

IDENTIFICATION, DIAGNOSIS AND TREATMENT
OF BEHAVIOR CHILDREN

by

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INTRODUCTION

This study is being made in an attempt to survey the discovery, diagnosis and treatment of the social deviate, who up to this time, in spite of rapid gains in guidance has not in the small school had sufficient assistance in the solution of his many problems.

It is believed by the writer that the present program is much too narrow in its scope to be satisfactory, principally because of the fact that the students do not get the fullest educational advantages from the standpoint of social efficiency, experience, habits, ideals and placement. Much more of these social standards could be derived from a wider, more integrated and correlated system.

The student should be encouraged to bring more of his problems from the home or other out of school activities, and the school to the superintendent, his principal or teachers for aid in their solution or reconstruction.

PROBLEM

The problem of this study is to propose in general outline a practical plan whereby small public high schools can identify, diagnose and treat behavior children.

The problems of our boys and girls have long been a problem of the many agencies of society. The home, the school, the community, the church and various other social agencies in general have been endeavoring to shape the lives of youth. However, they have placed major emphasis upon repression of many activities of children, rather than trying to discover the potentialities of our younger generation.

Our concern is that the school may contribute toward guidance. The old curriculum idea that the student could by a thorough mastery of subject matter

take on all the responsibilities of adulthood was erroneous, due to the fact that so many aspects of a well rounded personality were overlooked.

It is our plan to have in our schools student personnel work pointing toward methods and techniques as well as objectives of preparing the whole individual to meet his life situation.

We can collect school census data, maintain school attendance and remove causes of nonattendance, control and correct student health according to needs and aptitudes and alleviate distractions and emotional disturbances. Students may be assisted in discovering their liabilities and the ideas of diagnosis and orientation may be more fully developed. Today boys and girls take extra activities according to their needs, and placement or follow-up is practiced. These factors should be parts of our program of identification diagnosis and treatment as it should be conducted by our schools if we are to realize our most lofty aim--that of assisting our boys and girls in seeing through themselves so that they can see themselves through.

As before stated it is understood that we cannot fully realize all of these aims, but we can do our best to make our boys and girls as complete social beings as possible with resources that we have at hand.

DEFINITIONS

A behavior child is one who does not follow the social behavior pattern of the group in which he finds himself. He may be a typical or handicapped, thereby, being placed at a disadvantage physically, mentally or socially.

To identify is to locate, by means of behavior characteristics the child who is a behavior problem or likely to become one.

Diagnosis is the process of using assembled data to determine the cause of the child's antisocial conduct.

Treatment is the doing of those things which will remove the factor or factors which cause the child to be a behavior problem.

DELIMITATIONS

1. Where should the plan be used?

This plan is developed for use in schools which do not have the specialized services of a child guidance clinic.

2. Within what age limits should it be used?

The age range of the children considered is high school level.

3. Which children should not be included in this plan?

Physically handicapped, mentally handicapped or mentally gifted children are not included in this plan, except as they are behavior problems in the sense of the definition of a behavior problem child given above.

ASSUMPTIONS

1. Where are they found?

In practically all schools there are children who are behavior problems.

2. Who must treat them?

School administrators and teachers are faced with the alternative of doing something or nothing for the behavior child.

3. Who should carry on the treatment?

By reason of their training and experience in dealing with young people, school administrators and teachers can do much toward locating behavior children, ferreting out the causes of their dissocial acts, and altering conditions so as to remove these causes.

4. In what place should the treatment take place?

Since the school (a) has access to every home in the community; (b) is non sectarian and non partisan in nature; (c) has the confidence of all groups; and (d) is regarded as an integral part of life, not only of the community but of the state, it should be the integrating and motivating agency in combatting the cause of delinquency.

EDUCATIONAL IMPORTANCE AND STATEMENTS BY EDUCATORS

The process of adjusting the processes of education is a never ending one. Much has been done. Much more needs to be done. No where is it more urgent than in regard to behavior problem children. The truth of this statement is borne out by figures released by the Federal Children's Bureau (1937) which revealed that out of 462 courts serving 36 per cent of the population of the United States, approximately one per cent of the nation's children pass through our juvenile courts each year as delinquents. The annual cost of handling, treating and disposing of delinquents for the country as a whole, is probably between \$100 and \$150 per case. On this basis the cost of handling the nation's 200,000 delinquents in the juvenile courts and correctional schools is from \$20,000,000 to \$30,000,000 each year.

It should be remembered that costs cannot be measured by dollars and cents alone, but must be considered in terms of individual happiness, family disgrace and shame and in loss of life. This is a challenge to the public schools of America which they must accept.

Recognizing the seriousness of the problem of juvenile delinquency in the nation more than two decades ago, Kohs (1920) declared:

The longer I study the needs of children requiring special care the greater appears the importance of the public schools as the first relay-station where potential defectives of all descriptions, physical, mental, educational and social may be recognized and where treatment may be begun. Yet we go on nonchalantly expecting problems of individual maladaptation to be suddenly solved by our police force, the courts and public institutions after the potential deficiency has blossomed forth into either a definite social menace or distinct social liability.

Orlando S. Loomis, Commissioner, Interstate Commission on Crime, of Wisconsin, addressing the seventy-eighth annual meeting of the National Education Association (1940) declared:

During the year 1939, 31-7 per cent of those admitted to a middle west state industrial school for boys had an I. Q. of 100 and upwards, of those within the I. Q. of 110-137, over 17 per cent were of superior intelligence. Taking the range of I. Q. of 86 to 109 inclusive as normal, over 50 per cent of the admissions fell within this class. Is this not a serious indictment of the efficiency of the educational program in the locality of that institution where over 50 per cent of the intake of such an institution falls within the class of normal individuals?

Speaking before the same body of educators, Edward H. Stulken, Principal, Montefore School, Chicago, Illinois, stated:

The ordinary classroom is often organized on a competitive basis that cannot give a fair field to the dull or unevenly developed child, and the result is that he quite logically becomes indifferent or antagonistic to school or develops personality traits that are not conducive to his best adjustment in later life. There should be some success in later life. There should be some success and some feeling of satisfaction in every child's school life. Better provision must be made for caring for individual differences.

Sturtevant (1937) contends:

Personality is a supreme value in a democratic society. This point of view is different from that which considers the mastery of subject matter by boys and girls as the prime responsibility of the school or which conceives of youth as subjects for economic or political exploitation for the assumed good of the school, party, or state, or for the convenience of school machinery.

Jordan (1928) summarized the trend with respect to school assemblies as follows:

Again the assembly is rapidly coming to be felt an indispensable part of the standard equipment of every school building, whereas but few years ago it was thought necessary for the senior high school alone. Whether it be the elementary or high school, the assembly room is the place where, more than elsewhere, school spirit is developed and school morale strengthened.

Reed (1937) defines the function of the assembly thus:

The assembly is an educational agency of the modern school program, which is conducted by members of the school, for the purpose of intelligently unifying the life of the school into a constructive, democratic whole; where public opinion, teamwork, cooperation, and group activity so direct social education as to teach pupils to learn to do better, by doing better the regular duties of the good citizen.

McKown (1929) contends that athletics developed as a felt need of pupils in secondary schools. He says:

The history of athletics in the high school tells the same story (without benefit of faculty) of student origin and development because of needs. In fact, certain types of athletics developed in the face of bitter opposition from the school administration. Three clearly defined periods are generally discernible in the history of athletics--opposition, toleration and cooperation.

Jordan (1928) describes these auxiliary activities as follows:

Several well-known activities originating independently of the school have involved the interests of school children to such an unusual degree that they have become auxiliary to the school program. Probably the most influential of these is the scout movement for boys and girls, known as the Boy Scouts, the Girl Scouts, and the Camp Fire Girls. These organizations involve children between the ages of twelve and sixteen principally, and so affect pupils both in elementary and secondary schools. Their ideals are high, combining physical, mental, and moral teaching of undeniable value. In practice they frequently succeed in maintaining high morale, so that their ideals are to a large degree realized, although many cases of failure are noted.

MacDonald (1931) summarizes the objectives of the class organization as follows:

The class organization can correlate the work of the curriculum in many valuable ways. In matters of attitude, morale, group functions, community relations, and so on, it has proven its worth. The very structure is conducive to good work. In its elements that are closely alike in age, intellect, ability, and ideals function together. Too, there are many activities that the class organization may sponsor that cannot be stimulated nor carried out during the curriculum periods. These activities are full of potential worth and may add greatly to the sum of school interests.

Roemer, Allen and Yarnell (1938) list eight objectives of school clubs:

1. To provide for gregarious instincts of adolescents through a well organized and directed program.
2. To lead pupils through these well-directed activities to a knowledge and appreciation of the social and educational advantages that participation in these types of school activities will bring them.
3. To provide outlets for adolescent enthusiasm through a well-directed and guided social program.
4. To stimulate a desirable school spirit and interest in the school's activities in general, both curricular and extracurricular.
5. To stimulate initiative in wise and capable leadership and in intelligent fellowship.
6. To aid the pupil in finding himself and in discovering a hobby which will help him to enjoy profitably his leisure hours.
7. To provide a means for universal pupil participation in the school's program of activities.
8. To teach pupils to do better the many desirable school and community activities in which they participate now and in later life.

The teacher's usefulness, however, is not limited to serving as a program advisor. All teachers have unusual opportunities to observe students in a variety of situations and under the conditions in which learning, social, and other problems occur. The development of the anecdotal method has placed a valuable tool in the hands of those teachers who desire to use their observations in the counseling of students. At this point let us mention some of its essential features to illustrate some of the classroom functions of teachers as cited by Wood (1934).

At the present time these teachers are giving much more time to observing pupils' conduct, recording these concrete observations in the form of anecdotes, and collating and interpreting them periodically, than they formerly gave to testing and examining their pupils. Although the writing of anecdotes was at first regarded as impossible and of doubtful value in guidance work, the great majority of the teachers are now

enthusiastic about this aspect of their work, and regard it as an indispensable element in both their current teaching work and their long-term guidance work, which now involves formulation and modification of individual goals--personal and special as well as academic.

Umstatted (1937) takes a somewhat optimistic view in placing the success or failure of the homeroom program on the shoulders of the individual homeroom teacher.

The number and the kind of needs which are discovered and met by the homeroom adviser depend upon the enthusiasm and sincerity of the teacher as well as upon his experience and technical skill in guidance. Some advisers in poorly organized schools may be satisfied with a perfunctory roll call each morning. Others will be content with nothing less than systematic diagnosis and thorough treatment of the personal, educational, and social needs of each pupil in their groups.

In those schools which have a system of anecdotal records, the counselor should read these reports already collected periodically from teachers and filed or summarized in the student's case folder. Williamson and Hahn (1940) state:

The anecdote is a record of some significant item of conduct, a record of an episode in the life of the student; a word picture of the student in action; the teacher's best effort at taking a word snapshot at the moment of the incident; any narrative of events in which the student takes part such as to reveal something which may be significant about his personality.

Williamson and Darley (1937) do not believe that radical changes in course of study are necessary for effective personnel work. Speaking generally of the curriculum and personnel work they state their position as follows:

Contrary to unfriendly critics of this proposal, individualization does not mean one teacher and one course of study for each student. It does mean educational planning for each student in terms of available course offerings that serve as resources in meeting the student's needs. Individualization is achieved by discovering such needs through a detailed analysis of each student, instead of handing down from high academic prescriptions for hypothetical students. Specifically, this policy means the enrollment of each student only in those available courses which he can absorb with profit to himself and society.

Summarizing a study by Brunner, Lorge and Price, Jones (1939)

says:

The study showed the general situation in one hundred and forty village schools in scattered areas throughout the United States. The same schools were studied in 1924, 1930 and 1936. In 1924 none of the high schools in this sample of American agricultural communities offered guidance, and at the time of the survey of 1930 and 1932, the list increased by twelve high schools, and by 1936 fifty additional schools were providing guidance. At this time four-fifths of the Middle Atlantic communities, two-thirds of those in the Middlewest, and less than a third of those in the South and Far West were offering guidance as part of their educational function. The types of guidance given varied greatly. Only three schools out of the one hundred and forty studied had records in any way adequate for guidance purposes. The organization of the guidance program was usually very simple. In only one or two schools was there found evidence of a well-organized, complete program, with full-time counselor, guidance committee, and curriculum adjustments.

A warning to administrators issued by Hahn (1939) when he says:

Too frequently an administrator will inspect a personnel program which has been developed painfully over a long period of time, make comparisons with his own school, and come to the correct conclusion that his school board would not appropriate funds to duplicate what he has seen. At this point the administrator abandons consideration of a personnel program as a practical procedure. What he has not seen is the fact that his school must start where it is. If it has no program, the anecdotal method offers a logical springboard. If his program has reached a stage of arrested development at the level of vocational information, intelligence testing, or counseling by "non-counseling counselors," he may, through lack of understanding, see the level as an end and not as a beginning. In considering the cost of a pupil-personnel program, he is faced with the necessity of seeing several years into the future. The question is not how much will be needed now to copy a model program from some other institution, but rather one of seeing where the school is and estimating the cost of a program which will permit the beginning of growth toward an adequate program.

Recognizing the necessity of this broader type of attack, the joint Committee on Problems of School Maladjustment in New York City has prepared, under the direction of Dugene A. Nifenecker, director of research, a volume of 215 mimeographed pages showing school background conditions, factors, trends and problems in New York from 1900 to 1934. The general purpose of the study is indicated by the following excerpt from the Introduction (1937).

The Joint Committee on Problems of Maladjustment, Truancy, and Delinquency, which has been functioning during the current school year, aims at a more organized and purposive program. While considering the problem in all its aspects, the committee is directing specific attention to the administration of the schools to determine those elements in school organization and procedure which may be causal factors in school maladjustment.

It is recognized that the various elements of school administration, organization and procedure are so closely interrelated and interdependent that a study of the problem in one field will inevitably involve other elements and phases. In fact it is essential, while delimiting the problem as far as possible for effective study, that all related factors and conditions be taken into account.

Again it must be recognized that, while the school system only too often attempts to operate in isolation, its work has been and is very greatly conditioned by forces and factors of a social and economic nature operating in the community. Over some of these "outside" influences the school system many times can exercise little or no control. To others, frequently it attaches too little significance, and too many it generally responds somewhat tardily. In any comprehensive study of maladjustment problems the influence of such extra school factors must be given due consideration.

It is the aim of this report to present factual data with reference to some of the conditions, factors, and problems in the schools that have been current during the past three or four decades. A review of our local school administration will serve to show how these conditioning elements have affected the development of the school system and have in large part determined the character of its program. The data will also show the varying needs and conditions in different sections of the city which cannot be adequately met by a uniformity in administrative requirements, but which call for a form of "individualized" administration.

According to Schoff (1915):

The causes of juvenile delinquency can be summed up in a few words, as, parental ignorance concerning child nurture, bad home conditions, community ignorance and the failure to provide for children's needs.

Dr. Burt (1937) states:

A delinquent's character and conduct, what he now is and what he has just done, these are the fruit of a long and complicated process of development; and his present predicament, with all its problems and temptations, must be viewed, not as the mere sum of its contemporary cumulatively throughout his life.

How then shall we stop crime? To quote from the Catholic Charities

Review (1924):

There is only one answer--by character formation. Character is life, it is activity, for life is dynamic. It is life--it is the whole texture of our consciously controlled actions which alone constitute us worthy of our human estate. It is life dominated by principles completely and knowingly mastered by adjusting them to standards of action, to ideals which we have accepted as our own. As those standards are good and directive of life, the character will be good; as those standards are bad. We shall stop crime, we shall prevent delinquency only by teaching little children, by training them so that their lives will be dominated by principles that are beautiful, noble and good. Yet this is no easy task.

A conclusion similar to ours was reached by Bingham (1923) who in her summary of 500 sex delinquents, aptly remarks:

From the cumulative evidence of our analysis, we are persuaded that heredity, circumstances of development and of environment, physical and mental condition when abnormal, act as causative factors in delinquency by reducing the power of individual resistance, by favoring the formation of faulty habits and low personal standards, and by failing to promote the establishment of sturdy inhibitions, but we are convinced that important as these are, they must be regarded as contributing rather than as actual causes of misconduct in view of the low proportion of other delinquents in the same families, children born and reared under similar conditions, and often endowed with the same grade of mentality, who might reasonably be expected to show corresponding behavior if the determinants of conduct were not largely dependent on the individual make-up. The fundamental factor in behavior is not intellectual calibre or environmental conditions, but the peculiar personality which is played upon by emotional appeals plus concomitant circumstances.

Some time ago in Washington, the President of the United States addressed one hundred thousand men of the Holy Name Society from all over the country. The President said in regard to "Necessity of Reverence" (1924):

The importance of the lesson which this society was formed to teach would be hard to over-estimate. Its main purpose is to impress upon the people the necessity for reverence. This is the beginning of a proper conception of ourselves, of our relationship to each other, and our relationship to our Creator. Human nature cannot develop very far without it. The mind does not unfold, the creative faculty does not mature, the spirit does not expand save under the influence of reverence. It is the chief motive of obedience. It is only by a correct attitude of mind begun early in youth and carried through to maturity that these desired results are likely to be secured. It is along the path of reverence and obedience that the race has reached the goal of freedom, of self-government, of a higher morality, and a more abundant spiritual life.

WHAT STEPS CAN BE TAKEN TO HEAD OFF DELINQUENCY

The first step is to enlist the interest and cooperation of teachers. Perhaps the best way to begin is through discussion with teachers as to ways of dealing with problem children. During regular staff meetings questions of discipline will likely arise. This will provide the occasion for a discussion of problem children. It should be remembered that any ready-to-use program handed down by an administrator is almost sure to fail. Teachers should be made to realize that the plan to be used is one in which they have had a part in setting up. Methods and technics for locating children who are behavior problems should be carefully evolved so that every member of the faculty will understand what is expected. Finally, it must be kept in mind that the analyzing of a child is no small task. Even with the help of scientific testing it is a long and exacting process, yet one that is essential if success is to be achieved. Quick results cannot be obtained. The successful introduction and operation of such a procedure as here suggested will require weeks, perhaps months of discussion, study, and planning. In initiating the plan only the most competent teachers, those with the keenest understanding of the nature of problem children, should be assigned to this work.

WHAT SHALL BE THE TECHNIQS TO BE USED FOR IDENTIFYING AND DIAGNOSING BEHAVIOR PROBLEM CHILDREN

For locating children with behavior problems teachers may be asked to use the Minnesota personality Scale by John G. Darley and Walter J. McNamara (1941). This is done by recording the names of one or more children who require the largest amount of attention on account of undersirable conduct in the classroom and about whom there come most complaints from other children, parents, teachers, and persons in the community. As pointed out by this plan

certain aspects of personality that are important in adjustment to school and life are used.

In order to locate children, who in the judgment of teachers, should be studied and treated as behavior problem children, a checking device called, Individual Record Form, produced by the Counseling Bureau, Kansas State College (1946) is recommended.

Another instrument for obtaining a clear picture of the weaknesses and abilities of a behavior child and one that has been used in several schools is the Washburne S-A, Inventory (1940). These schedules are designed specially for use in studying behavior children. They furnish a basis for reconstructive education of the problem child.

To discover the mental ability of the behavior child, the A. C. E. Test (1944) is preferred. The Henmon-Nelson (1929) may be used.

To determine the home background of the behavior child, it is important that the home room teacher visit the home of the child. For use in recording the home status of children, the Individual Record Form, Counseling Bureau, Kansas State College (1946) is recommended. Five factors are considered—economic, cultural, social, occupational, and educational.

Health and physical features should be carefully studied. The form used to show these factors should carry such items as relate to eyes, ears, nose, sinuses, teeth, tonsils, glands, skin, thyroid, and other parts of the body. A physician will do the examining.

To determine the child's achievement in the fundamental schools subjects the Iowa High School Content Examination (1943) is recommended. These show the child's knowledge of arithmetic, computation, arithmetic reasoning, reading, spelling, language usage, literature, history and civics, geography, and physiology and hygiene.

For detecting the mechanical aptitudes of the problem child, the Purdue Peg Board Test (1942) should be given. It is claimed that this test will give the teacher, in a few minutes, information that would otherwise require a term's acquaintance. This test presupposes no mechanical experience.

To determine the child's interest patterns that we might more ably assist him in locating his proper adjustment to society the Kuder Preference Record (1942) is suggested. By the use of this instrument we can secure definite ideas as to the pupils mechanical, commercial, science, personality, art, literature, music, social, and clerical interests or preferences.

In order to assist us further in finding the child's art ability or judgment the Meier Art Test (1940) is recommended.

To get a clearer picture of the mechanical aptitude of our boy or girl we should administer the Minnesota Paper Form Board Test (1941) which gives us speed and accuracy in discriminating shapes and sizes. The outcome of this test aids in the placing of students in certain occupational categories.

By use of the Minnesota Vocational Test For Clerical Workers (1933) performance in the number-comparison and word-comparison tasks furnishes one indication of aptitude for occupations which require speed and accuracy in noticing whether two members are the same or different. By this means we can determine the occupational possibilities of the student.

The child's school record should be carefully examined. If the record is of a cumulative nature and reflects for several years the child's standing in school subjects and, in addition, such items as attendance, times tardy, attitudes toward home, school and community it will be very helpful in analyzing the cause of the child's behavior.

In the study of the problem child, an integral part of the study should be a series of concretely reported behavior situations in which the child is the central figure. A series of well planned, detailed observations of the child in the school situation, his relation to his teachers and classmates in the classroom, in the assembly period, on the playground. His conduct on the street, in the home, in the boys' club, in any other situation in which he is observed, afford a much more concrete picture, if made by an impartial observer, than the interview alone, or scattered, fragmentary observations. Concepts that may be used to advantage in formulating and interpreting aspects of behavior to be observed are: the pupil's conception of the role he plays; the pupil's wishes and interests; conflict situations; attitudes, including verbal and overt behavior; forms of control used to bring the pupil into conformity with social patterns; habits; the pupil's status in various social groups; and adult conceptions of the pupil's role.

Before a behavior child can be diagnosed properly, a knowledge of his out-of school activities is essential. These include: work activities, such as home duties and jobs outside the home; leisure-time activities, such as radio listening, voluntary reading, attendance at commercial motion picture shows, hobbies, games, sports, and visiting with friends; religious activities, such as attendance at church, Sunday-school, and young peoples' meetings; special lessons outside of school, such as art, music speech, dancing. Inquiry forms for securing the above information can be devised with very little effort.

The following are cited of problem children: (1) conflict between neighborhood social patterns; (2) conflicts between the customs of the old and young generation; (3) a lack of proper recreational facilities;

(4) poor physical environmental conditions; (5) handed down crime codes; (6) lost influence of spiritual and social institutions; and (8) inability and unrest of the population. These conditions could be improved and in many instances removed by proper handling.

TREATMENT

The approach to the problem of the prevention of delinquency must be made at the beginning of the evil. Circumstances must be adjusted so that the child will be given an opportunity to develop socially, physically, and mentally in his environment. We must exert efforts to prevent the child from becoming unadjusted and possibly later maladjusted. The mutual participation of parents, teachers, and pupil must be complete in this venture. This can best be carried to completion by wholesome development of the primary groups in which the child finds himself. The problem child in cause, diagnosis and treatment becomes one of the communities greatest moral, social, and educational problems. Forces to overcome maladjustment should be backed and encouraged by the community. The problem cannot be solved by improving mental or moral conditions alone, but must be solved by application of technical scientific methods.

Within the family the child conceives his initial attitudes toward the playground and neighborhood. By this association he becomes conditioned in his reactions towards the school and the church, and formulated opinions concerning the community at large. Therefore, it behooves society with all of its agencies working together to remedy conditions of disease and thus remove one of the chief groups of determiners of social problems.

Misdirected play is undoubtedly one of the chief causes of behavior problems or maladjustments. In order to do away with potential delinquency let us do something about guidance of leisure time activity or playground periods of our children. We must pay some attention to these since it is in these that the child may try to engender some plan by means of which he can get more satisfaction from his spare time. The behavior of normal and behavior children is essentially the same with the exception that the deviate has not had sufficient guidance and is thereby distorted in his reaction toward his society. Sometimes the child will revolt against strict discipline or too rigid routine in the home. The child deserves to have his recreation properly directed.

As these trends continue to permeate our educational system they will undoubtedly aid each child in satisfying his needs and to help him to become a valuable socialized citizen. This should be the ultimate aim of all education, whether it is given by the home, school, church, or any other sanctioned social institution or organization. If we could convince children today that they owe society a well lived life we could be making progress toward doing away with problem behavior. If a school fails to turn out a good citizen it fails in its function, no matter how well it may do other things.

If the school can so treat the child as to solve the problems of good citizenship and socialized education it has greatly assisted the solution of a great portion of maladjustment and antisocial activity in the community at large.

The child should be given the opportunity to gain social satisfaction and good status in all social relations.

The school can set up ways and means of removing the causes which affect the child's attitudes and behavior. Such ways and means will include one or more of the following:

Teacher-pupil conferences. Behavior problem children must be made to feel that the teacher is their friend, one in whom they can confide. The time and place of such conferences will have to be left to the judgment of the teacher. If the teacher is really interested in doing something to improve the child's attitude and behavior the time and place for teacher-pupil conferences will follow naturally.

Through conferences with parents. It is most essential that the home and school work together. Once parents realize the teacher is interested in the child, they will gladly come for conferences. Such conferences should be conducted privately and what is said held in strictest confidence. Parents will come to look upon the teacher as one in whom they can confide and to whom they can go for counsel about their children.

By adapting the work of the school more nearly to needs and interests of the behavior child. This will often include changes in schedules, requirements, and vocational plans.

By creating situations in the school which will result in change of attitude and conduct, such as participation in extraclassroom activities. The child must have a sense of belonging, that he is a part of the school and that he is doing his share in its program of work and play.

It can call in the assistance of outside agencies such as the church, Scouts, welfare agencies, service clubs, and other agencies. This assistance should eventuate in such things as the correction of physical defects, the

providing of school supplies, the making of happier home relationships; big brother and big sister contacts. There are many agencies and persons in every community who are eager to serve. It is up to the school to make use of them.

CONCLUSIONS

The study of behavior problem children has been shown to be very significant by statements of many of our leading educators who have recognized the importance of this issue.

Small schools have not up to this time contributed very widely to the solution of many of the problems that have been raised by social deviates. It is believed, however, that the trend which has started will lead rapidly toward the betterment of this condition.

The personnel of the small high school should be organized, and with proper understanding, and relationship could do a great deal about this problem without the direct assistance of experts.

It has been shown that a social children can usually be discovered by the observation of school personnel, records, or by the application of tests applicable to many subjects, sensory responses, behavior characteristics, health, interests and aptitudes.

All of the agencies of society (school, church, home and community) must cooperate with one another to realize the greatest possible influence toward the helping of the behavior problem child.

Very apparently the condition of maladjustment must be conceived and removed or adjusted in the early stages if delinquency and crime are to be prevented.

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