance.

17) A Vocational Advisory Committee: A group of people who meet periodically to discuss problems and concerns and make recommendations regarding the vocational program of the school.

18) Junior High School and Senior High School Students: Pupils who fall in the chronological age range of 13 to 19 years without regard to their mental age.

19) Deaf: As defined by the Conference of Executives of American Schools for the Deaf and adopted by that organization in 1937: Those in whom the sense of hearing is nonfunctional for the ordinary purposes of life. This general group is made up of two distinct classes:

a) The congenitally deaf: Those who were born deaf.

b) The adventitiously deaf: Those who were born with normal hearing but in whom the sense of hearing becomes nonfunctional later through illness or
-13-

B. METHODOLOGY:

1) Structure of Research:

A questionnaire was designed to first ascertain whether or not specific guidance services were being offered to junior high school and senior high school deaf students in programs for the deaf throughout the country. Secondly, the questionnaire was designed to find out what position on the school staff was responsible for providing such guidance services if, in fact, provision was made for these services in the programs. Also, a portion of the questionnaire was designed to ascertain the number of programs included in the study which have a full-time guidance counselor on staff. For the programs having this position, it was deemed important to collect further data pertaining to the guidance counselor's highest academic degree, his/her academic major, his/her number of years experience in teaching deaf students, and his/her number of years experience in counseling deaf students. If there was no such guidance counselor position provided on the school staff, additional questions were asked regarding the feelings of the school administration and school staff pertaining to the establishment of such a position on their staff. Finally, the design of the questionnaire also attempted to gather data on the number of schools having vocational advisory committees and the composition of the membership of
such committees if they did actually have them. If an advisory committee was not a part of the school's organization, then further questions were asked to determine the feelings of the school administration regarding the usefulness of establishing such a committee as a part of their program.

2) Process of the Research:

Fifty schools and programs for junior high school and senior high school age students were selected from the 1973 Directory of Services edition of the American Annals of the Deaf for use in the study. This group included both residential schools for the deaf and day schools for the deaf having programs for junior high school and senior high school students.

A cover letter explaining the goals of the project, and the questionnaire were sent out to these 50 schools and programs on Tuesday, May 6, 1975. It was requested that the questionnaires be completed and returned on or before Friday, May 16, 1975 in a self-addressed, pre-stamped envelope which was provided for this purpose.

In addition, an extensive review of the literature in the field of guidance was made in order to gather background information on the role of guidance as it pertains to both hearing and deaf students. Primarily, ideas and information regarding the necessity for various guidance services and components of guidance programs were gathered from notable sources within the field of deafness, but
this was not done to the exclusion of information, ideas, and suggestions from sources outside the area of deafness.
IV. RESULTS:

The questionnaires were sent out to the fifty selected schools and programs across the nation on May 6, 1975. The cover letter accompanying the questionnaire requested that all responses be mailed back in an enclosed self-addressed, pre-stamped envelope on or before May 16, 1975. Up to the date of this analysis of the returned questionnaires (June 6, 1975), twenty-seven of the fifty questionnaires have been received. This represents a 54% rate of return. An analysis of the returned questionnaires will follow, but it should be kept in mind that the analysis represents only slightly greater than half of the schools and programs for deaf junior high school and senior high school students asked to participate in the study. It is felt that the schools and programs which have responded to the questionnaire may have either a greater interest in guidance services for their students, or, an already established system of offering guidance services to their students than those schools and programs which have not responded to the questionnaire, and this factor might tend to skew the results of the questionnaire and should be kept in the mind of the reader.

A. ANALYSIS:

1) Student Centered Programs and Services:

Nine types of guidance programs or services were listed in this section. The respondent was to 1) answer yes or no if the service was provided for their students, 2) list the staff position respon-
sible for providing the service, 3) list the approximate percentage of the staff member's employed time devoted to providing the service, and 4) list the approximate percentage of students who make use of the service per year. Parts 3 and 4 were not answered properly by many respondents and the results for these sections had to be discarded for the purposes of this report. Unfortunately, these two sections would have given greater insight into how important (in terms of time devoted to it) the guidance service was in the minds of the school administrator, and how valuable the service was (in terms of the percentage of students making use of the service) to the students themselves.

a) Personal Student Counseling Program: Twenty-two out of twenty-seven respondents (81%) said that their school or program did offer this guidance service. The staff positions responsible for providing this service varied greatly, however, including: counselor--11, psychologist--3, principal--2, dean--2, teacher--2, assistant superintendent--1, and dormitory counselor--1.

b) Career Development Program: Twenty-one out of twenty-seven respondents (78%) said that their school or program did offer this guidance service. The staff positions responsible for providing this service also varied greatly, however, including: counselor--3, teacher--6, principal--3, assis-
c) Pre-Vocational Training Program On-Campus: Twenty-four out of twenty-seven (89%) responded in the affirmative to offering this service. Again, the staff members responsible for providing the service varied including: vocational supervisor--9, vocational teacher--10, counselor--3, work experience coordinator--1, and assistant superintendent--1.

d) Vocational Training Program Off-Campus: 70% or nineteen out of twenty-seven respondents stated that their organizations did offer this program to their students. The positions responsible for offering this service included: principal--7, vocational teacher--5, counselor--4, assistant superintendent--1, career development coordinator--1, and a work-study coordinator--1.

e) Standardized Vocational and Achievement Testing: Almost all schools (twenty-five out of twenty-seven or 93%) said that this service was offered by them. Again, the staff positions responsible varied, including: teacher--10, counselor--6, supervisor--6, psychologist--1, and assistant superintendent--1.
f) Co-op Work-Study Program: Eighteen out of twenty-seven respondents (66%) stated that this program was available for their students. Staff responsibility for providing this service was delegated to: counselor --7, work-study coordinator--5, teacher--5, assistant superintendent--1, and other--1.

g) Summer Job Placement Program: Only 41% or eleven out of twenty-seven schools or programs offered this service to their students. Among those staff members responsible for providing this service were: counselor--6, teacher--2, coordinator--2, and assistant superintendent--1.

h) Graduate Employment Placement Program: Thirteen out of twenty-seven respondents (48%) indicated that their schools or programs make this service available to their students. Staff members responsible for providing this service include: counselor --6, teacher--3, assistant superintendent --2, and vice principal--2.

i) College Placement Services: 66% or eighteen out of twenty-seven respondents indicated that their school or program offered this guidance service to their deaf students. Listed as staff members responsible for providing this service were: counselor--8, principal--4, assistant superintendent--2,
2) Non-Student Centered Programs and Services:

Six types of guidance programs or services were listed in this section. The respondent was to 1) answer yes or no if the program or service was provided or engaged in by the school, 2) list the staff position responsible for coordinating the service or program, and 3) list the approximate percentage of the staff member's employed time devoted to coordinating the service or program. Part 3 was discarded as this portion was not answered properly by many of the respondents to the questionnaire.

a) Parent Education Program: Eighteen out of twenty-seven respondents (66%) indicated that their school or program offered a parent education program. Those staff positions listed as responsible for coordinating this program included: parent education coordinator--6, guidance counselor--3, teacher--3, assistant superintendent--2, supervisor--2, social worker--1, superintendent--1.

b) Coordination Between School and the Vocational Rehabilitation Office: 93% or twenty-five out of twenty-seven respondents answered in the affirmative to engaging in this service.
The variety of staff personnel responsible for coordinating this activity are as follows: counselor--10, principal--8, assistant superintendent--4, superintendent--1, work-study teacher--1, and other--1.

c) Liaison With Area Employers: Twenty-three out of twenty-seven respondents (85%) indicated that a program of this nature is engaged in by their school. Again, a variety of staff members were listed as being the coordinators of this service. Those listed include: work-study coordinator--6, teacher--6, counselor--5, vocational principal--5, and other--1.

d) Referrals to and Contact With Community Agencies: 89% or twenty-four out of twenty-seven respondents stated that their schools and programs did take part in this type of program or service. Staff members listed as coordinators of this activity include: counselor--7, many--4, principal--3, work-study coordinator--2, teacher--2, community education coordinator--1, field specialist--1, social worker--1, and other--1.

e) Public Relations With Area Service Organizations: 77% or twenty-one out of twenty-seven respondents stated that this activity was engaged in by their school or program. The variety of staff members listed as coor-
Dinators of this service include: superintendent--6, public relations director--4, principal--4, administrator--3, counselor--2, and many--2.

f) Graduate Follow-Up: Seventeen out of twenty-seven respondents (63%) have indicated that their school or program does have a graduate follow-up service. The different staff members listed as coordinators of this activity are as follows: counselor--7, principal--5, work-study teacher--2, research director--2, and assistant principal--1.

3) Do you have a Guidance Counselor in your Program?

In response to this question, sixteen out of twenty-seven respondents (59%) indicated that there was a guidance counselor on the staff of their school or program.

As a follow-up to this, respondents were asked several questions regarding the educational and professional experience of the guidance counselors on their staff. 100% of the sixteen guidance counselors had obtained a Masters Degree. A breakdown of this figure shows that seven (44%) had a Masters Degree in Counseling, five (31%) had a Masters Degree in Education, three (19%) had a Masters Degree in Psychology, and one (06%) had a Masters Degree in Speech and Hearing. For the sixteen guidance counselors, the range in years of
experience in teaching deaf students went from 0 to 16 years experience with the average being 2.8 years of experience teaching the deaf. The range in years of counseling deaf students went from 1 to 23 years with the average being 4.9 years of experience counseling students who are deaf.

Respondents of the eleven programs (41%) which did not have a guidance counselor were asked to react to several additional questions. When asked if they considered the Guidance Counselor position to be a useful addition to their program, 10 (91%) answered in the affirmative. Seven (64%) indicated they were planning to establish such a position in their program within the next 1-3 years, while two (18%) responded negatively, and two (18%) were unsure in regard to this question. Four (36%) indicated that funding would be no barrier to establishing such a position, while six (55%) indicated funding would be an insurmountable problem, and one (09%) was unsure. In regard to recruitment of a qualified person to fill a guidance counselor position, four (36%) thought recruitment would be a problem, six (55%) said that it would not be a problem, and one (09%) was unsure. All eleven (100%) indicated that there would be a positive attitude among the majority of their staff toward such a guidance counselor position.

4) Does your program have an "advisory committee" to assist in the decision making process on questions of a vocational or of a guidance nature?
In response to this question, ten out of twenty-seven respondents (37%) indicated that they did have such an "advisory committee" to assist their staff. These ten committees ranged in size from 3 members to 13 members with the average being 9.4 members.

As a follow-up, the ten positive respondents were asked to answer several additional questions in regard to the make-up of their advisory committees. Nine (90%) indicated that they did have staff members on their committee as opposed to one (10%) who said there were no staff members on his school's advisory committee. Three (30%) indicated that their school's committee had at least one local employer serving as a committee member, while seven (70%) stated that they had no local employers on their committee. Four (40%) stated that they had a minimum of one representative of a local community agency serving as a member of their committee, while six (60%) said they had no representation of local community agencies on their advisory committee.

Three (30%) indicated that they did have parents of students serving as advisory committee members, but seven (70%) said that their committee had no parent representation. Finally, one (10%) respondent stated that his advisory committee had at least one student member, whereas nine (90%) of the respondents indicated that they had no student representation on their advisory committee.

Respondents of the seventeen (63%) schools or programs indicating that they had no advisory committee to assist them in their decision making,
were also asked to react to a couple of additional questions. When asked if they considered an "advisory committee" of this type to be a useful addition to their program, fourteen (82%) of the respondents answered affirmatively, while one (06%) answered in the negative, and two (12%) were unsure. Ten (59%) indicated that they were planning to establish such an advisory committee in their school within the next 1-3 years, while one (06%) stated they would not, and six (35%) indicated that they were unsure of their future plans.

B. CONCLUSIONS:

1) Student Centered Programs and Services:

Based upon response to the questionnaire, it appears that many guidance programs and services are being provided to deaf junior high school and senior high school students in the schools represented by the respondents. 81% of the respondents indicated that their schools did provide personal student counseling services, 78% stated that a career development program was provided by their schools, 89% said that they offered a pre-vocational training program on-campus, 70% indicated that their schools offered a vocational training program off-campus, and 93% of the respondents stated that standardized vocational and achievement testing was a guidance service being provided by their schools and programs. These figures are encouraging and show that schools and programs are attempting to
meet the guidance needs of their students. An interesting fact, however, lies in the delegation of the responsibility by administrators of these schools to coordinate the providing of these services. This responsibility has been delegated to a wide variety of personnel including teachers, deans, principals, special coordinators, psychologists, supervisors, dormitory counselors, guidance counselors, and assistant superintendents to name only a portion of the staff members listed. It had been pointed out earlier that a problem arises quite often when responsibility for guidance services, although provided, is divided up among so many different personnel on the school's staff resulting in making the availability of such services haphazard, incidental, or uncoordinated. We must be on guard for this situation when designing programs and offering services to our students.

Of those responding to the questionnaire, only 41% indicated that their schools offered a summer job placement program and less than half (48%) offer a graduate employment placement program to the graduates of their schools and programs. In addition, only 66% said that their schools offered a co-op work-study program or college placement services for their students. These are essential components of a comprehensive guidance program and should be incorporated into the program design. Several respondents placed these responsibilities with the Office of Vocational Rehabilitation, but we are passing the buck and doing our students an injustice if we (who know our students best and are
most aware of their human potentials) do not accept the responsibility to help them find summer or post-graduate employment, or help them to get on-the-job training during school time, or assist them with post-secondary education information and applications. Again, the schools and programs which do offer these services need to be sure that their efforts are well coordinated and not haphazardly thrown together piecemeal.

2) Non-Student Centered Programs and Services:

Many respondents indicated that these services were also being widely offered by their schools or programs. Coordination between the school and the vocational rehabilitation office was said to be engaged in by 93% of the respondents, 85% indicated that there was a liaison effort with area employers by their schools, 89% said their schools did have a referral service to and contact with community agencies, and 77% of the respondents stated that their schools did engage in public relations with area service organizations. As in the previous student centered guidance services, the percentage of schools taking part in these activities is high and encouraging, but again we must make sure that we are creating a coordinated effort. The staff given the responsibility of coordinating the services discussed above ran the gamut from teachers, counselors, principals, coordinators, and assistant superintendents, all the way up to the superintendent himself. Two of these non-student centered
programs and services (a parent education program and a graduate follow-up service) were made available at a rate of 66% and 63% respectively. Both are quite necessary to better the school program. The better the parents are informed, the more interest they will take in their children and the school program. A graduate follow-up is an obligation we must accept in order to help our graduates who are having difficulties and also to keep informed of these problems so we can alter our programs in hopes of avoiding similar future problems.

3) Do you have a Guidance Counselor in your Program?

Sixteen out of twenty-seven respondents (59%) said that there was a guidance counselor working on the staff at their school. This represents slightly over half of the schools and programs responding. It can only be guessed for the number of guidance counselors on the staffs of those schools and programs not responding to the questionnaire. As discussed in the opening statement of the problem, qualified personnel with a background in counseling the deaf need to be hired and coordinate guidance programs. Of the sixteen schools having guidance counselors, only seven (44%) of those counselors are trained in counseling. We need to look into this situation when hiring personnel. It is very encouraging to note that 91% of the schools and programs for deaf junior high and senior high students do consider this position to be important and valuable. Equally encouraging is the fact that
64% of these programs are planning to establish such a position within the next three years, and that 100% felt that there would be a positive attitude among their present staff in regard to establishing such a position. This indicates future trends and the feelings of professionals working in the field of deafness with regard to the necessity of counseling and guidance services.

4) Does your program have an "advisory committee" to assist in the decision making process on questions of a vocational or of a guidance nature?

In response to this, only 37% of the respondents stated that they did have an established advisory committee to assist their staff. As referred to in the review of the literature, an advisory committee is a very useful and beneficial component in a comprehensive guidance program. As shown by this sample, only slightly more than 1/3 of our schools and programs for the deaf are currently making use of this valuable aid. In addition, of this 1/3, only 10% include student members, only 30% include parent members, only 40% include community agency members, and only 30% include local employers as committee members. In contrast, 90% do include their own staff members. The percentage of representation by students, parents, local employers, and community agency representatives needs to be increased. Again, it is encouraging to note that 82% of the respondents who do not now have any advisory committee working with their
school staff do feel that an advisory committee would be a useful addition to their school program. Also, 59% of these respondents did indicate that they are planning to establish this kind of an advisory committee to assist their staff within the next three years. This too is encouraging.
V. RECOMMENDATIONS:

The following recommendations are designed to assist the reader in developing a comprehensive guidance program for deaf junior high school and senior high school students. The recommendations are based upon a review of the current literature, the results of a questionnaire study, and professional observations and experiences of Coordinators of Guidance and Off-Campus Vocational Programs.

1) The guidance program should include the following components: 1) a personal student counseling program, 2) a career development program, 3) a pre-vocational training program, 4) a vocational training program, 5) a standardized vocational and achievement testing service, 6) a co-op work-study program, 7) a summer job placement program, 8) a graduate employment program, and 9) a college placement service. Also, any additional components deemed necessary due to specific school conditions, student population, or locale, should be included in the guidance program.

2) The following non-student centered programs or services should also be incorporated into the school's guidance program: 1) a parent education program, 2) coordination between the school and the Office of Vocational Rehabilitation, 3) liaison efforts with area employers, 4) referrals to and contact with community agencies, 5) a public relations effort with area service organizations, and 6) a graduate follow-up service.
3) Every guidance program should include a guidance counselor who has been trained at least at the Masters Degree level in counseling the deaf. Training programs such as this are now available at schools such as Gallaudet College in Washington, D.C., the University of Arizona in Tucson, Arizona, and others. If recruitment of a guidance counselor with these credentials does prove to be difficult, then an alternate choice could be made. It must be remembered, however, that this alternate choice should have an already developed rapport with the students in which there is an atmosphere of trust and openness as well as having good organizational abilities, and experience working with the deaf.

4) The guidance program and services offered by the school to its students should all come under the organized effort of a guidance team of not more than four persons headed by the Coordinator of Guidance Services (the guidance counselor) and including a psychologist, a work-study coordinator, and a vocational supervisor. When the responsibility for providing guidance services are distributed among a group such as this, the efforts are usually better focused, more efficient, and more widely used by the students than when each component of the guidance program is delegated out to a different member of the school staff. This tends to create an unorganized effort where ten or fifteen different staff members are doing their own guidance "thing."
5) Every guidance program should have an advisory committee to assist and make recommendations to the professional guidance team regarding concerns of both a vocational and a guidance nature. This advisory committee should consist of eight to twelve members including representation of local employers, local community agencies, parents, students, and also the guidance team.

6) Finally, the general staff of the school should be kept informed of the services offered by the guidance team and of any new developments or services being incorporated into the guidance program. A quality guidance program cannot operate effectively if it is divorced from the total school program, and cooperation between guidance personnel and other school personnel should be a goal to strive for.
APPENDIXES
Dear

As a part of my participation in the 1975 National Leadership Training Program in the Area of Deafness at California State University—Northridge, I have undertaken a project to identify the various guidance programs and guidance services which are currently being offered to deaf students on the Junior high school and Senior high school levels. As an outgrowth, I hope to design a model guidance program to meet the needs of Junior high and Senior high school deaf students. In order to accomplish this, I have developed a questionnaire which can be answered by you or by an appropriate staff member.

I would appreciate your assistance in this project by completing the questionnaire and returning it to me in the self-addressed, pre-stamped envelope on or before Friday, May 16, 1975. If you desire, an analysis of the findings of the questionnaire and a report of the results of this project will be sent to you upon request at the completion of the project. Thank you in anticipation of your cooperation and use of your time.

Sincerely,

Frederick L. Koch

To touch is to reach ...
I. Name of School or Program: __________________________________________
   (Optional)

II. Total Number of All Deaf and Deaf Multi-Handicapped Students in the
   Program: _______________________________________________________

III. Number of Multi-Handicapped Deaf Students in the Program: ________

IV. Age Range of the Total Number of All Deaf and Deaf Multi-Handicapped
   Students in the Program: _________________________________________

V. Student Centered Programs and Services:

<table>
<thead>
<tr>
<th>Program or Service</th>
<th>Provided?</th>
<th>Position Resp. for Prov. Serv.</th>
<th>% of Employed Time Devoted to Prov. Serv.</th>
<th>% of Total Students Who Use Serv. /yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Student Counseling Program</td>
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<tr>
<td>Career Develop. Program</td>
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<tr>
<td>Pre-Voc. Training Program On-Campus</td>
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<tr>
<td>Voc. Training Program Off-Campus</td>
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<tr>
<td>Standardized Voc. and Achiev. Testing</td>
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<tr>
<td>Co-op Work Study Program</td>
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<tr>
<td>Summer Job Placement Prog.</td>
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<tr>
<td>Graduate Employ. Placement Prog.</td>
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<tr>
<td>College Placement Services</td>
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</tbody>
</table>
VI. Non-Student Centered Programs and Services:

<table>
<thead>
<tr>
<th>Type of Guidance Program or Service</th>
<th>Provided?</th>
<th>Position Resp.</th>
<th>% of Employed Time Devoted to Prov. Serv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent Education Program</td>
<td></td>
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<tr>
<td>3. Liaison With Area Employers</td>
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<tr>
<td>4. Referrals to and Contact With Comm. Agencies</td>
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<tr>
<td>5. Public Relations With Area Service Orgns.</td>
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<tr>
<td>6. Graduate Follow-Up</td>
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</tr>
</tbody>
</table>

VII. Do you have a Guidance Counselor in your Program? Yes/No

If you do have a Guidance Counselor, please answer the following:

a) What is his/her highest obtained academic degree?

b) What was his/her academic major?

c) How many years experience in teaching deaf students?

d) How many years experience in counseling deaf students?

e) Has he/she attended any special guidance workshops, or any special training programs within the past two years? Yes/No

f) Of what professional organizations is he/she a member?
If you do not have a Guidance Counselor, please answer the following:

a) Do you consider the Guidance Counselor position to be a useful addition to your program?  Yes/No

b) Are you planning to establish such a position in your program in the near future?  (Within next 1-3 years)  Yes/No

c) Would funding for such a position be an insurmountable problem?  Yes/No

d) Would you anticipate difficulty in recruiting a qualified person (one with experience in counseling the deaf) to fill such a position?  Yes/No

e) Would there be a positive attitude among the majority of your present staff toward such a position?  Yes/No

VIII. Does your program have an "advisory committee" to assist in the decision making process on questions of a vocational or a guidance nature?  Yes/No

If you have an "advisory committee", please answer the following:

a) How many members are on the committee?

b) What staff positions make up the membership?

c) Are there any local employers serving as committee members?  Yes/No  How Many?

d) Are there any representatives of local community agencies?  Yes/No  How Many?

e) Are there any parents as committee members?  Yes/No  How Many?

f) Are there any students as committee members?  Yes/No  How Many?
If you do not have an "advisory committee", please answer the following:

a) Do you consider an "advisory committee" of this type to be a useful addition to your program?  Yes/No

b) Are you planning to establish such an "advisory committee" as a part of your program in the near future? (Within next 1-3 years)  Yes/No

IX. Comments:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

X. Position Title of Person Completing Questionnaire:__________________
(Optional)
Endnotes


5 Arbuckle, op. cit., p. 371.


8 Arbuckle, op. cit., p. 378.


11 Gerald Mann, "Recommendations" Workshop on Evaluation and Recommendations -- Relating to the National Conference for Coordinating Vocational Rehabilitation and
BIBLIOGRAPHY

Books


Professional Journals


Government Documents


