

AN EXPERIMENT IN DISCIPLINE COUNSELING  
AT KANSAS STATE UNIVERSITY

by

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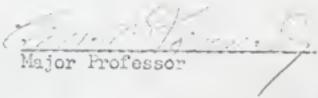
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CHAPTER I  
INTRODUCTION

Two questions prompted the study which formed the background of this paper. The first question was, "Are there times in a person's life, when, by his behavior, he appears to be asking for help?" The second question rises out of the first, "Is there a possibility for responsible confrontation in a behavior problem situation which might result in a developmental experience of growth for that individual?"

A study of the literature indicates that much has been written on the philosophy of discipline and child training and the general philosophy of the developmental process in terms of personality growth. There appears to be little research done in the area of discipline as a developmental process, pointing toward a person becoming a more fully-functioning and adequate person.

In his search for an answer to the questions posed in the initial paragraph, the writer has focused his study upon those who have been apprehended for behavior that is contrary to that which is considered to be responsible by society. Through the study of a group of young men an effort has been made to see if a group counseling situation can assist the person who has been apprehended to find a community wherein he can be accepted as a person, take a look at himself, and in so doing find the ability to accept himself. Attempts were made to assist the individual to assume responsibility for his own behavior, to motivate him to work for change where he recognized his own irresponsible behavior, and to seek to develop meaningful goals.

This report shares the experience of the writer and other representa-

tives of the Office of Student Affairs at Kansas State University as they sought to develop one phase of a person-centered personnel program at Kansas State University. The program is focused on the developmental growth of the individual as the unique person he is. Seventeen young men, facing disciplinary action for behavioral problems, were formed into groups where they were given the opportunity, in an atmosphere of acceptance, to freely express themselves and their feelings in dialogue with each other and the group leaders. A self-evaluation questionnaire was given to further help toward self-understanding. A study of the individuals in the group experience, an evaluation of their expressed feelings, and a summary of their responses to the questionnaire provide the body of this report.

One question the writer had in mind while looking at the Discipline Counseling Group experience was to what extent the behavioral problems might be a sub-conscious plea for help on the part of the young men. In his study it has become obvious that a series of only four or five group counseling sessions covering as many hours in consecutive weeks cannot bring conclusive findings nor altogether positive results under even the best of conditions. However, it is the feeling of the writer that this study is a step toward the better understanding of those who have behavioral problems. It is also an effort to find support for his conviction that confrontation, acceptance and self-encounter in the group and through questionnaire may become a developmental process leading to a fuller and more adequate life.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

A review of the literature dealing with problems of discipline indicates that although many volumes have been written as resources for parents in the home and teachers in the school, there has been little written in the area of disciplinary counseling and its importance in the developmental growth of the young person. Both research efforts and literature appear sparse in this area.

#### Background Literature on Discipline

The developmental concept of discipline as a learning process has its base in the derivation of the word itself. Its root is the Latin word, discere, meaning, to learn. The Bible describes the followers of Christ as His disciples. He called them to follow in order that they might learn from Him as they watched Him in relationship with people and as they listened to His teachings on the meaning and purpose of life. The goal and purpose of life for all followers of Christ is defined in the Bible as the abundant life. It was toward this goal that the disciples were directed in the learning process of relationship with Jesus Christ. It is with this concept of discipline, a learning process, that this study was undertaken. It was the assumption that the learning process would be accentuated through disciplinary counseling. Such counseling would facilitate a more self-actualizing, abundant life.

Among the important literature in the general area of discipline of children is Baruch's (1948) New Ways in Disciplin and the descriptive

writings by Meil (1960) Summerhill. In this he shares his experiences in an experimental school based on a developmental concept of discipline. Lindgren (1954) in Mental Health in Education, lays importance on understanding the child if he is to be educated as a total person, pointing toward the goal of a fully functioning individual.

Sanford (1966), designer of a recognized developmental model for institutional use in molding the individual, deals in detail with personality development of the student in college in his book, Self and Society. Sanford makes a plea for more research on personality change in college, indicating, as has been already recognized, that what happens to the individual as a person, in college, is virtually an unexplored field. Such research could include in its content the effect of a disciplinary concept with an emphasis on rehabilitation in a learning process pointing to self-understanding and the acceptance of responsibility, which are inherent characteristics of the disciplinary counseling program which is being discussed in this paper.

Much research is being done in the area of student development at a college level at Kansas State University and reports of the findings are being written as the program continues (Kennedy and Danskin, 1968). It is significant that this report rises out of findings of an experimental project at the same university.

#### Disciplinary Counseling and the Counselor

Koch (1968) discussed the subject of disciplinary counseling as an important step in the rehabilitation of a person facing disciplinary action. He discounted the use of the peer group in handling any phase of the discipline cases as being unsound educationally, even as was the handling of infractions

by the individual faculty members. His solution to handling all discipline cases is by use of a Disciplinary Counselor who is a faculty representative of the Dean of Students. It was his contention that in this way the student facing discipline can be helped toward becoming more socially responsible in the academic community of which he is a part. He saw the Disciplinary Counselor as receiving the charges, directing the investigation and interviews, initiating all follow-up and doing the counseling. It is the only method that is "educationally constructive" for the student, in his estimation. He defined in detail the procedure for the counseling sessions and describes the anticipated results. He summarized in the following manner:

In summation we may say that disciplinary counseling is based on the philosophy that the primary function of the college or university is not only to sharpen the minds of the students and deepen their intellectual curiosity, but also to help them with their personal problems. The problems may be a result of maturational stresses or the strains of trying to adjust to a complex world in which the dichotomy between professed values and everyday behavior is so starkly evident in almost every sphere of human involvement. Thus the aims of the disciplinary counseling process must be compatible with the avowed functions of the institution.

Richard Gross (1964) contended that the same person cannot be disciplinarian and counselor. It was his conviction that the very act of investigation and questioning creates an atmosphere wherein it is impossible to develop the kind of rapport necessary to permit complete freedom of expression and the ability of the counselee to really hear. Whether discipline and counseling can be compatible functions is a significant issue in the literature of discipline counseling.

Freisen (1967) expressed the philosophy of the Student Personnel Services Department of Kansas State University in which he defined a position that differs from Dr. Koch in another area. He contended that the student voice should be heard in official capacity at every level of the entire

judicial process, pointing to the handling of discipline cases. It was his conviction that the student, a part of community which is important to him, is responsible to his peers. This responsibility, when recognized, can become a rehabilitative and developmental process in the experience of the accused. From this peer group decision there can be direction to the disciplinary counseling interviews and groups which provide a base of operation for the counselor helping the one accused to face himself in terms of peer community responsibility at the lowest level.

The most complete work on the administration of discipline on the college level came from Williamson (1961), Student Personnel Services in Colleges and Universities. He has included a chapter on the Administration of Discipline and the place of counseling in discipline. He, too, separated the two functions and showed how they are traditionally separated. There is an important place for counseling in the disciplinary process, but he felt it should be done by a person other than the authority figure who initially confronts the charged with his alleged misconduct. He said:

We believe with counseling it (discipline) can become educative and growth producing. Discipline in organized student personnel work proceeds in an orderly fashion to help the individual search for an understanding of the causes of his behavior and for means of achieving his personality without continued disruptive and interfering expression of his motivation.

Williamson saw the counselor as being central to the program of discipline, but apart from the Dean's office and administratively responsible to the Department of Personnel Services. The counselor, must be free, he contended, to function in his role as a counselor. He might also be responsible for the education of the peer groups to assist in the judicial and rehabilitative processes. He stated:

We believe that students will learn to accept a judicatory

responsibility when their form of participation is regularized and well established, and when they view the desirable effects of discipline as a normal part of the educative process.

### The Goal of Education

A final comment on literature directs the reader to the 1962 Yearbook of the Association for Supervision and Curriculum Development which is a series of well-written articles by recognized authorities and the applications of their concepts in response to the question "What kind of a person would it be who has truly achieved the ultimate in self-realization?" Van Til (1962) pointed to the truly adequate person as the one who is "adequate in the sense of being fully-functioning, and self-actualizing, rather than adequate in the corrupted usage, 'good enough to get by'."

The goal of disciplinary counseling is defined in this context, and from this point of view this paper is written.

### Summary

A review of the literature revealed that little has been written in the area of disciplinary counseling. It further revealed that there is serious question as to whether discipline and counseling can be accomplished in a joint function under a single role. The writer recognized this problem as he developed his report on the experimental project at Kansas State University.

## CHAPTER III

### THE EMERGING PHILOSOPHY OF DISCIPLINE AT KANSAS STATE UNIVERSITY

#### Introduction

The emerging philosophy of discipline at Kansas State University has been discussed in detail in a paper entitled, "Personal Conduct and Disciplinary Programs in the Kansas State University Community," given by Dr. Walter Friesen, (1967) Associate Dean of Kansas State University, at an orientation for Resident Directors and Assistants of Kansas State University. This unpublished paper described the results of a number of pilot projects which were attempted at Kansas State University during the academic year of 1966-67, one of which was the program of Discipline Counseling Groups which will be discussed in chapters three and four of this report. The philosophies and principles in community and personal conduct, interpersonal relationship, individual responsibility to the community and the procedures in handling discipline cases were all clearly developed in this paper. Having shared with Friesen in a part of this emerging philosophy, the writer of this paper feels that he has appropriated as his own philosophy much that is discussed in the paper, which focuses on the importance of a person as a contributing being in the community where he finds himself.

Friesen has suggested that community is essential for any college or university if there is to be an effective growth and development of the students who are part of the university life. It is essential because, in the first place, thinking, which is essential to learning, is to a large extent an interpersonal process. Thinking is not done without conversation

or exchange with others with whom a common experience is shared. If education is to be more than the taking in of knowledge, he suggests that community is essential. In the second place, mental health problems are most often associated with the loss of effective interpersonal relationships and the return to mental health seems to be a function of developing or rediscovering relationship with other people.

Friesen (1967) summarized the reason for community in the following statement:

Why the emphasis on Community? Suppose we counter with a question: How does one learn--really learn? It is when we have discovered the sense of something in our own way, when we have organized bits of what we know and feel to answer a question that has become our question. All learning is in this sense self-appropriated and personal. Such learning occurs only when we think. And although we may do our best thinking "alone on a rock," even such thinking is to a very large extent an interpersonal process. We do not think without symbols, without an inner dialogue. On the whole, we do not think well without conversation and exchange with others with whom we share common experiences. Whenever persons wish to learn they tend to get together with others who also wish to learn. So, the emphasis on community is entirely pragmatic in terms of the University's function in promoting discovery, teaching, and learning.

A related way of emphasizing the community is to recognize that persons come to know themselves from their interactions with each other. If an education were merely the memorization of facts and figures or the acquisition of skills, then it could be achieved on a mass scale in quite impersonal ways. But since education is infinitely more than the "taking in" of knowledge, we need community. Education is the process of discovering one's own self and investing it. For persons to become fulfilled and fulfilling in this educational sense, the university must be a community.

If a community is to be a "common-unity" it is important that there be an atmosphere of safety and mutual trust in which each person is responsible for maintaining and enhancing relationships with other persons. Responsible persons enter into agreement and commitment with other persons in order to preserve and enhance enduring relationships. Rules and reg-

ulations become an important part of the way of life in this community. It is important to recognize that laws or regulations must be repeatedly evaluated as to their contribution to the maintenance and enhancement of human relationships, and to the development of responsible self expression of the individual. At any point when the structure fails to meet such a task, the community decision may repeal that regulation.

The individual who understands this context of law and regulation finds that responsible behavior can be a natural expression of himself. However, those who do not understand law in this light find that rules and discipline may frequently be most annoying, baffling and frustrating. Failing to have real sense of community and failing to realize the importance of structure in community relations, the individual who rebels against the regulations of the community, finds himself at odds and destructive in his relationships with other people. This person who fails to be responsible to other human beings is often one who has failed to develop an awareness of responsibility for his own life and behavior. He may be an individual who looks upon laws and other people as being directors or regulators of his behavior. Upon these laws or people he looks as ultimately responsible for the decisions he makes.

#### Discipline in the Community

Friesen suggested that the student personnel task which is commonly although somewhat narrowly called discipline, is a task of aiding in the confronting of each other, student and student, student and faculty, with those attitudes and deeds which disrupt relationship and growth. The purpose of such confrontation is to place before each other the expectation of a return to responsible interdependent relationship. This confrontation

has been recognized as having two aspects, the positive and the negative. The positive referring to those which are "designed to encourage the development of self-reliance and self-discipline; and negative as referring to those programs and procedures employed to reprove, correct, and rehabilitate persons who are persistently violating community needs and agreements." Friesen declared that it was his strong conviction that there is no real difference between these two functions of discipline, recognizing as he said this:

I suppose that the "negative" connotation has arisen because of the angry type feelings that are unavoidably elicited in us when we become aware of the disruption someone is creating in our group. When sanctions are imposed in anger and with the emotion of ridding the group of disturber, then it may well be appropriate to label our disciplinary activity as negative. To the extent that we work for the inclusion of the person who feels and behaves as one apart from the community, our work in discipline is unquestionably positive.

Those responsible for disciplinary action at Kansas State University seek to implement the positive function of discipline by a type of "feedback" situation in which is said in substance: this is how we see your behavior; these are the apparent results of your behavior; what do you plan to do, in terms of your own senses of being a responsible individual, to maintain your own integrity as a person?

One phase of the Kansas State emerging philosophy of discipline focused upon what has been called "the early alert." Much work has yet to be done in the program which specifically points toward the student as a person, a part of the community in its most basic form. Hopefully, under the early-alert concept, others of the community would be so aware of the individual that symptomatic problems, pointing toward disruption or partial disruption of the community, would be detected and helping areas of community life could be directed toward support for the young man or woman who was showing

his discomfort with the laws the community has set up and relationships within the community. Much work has yet to be done in the area of the early-alert at Kansas State University.

A second phase of the discipline program within the community of the university has to do with the necessary procedures and structures for safeguarding the community and the individual when the individual engages in a community-destroying behavior. This behavior, which reveals itself in the breaking of the community regulations, is often an indication of a breakdown in human relationships. Somehow, the sense of responsibility to others, which is essential for real community, becomes lost in a self-centeredness, aloneness and a disregard for the rights of others, as defined in the regulations of the community.

Kansas State University students have drawn up a "K-State Honor and Conduct Code" as follows; (Kansas State University 1967-68):

Individual responsibility and self-government are the major principles in maintaining honorable relations among Kansas State University students, between the students and the faculty, and between the students and other members of the local community. All students are expected to show both within and outside the university respect for personal honor and the rights of others.

A STUDENT'S CONDUCT AND BEHAVIOR WILL CONFORM  
TO STANDARDS OF A GOOD CITIZEN WHEN:

1. He adheres to Kansas State University rules and regulations.
2. He abides by the local community laws and customs.
3. He is honest in all scholastic work.
4. He commits no irresponsible, destructive, or riotous acts.
5. He commits no acts reflecting adversely on Kansas State University, or acts which are detrimental to the public.
6. He respects the rights of fellow students.

When a student in the university has been apprehended for an alleged violation of the honor code or one of the laws of the university community or the greater Manhattan community, a specific procedure is followed as that

student is formally confronted with his irresponsible behavior. This process of discipline may be found beginning on page eight and continuing through page twelve in the paper written by Friesen.

The concept of community, interpersonal relationships, individual responsibility and the rights of the individual as a person are very well defined in the procedural steps. In most instances in a university, the significant community to the individual student is his residence hall or living unit. Each living unit is asked to have a judicial board or its equivalent to hear the problems which are faced by residents of the particular unit. The individual who is faced with the charge of irresponsible behavior is therefore meeting others of his community with whom he is in relationship every day. In a defined procedure the facts of the particular case are discussed, the one who has been accused is supported by a friend whom he might choose and after the discussion has been completed, the statement of penalty for having broken the relationships of the community is given. The young person who has faced the lower judicial process has the right of appeal to the higher line of judicial procedure if that should be his desire. This is known as, The Tribunal, which is composed of faculty and students with the students in the majority. One element of this judicial system in its present format indicates a tendency toward taking from the student the responsibility for his own behavior as the court decides what the student needs to do. It is with this concern that the discipline groups seek to work. The judicial body which deals with the student must make a judgment, but in so doing there is an effort to operate in terms of the "negative discipline" as discussed in an earlier paragraph.

Disciplinary actions at this level vary widely with the offenses, the particulars of the case, and the various hearing boards. Each case is heard

on an individual basis and there are no lists of offenses which are given set punishments. There is an effort to maintain a consistency in the decisions with certain actions that have become common in the community level resident halls, to the extent that such consistency does not limit consideration of the individual and the particular circumstance.

One of the choices that may be made by first line judicial board would be to recommend the young person to a Discipline Counseling Group. Chapters four and five of this report will present the function, the organization and the general procedures followed in this discipline counseling group experience. The chart in Appendix A shows the outline of procedure in the judicial process beginning at the first line level of the residence hall and continuing through the ascending scale to the final appeal at the level of the president of the university.

## CHAPTER IV

### DISCIPLINE COUNSELING GROUPS

#### ORGANIZATION AND PROCEDURE

Discipline Counseling Groups were initiated as one area of the program of the Student Personnel Department of the Kansas State University for the rehabilitation of those who had been apprehended in the judicial processes of the university community. A pilot project in this area was initiated in the Spring term of the 1966-67 school year. It was developed in an effort to provide a situation of community for individuals who became involved in behavioral situations which brought them into conflict with the law enforcement authorities of the community or the university.

#### Methods of Referral

Referrals to Discipline Counseling Groups were made from each level of judicial authority within the university. Incidents involving arrests and trial by the civil courts meant a referral, in some cases after the court hearing, by the Dean of Students. In a number of instances, shop-lifting cases were referred directly to the Office of the Dean of Students, and then to a counseling group. Occasionally the residence hall judicial board recommended a Discipline Counseling Group for certain offenders. The Tribunal, composed of students and faculty, also made reference. In some instances, those referred were under a disciplinary probation directive from the Dean of Students which required, among other activities, the participation in a group. In each instance, the office of the Dean of Students was the authority which created a certain compulsion in attendance.

### Organization of Groups

Group meetings were planned at suitable times which were ascertained from a study of the schedules of those to become involved in the groups. After some adjustment, twelve men were assigned to the first two groups. Two men could not meet so were excused until the formation of a later group. Each man was asked to commit himself to a series of five meetings, on successive weeks, with the understanding that he would make up the time missed.

Two boys missed the initial meeting of the first two groups. They were reminded through rather stern letters of their commitment under their disciplinary probation directive and did respond the second time. A record was kept of the attendance, and make-up sessions were planned to accommodate those who had not fulfilled their responsibilities to the group. In the first two groups, two make-up periods were necessary with three boys in one and two in the second.

The third group was organized in a similar manner to the first two, toward the end of school, with the young men being asked to commit themselves to four sessions because of the pressure of time. The two young men who could not attend the first groups were in attendance at the third group sessions. This made a total of seven in the third group, one over the desired number.

### Leadership of the Groups

Leadership for the two initial groups was composed of the Associate Dean of Students and a graduate assistant, the writer of this report. Leadership for the third group was the graduate assistant and a woman assistant from the Dean's office. In each instance, the two leaders alternated in leading the group and recording the pertinent areas of the dialogue. The

two leaders acted as a team, entering into reaction with each other as well as with the members of the group. One attempt was made to tape the dialogue of the group session but this did not prove to be satisfactory because of the problems of recording.

The Associate Dean of Students or his assistant, were responsible for the earlier confrontation and usually with the investigation of the alleged misbehavior of the young men in the group. Each was recognized in the authority role by those involved in the groups. The assistant was not involved with any preliminary encounter and was not known by any of the participants prior to meeting them in the initial session.

It is around this condition that Williamson was speaking in Student Personnel Services in Colleges and Universities (1961) when he said, "Discipline and counseling are two personnel services most sharply separated, and usually insulated in their segregation, in the institutional personnel program." Much discussion continues around this conflict and experimentation is being made in the use of persons other than the authority figure in the discipline counseling group leadership. Williamson insisted that discipline with counseling "can become educative, corrective, and growth producing" provided it "proceeds in an orderly fashion to help the individual search for an understanding of the causes of his misbehavior and for means of achieving his personality without continued disruptive and interfering expressions of his motivations."

The leadership of the Discipline Counseling Groups at Kansas State University sought to look carefully at the effectiveness of this program in the light of the apparent contradiction of the concepts of discipline and counseling.

### Format for Group Sessions

The leadership of each group sought to develop an informal atmosphere. Following introductions, those who wished it were given coffee. Ash trays were provided, and in a casual and informal manner the reason for the meeting and general pattern to be followed was presented. An effort to provide an atmosphere of acceptance was made. Each young man was asked to share his experiences and an opportunity was given for others to ask any questions desired. The attempt for freedom of atmosphere was strengthened by the assurance that nothing that would be said would be used against anyone. Assurance was given that everything discussed would be strictly confidential. A sense of community seemed to develop as acceptance by each other was experienced as well as the knowledge of acceptance by the leadership was realized.

Each group session took its own form as the young men began to take a lead in the direction of the discussion. One group moved more rapidly into a community experience than the others. Concepts of responsibility for behavior, maturity of conduct, the effect of behavior on meaningful relationships with others and the effect of misbehavior on the future, all came under discussion. Personal goals, purpose in life, individual value systems and other subjects found their way into the discussion. There were moments of introspection and soul-searching, as well as confrontation and hostility at times. The effort to keep an informal atmosphere at all sessions was a goal of the leadership.

With the emphasis focused on the direction the participants would take the sessions, it was natural that some persons would emerge as group leaders. Dialogue with the group created a dynamic which seemed to bring about movement and healthy response of participants with leaders and with each other.

The spirit of acceptance by all kept the movement active and relatively free.

#### Self-Evaluation Questionnaire

Toward the end of the fourth session for the first two groups and the third session for the third group, a self-evaluation and information questionnaire was presented to the participants to be completed in their residence halls. A brief statement of the philosophy underlying the group counseling concept and purpose preceded the questions which were to be answered in a brief narrative statement. The questions were planned to help the young man see himself in terms of the meaningful relationship of his life with persons to whom he was important and who were in turn important to him. One question pointed to the "trouble" that had brought him into the group and what effect this would have on his life. The final questions asked for an evaluation of the effect of the group experience and relationships with the leadership and other men. (See Appendix B)

The results of the questionnaire were carefully studied and evaluated by the leadership and compared with the evaluations that had been made in the regular debriefing sessions. In most instances the detail of concern with which the questions were answered gave a deeper insight into what had happened as a result of their trouble, the group sessions and the influence of leaders and the other men. In most instances there were expressions of appreciation for the feeling of acceptance that was experienced and the knowledge of a community of people who cared.

The final session in each group was given to the discussion of the questionnaire, their reactions to it and to the group as a whole. The obvious feeling of community was present in each instance, even among those who expressed themselves negatively toward the group idea and the value of it.

There were those who, in the final moment, still declared that it was a waste of time. Their freedom of expression was interpreted as a positive reaction, an indication that they knew they were accepted.

#### Evaluation and Debriefing

Following each group meeting, the leaders of the group made an effort to evaluate the particular group experience in a debriefing period. Included in the debriefing were the following items:

- A statement of leadership and group members in attendance.
- The session number, time, date.
- The atmosphere of the group experience.
- The individual reactions and narrative of participation.
- An evaluation of dynamics and interpretation of what appeared to be happening to the individual participants.

These debriefing sessions were taped and made a part of the group file.

## CHAPTER V

### THE DISCIPLINE COUNSELING GROUPS

#### MEETINGS AND PROCEDURE

##### Introduction

In this chapter the writer has attempted to present a picture of the persons participating, the group procedure and an interpretation of the student's response during the counseling meetings, as he perceived them. While such reporting suffers from subjectivity, it does make available for the reader's consideration how at least one of the participants, a co-leader, experienced this experimental project.

##### Group I

The six students in Group I were assigned because of a variety of offenses. Student A had been arrested on a charge of intoxication, went to court for trial and his case had been dismissed. He was a member of a fraternity and was on probation in his house. This bothered him because his fraternity was important to him. Student B had made an effort to organize a panty-raid on girls' residence halls. To do this he had abused privileges in the use of a Campus Center mimeograph and had circulated 1500 copies of a flyer publishing the time, place and circumstances of the raid.

Students C and D had been arrested by the campus police and turned over to the county officials on charges of disturbing the peace, drunkenness, obscenity and general nuisance behavior around one of the girls' residence halls. Student E had come to the group under protest, having had a series of rather critical encounters with the Dean's office over his behavior as a dorm boy, over keys that had not been returned, over the abuse of dining hall

privileges and his attitude in general. Student F had been charged by the police with the stealing of a shopping cart from a local shipping center after he had been drinking with a buddy. The buddy was able to run away from the law, but Student F was apprehended. He faced charges in the civil court and later in the Dean's office.

In the initial meeting of the group, the general attitude was one of extreme anxiety on the part of the majority of the boys. In most instances they were unknown to one another. They knew only one of the two staff members present, the Associate Dean. Each of them in some manner had been confronted by him for his behavior. The feeling of anxiety which prevailed caused tension and resistance at the initial meeting.

The general format of the group was laid out by the Associate Dean of Students. It was recognized that each person present had been in a situation which had involved a problem with the law, either the law of the community or the rules of the university. An effort was made at that time to help each student to recognize that the university cared about him and wanted to be of help to him. There was a further effort to guide the thinking toward the fact that each student was responsible for his own behavior and this group was to help each one in some way find his place in the university community of which he was a part. Further emphasis was laid on the fact that everything said in this group was confidential, nothing would be in the records to jeopardize the future of the young men.

An invitation was given to the group for each individual to speak as he chose, telling how he felt about the incident that brought him there and expressing his feelings about his treatment, sharing with the group what had happened since this experience, what he had learned and what he thought he might learn from having experienced this conflict with authority because of

his behavior. There was effort to indicate to the boys present that the leadership from the dean's office was not sitting in judgment, but would rather be seen as helping persons with whom they could interact in freedom with a full sense of acceptance.

Student A began the conversation, displaying as he did the air of the braggadocio. He treated his troubles rather lightly, but expressed a deep concern over how his fraternity brothers felt about his behavior. He defended strongly his right to drink, insisting that he would continue to drink. The lesson he had learned was that he should not go out when he was drinking, that he should remain at home and sleep it off. He declared rather vehemently a number of times that he would continue to drink because he liked to drink. He expressed his need for acceptance by people; his need for a sense of relationship with others. He gave some insight into his home life where he felt very close to his mother, but was in a sense alienated from his father. He did, however, defend his father, who on many instances had bailed him out of trouble, some of which was related to his drinking.

Student B showed insight into himself as he told his problem. Following his effort to organize a party-raid, he had been counseling at the University Counseling Center and apparently had come to some self-understanding. As he presented his problem he did so in an objective way, explaining his behavior as he saw it. He expressed several times that what other people thought was very important to him. He felt that he was bidding for attention with much of his behavior. He showed strong leadership in the group as he took issue with some of the other young men in their subjective attitudes and their apparent irresponsibility in facing their problems. This young man emerged from the various counseling sessions as one who apparently had at least an intellectual understanding of what was being attempted.

Student C was quite open as he told of himself in the group. He talked quite freely, showing insight into himself as he vividly described the very traumatic experience of spending a night in the jail with other "common criminals" among whom was an alleged murderer. He saw himself as one who was constantly getting into trouble and wanted help so that he might somehow be a more productive person, better able to relate to authority and more willing to accept the help of others. He told frequently of his relationship with a girl friend who was apparently quite important to him and for whose sake he was seeking to avoid trouble. He expressed concern over his behavior, for the bad affect it had on others as well as for what it had cost him in terms of his own experience of a night in jail.

Student D who had shared with Student C in the intoxication escapade was rather quiet in the group. When he did speak he was free in the expression of himself and his feelings, declaring from the start that it was a waste of time for him to be there. As the group meetings progressed, he seemed to have a certain need being met in the experience. He freely admitted that drinking was the cause of his trouble and then defensively said that he would continue to drink but with more moderation. He suggested he had not learned anything by the experience, but as he responded throughout the successive meetings it was apparent that despite his hostility toward any change, he was influenced by what others were saying and by the feelings of others in the group as well.

Student E came into the group as an angry young man and left the group as an angry young man. He felt that a terrible injustice had been done to him and that all accusations were without grounds; that he had not been accepted as a person in any sense of the word; that he had been violated in his dismissal from the residence hall dorm-boy relationship. He felt his

troubles were due to the fact that he chose to grow a beard which was his personal right to do as a man. He was very hostile in attitude toward the representative of the Dean's office, but on the other hand appeared to be accepting of the other group leader who was working in the capacity as an observer, a student like himself. He entered into open hostility and verbal battle with the representative of the Dean's office, and there was frank dialogue which should have been helpful to him and certainly of benefit to the other young men as they witnessed the degree of acceptance by those in authority for one who was obviously hostile.

In the course of the dialogue with Student E, it was obvious that the other persons involved were concerned with helping him to "wise up" to himself, to understand that his attitude was one which was not acceptable to good community relationship and was one of irresponsibility in terms of fulfilling his role as a person. His relationship with the Dean's office became increasingly more critical as other incidents of his rebellion came to light. In the last session he opened up in the presence of the graduate student leader and verbalized, with apparent honesty, his feelings toward self-expression and right to be himself. He was distrustful, at points, because he felt there was a psychological evaluation being conducted and he appeared to be fearful of such an experience. However, when an opportunity was given for a battery of tests he did volunteer to take them, but was careful to let everyone know that he was doing it because he was being paid for it and he could use the money.

Student F was most embarrassed as he looked at himself following his episode with the law for the stealing of a shopping cart. He said, "If you think you have acted stupidly, just listen to what I have done." He saw his behavior as being immature, irresponsible and childish. He had gone out

for a night on the town to relieve tension, and had had a few more beers to drink than he could handle. He seemed to accept the idea that it was a mistake. He had already profited by it and was willing to share what he had learned with others. He had ambitions for his scholastic program and recognized that this type of behavior would not help him. He seemed determined to use this experience as a stepping stone to build within himself deeper maturity and to become a more responsible person. He showed strength in the group with his effort to understand himself, his understanding of others, and his apparently sincere desire to help others.

#### Evaluation of Group I

In evaluating this group it was apparent that a community developed for these boys. Some responded more and some less to this sense of community. There was a feeling of being accepted on the part of most of the boys. This was obvious in their response on the questionnaire which was one of the instruments used to evaluate what was happening to them. From the beginning there seemed to be a freedom in discussion and a freedom to express one's self, knowing that what was being said would not be used against them.

Students B, C, and F, showed a positive response to the overall spirit of the group. In their questionnaires they expressed themselves positively in evaluation of a good experience. Their general attitude seemed to show that there was worthwhile and strengthening support in the experience for each of them. Students A and B were less responsive initially in general attitude, but did show a movement as the meetings progressed and in their questionnaires indicated that more had happened than the leadership had realized. Student E remained hostile throughout the group; apparently he was very fearful of getting close to anyone and resisted anyone getting close

to him. This was obvious in his responses to the questionnaire and later psychological testing.

It is significant to note that Student E was dismissed at the end of the semester for academic reasons. Student D, who was on probation during the semester, did not return because of his failure to academically satisfy himself or his parents. Students A and C were both married during the following semester and in each instance has shown an increase in grade point average and in ability to apply himself. Student C also availed himself of the opportunity for help at the counseling center and has responded well to that help according to the latest reports. Student B continued in his effort to be important and is currently receiving help in the Counseling Center. Student F responded in an open manner when he was visited and met on the campus. He apparently is doing well in his academic program and has been able to profit by his experience of discipline and counseling.

#### Group II

The initial meeting of this Group was conducted in much the same manner as Group I with characteristic anxiety being expressed by the members of the group who were entering into a new experience as a result of a discipline problem. They did not know each other and were uncertain of the authoritarian procedure which had brought them together. The leadership was the same, an associate from the Dean's office who had faced them initially with their offense and had recommended this group as a responsibility which would be expected of them, and the assistant who was unknown to any of them. The introduction was of a similar nature with the graduate assistant suggesting the purpose, guidelines to be followed, and generally expressing concern for the men as persons, with expressions of acceptance of them as unique individ-

uals. Each young man then told his story and the group meetings continued for a total of five sessions.

Four young men were involved in Group II. Two young men, Student G and Student I were apprehended by the management of local stores and referred to the Dean's office for disciplinary action. Upon the recommendation of the Dean of Students they were placed in the group. Student H was referred to the group because of his irresponsible behavior and intoxication at a pre-party party which resulted in a girl from one of the residence halls staying out all night. Student J, along with several other young men who had dropped from school, was arrested for stealing signs and other property.

Student G at no time really involved himself in the group. He was not hostile, but he did not seem to be with the group. He endured the time the group was together. He shared little of himself and apparently, from the observation of the leaders, applied little to himself. He did not seem to need a community relationship. He was married and apparently very close to his wife, having shared with her his trouble and apparently have experienced with her the agony of whatever responsibility he must face in it. He was irresponsible in returning his self-evaluation questionnaire which was a required part of the group experience and responded slowly when invited, quite directly, to visit with personnel in the Dean's office for having failed in this responsibility.

The reaction of Student H in the group was likewise one of considerable reserve. He seemed ashamed to be a part of the group and did not really share much of himself in group discussion. However, in his self-evaluation he did indicate that more was happening than appeared on the surface. In the group experience he seemed to feel a sensitivity over the fact that he had gotten a girl into disciplinary trouble, but did not seem to face his

responsibility for the alcoholic episode or the unwise behavior of that evening. Apparently he did not feel a part of the group because he did not share himself in experience with the men.

Student I showed freedom and a positive attitude from the start. He appeared to relate well with others and responded freely to all. He revealed some depth of understanding and a desire to learn from his experience. His act of misbehavior seemed impulsive and incongruent and for no acceptable reason. It seemed to prompt him to look at himself. He appeared to do this in the group and was able to comment on what he saw. He reacted very strongly in response to some of the apathy of the others and tried to help others to become involved. He became a leader of the group in setting a pace for much of the discussion in the sessions together.

Student J was a pathetic person to view. He had a dejected expression, and long hair which was often unkempt. He seemed to be a very lonely person, apart from everyone, and at those times when he was able to verbalize he indicated his loneliness. He had no real friends. After the third session, it was felt he began to have a sense of belonging to the group. His hand-clasp on that occasion was firm and he volunteered in the group discussion. Before this time he had responded only when asked direct questions. In some ways he seemed to feel abused because he was the only one of his group who had been apprehended by the authorities who had to face the responsibility of his behavior. The other young man who had been apprehended with him in the theft of property had already dropped from school.

#### Evaluation of Group II

In evaluating Group II it is important to understand that it was a smaller group. The four did not really become a group until the third

session. In the early sessions the leaders felt uncomfortable in trying to guide the discussion with little response from the individuals involved. A break through in attitude came at the point that Student I freely expressed some of his feelings and was able to bring others into reaction to himself. He was, as has been stated before, the strong person in the group, able to verbalize and to bring reactions from the other young men. His response by questionnaire was likewise very positive. It was apparent that he benefited richly from the group experience and was able to look upon himself as a more responsible person.

Student G in his questionnaire response indicated that far more was happening than was realized at the outset by the leadership. Apparently his feelings of embarrassment at being a part of the group kept him from freely expressing himself and he did indicate that there was more value to him in person to person encounter than in the group experience. It was the feeling of the leaders that this young man did benefit but that he was in need of further counseling.

The questionnaire response of Student H indicated that his aloofness in the group experience was a result of his own low self-concept. The questionnaire also suggested that his turning to alcoholism was an escape from these feelings. He, too, was apparently helped more by the group experience than was at first realized. Student J did respond to the group. He was warm in his relationships to the leadership and seemed to feel a sense of oneness with the acceptance which was shown by leadership and the other men.

In this group, Student H was the only one who carried a grade point level which would permit him to continue without probation. Student G and I continued on academic probation. Student J did not return.

Group III

Group III was directed by the graduate assistant and an assistant in the Dean's office who had had the responsibility of confronting a majority of the young men in the group in disciplinary proceedings. The same general format of the initial meeting was followed with similar anxieties recognized and guide lines defined. There was less obvious concern over the assistant in the Dean's office, a woman, than there had been with the presence of the Associate Dean in the previous sessions. Perhaps this was one reason this group seemed to become more unified from the start. Due to pressure of time Group III met only four times with one of these times taken up in psychological testing.

Group III was composed of seven young men. These young men had a variety of disciplinary problems. Students K, L, and M were involved with one other student in a grand larceny charge, the theft of an automobile motor. After they had been tried in the Civil Court, they were assigned to the Disciplinary Counseling Group by the Dean's office. Student N, O, and P were apprehended by the management of local retail stores with charges of petty larceny. Student N was assigned to the group by the Student Tribunal and the other two young men by the Dean's office. Student Q found a text book and did not return it to its owner, although the owner's name was in the book. He tried to sell it at a local store and was apprehended by the manager at the time that he was being paid for the book. He, too, had been assigned to the group by the Student Tribunal and was hostile to that group for what he felt was an unjust decision.

The feeling of hostility toward the tribunal on the part of Student Q was obvious as he came to only one session of the group. He failed to

appear the first time and after an urgent note of suggestion he did come the second time. During this time he expressed himself freely and with open hostility. His hostility was accepted by the group and by the leaders. Efforts were made to help him realize that peer groups are often harsher than adult groups, in disciplinary procedure. He apparently did not feel accepted; he refused to come back; he refused to take part in any testing; he refused to meet appointments with the leaders and only after direct order from the Dean of Students, did he meet for conference at which time he refused to consider any further relationship with the university and withdrew from school already having faced the fact of academic dismissal at the end of the semester. From all indications there was no help given to this young man, no sense of community realized by him and his sense of hurt was probably increased because other peers were now "working against him."

The effect of the grand larceny charge on Students K, L, and M seemed devastating to them and this appeared as they met the group. Student K could not seem to mobilize himself to any constructive activity. He could not attend class and for some days was unable to interview his teachers to ask for permission to withdraw while passing. He was responsive in the sessions that he attended and in individual work later with one of the staff leaders he seemed to find motivation to resume some normal activities in life. His academic difficulty meant he was under very rigid probation and as a result he did not return to school the following semester. Student M, who in his first semester had maintained a grade point average of 3.0, was so immobilized that his grade point average for this particular semester was 0.00. He did nothing. He was free and open in the discussion, an intelligent young man who seemed to be seeking to find himself, but was unable to do so in view of the pattern of life that he apparently had chosen to

follow. He appeared to respond well to the dialogue and reactions of the other men in the group and was open in his response to being accepted by the leaders.

Student L was the leader of the group of young men who were charged with grand larceny for the theft of an automobile motor. He had transferred to K-State from a neighboring university. His interest was in an academic program that required a high grade point average which he was unable to meet at the other university and with which he was having great difficulty at K-State. He made a fine appearance and seemed to be most cooperative. He had a good spirit and responded to every effort that was being made by the leadership and others to help him. He was aware of the irresponsibility of his action and was able to place it beside other experiences in his life pattern which were disappointing to himself as well as others. Somehow he lacked the ability to act on how he felt. He showed a natural ability to speak and verbalize his problem and was able to challenge others in areas of obvious irresponsibility. He did share that his particular irresponsibility in the act of theft with the other young men came as a result of deep disappointment in his life when he had been rejected by that particular college toward which he had ambitions. He seemed to appreciate the sense of community and acceptance which was obvious in the group.

Student N was not an open person. He was not hostile, nor was he indifferent. He just did not share much of himself. He missed the second session because of an appendectomy and when he did return he was anxious about his grade average as well as his behavioral pattern. He seemed to feel a sense of appreciation for concern of others. He showed shame over his actions. He did not understand why he had done it and this was really

bothering him. He did not appear comfortable at being a part of the group.

Student O was a very verbose young man. In the initial conference he showed anxiety and fear. He was quick to respond in a defensive way whenever the opportunity was presented. In the initial session he dominated the center of the stage without objection from the others; as the meetings progressed others would object to him and in a sense would "put him in his place." Often in his defence of himself he contradicted what he had said earlier. He showed strength in his objectives in life which he defined thus: "I want to build something that will be a monument to me."

Student P had been assigned to the group by the Dean's office for an offense which had allegedly been committed four or five months earlier. He was a quiet young man who said little in defense of himself but showed remarkable understanding of himself and as the group meetings progressed was able to more freely verbalize how he was feeling. His response to the questionnaire indicated that more was happening than he was able to express. The over-all evaluation of his reaction to the group seemed to indicate that he received considerable help in terms of a higher self-concept and greater ego-strength.

#### Evaluation of Group III

Group III was a unique group in several areas. Leadership was provided by a woman assistant in the Dean's office and the graduate assistant. This provided a different climate. It appeared there was less of a judicial atmosphere. The group was larger than desired. Two of the young men were called in for alleged offenses that dated as much as six months earlier. There was a greater number of make-ups necessary despite the fact that there were only four sessions held. The sessions were held late in the school

year with some unavoidable conflicts and some forgetting.

One obvious fact that permeated the discussions was the knowledge that some would not be returning due to grade point level and academic probation status. It is significant that only three of these young men returned to school the following semester. Personal conferences with those who were absent on two occasions were held with the team leaders individually as each leader worked with one young man. In both instances these conferences proved helpful as the freedom of the group atmosphere carried over.

It was felt by the leadership that this group was positive in an overall sense although there were more negative feelings felt by the graduate assistant who had worked with the two previous groups. The unique features mentioned above may have contributed to these feelings. On no occasion were all seven present and on no two occasions were the same persons present. However, four of the young men seemed to have benefited by the community aspect of the group. Make-up conferences with one of the leaders proved extremely helpful to the fifth young man. The loss of one period of the planned meetings seemed to hinder the development of a community spirit, although acceptance was apparently felt by a majority of those involved.

#### Follow-Up of Discipline Groups

Toward the end of the semester following the three Discipline Counseling Groups, an investigation of records was made in order to determine the status of the seventeen young men who had been involved in the groups. Three had been dropped by academic dismissal; the other three, had they returned, would have returned under academic probation.

A follow-up questionnaire was prepared for the remaining eleven young

men. Response to the questionnaire was optional for the young men as they were asked to answer certain questions relating to their interpretation of their experiences after a lapse of time following their period of trouble. (See Appendix C)

Six young men failed to respond to this questionnaire. Five of them were the most vocal of the young men in the group experiences. They had aired their concerns freely, and had been able to vocalize their feelings. The incident was now past. It was the feeling of those who had worked in leadership that since they had been able to express themselves so adequately, they considered the matter closed and since they had appeared to profit from the experience they had learned a significant lesson. The sixth young man who did not respond, was Student A. His failure seemed to indicate a continual refusal to face responsibility. This evaluation was based upon the fact that his response in the group, though very vocal was not one which would indicate a deepening sense of responsibility.

A complete response was received from Student B who verbalized eloquently in writing. His confused feelings were expressed with considerable freedom. He confessed to a sense of deeper understanding. He also indicated a greater willingness to accept himself as he was although he described himself as "a heel," with the world being full of "a bunch of hypocritical heels." He credited the group experience as having convinced him of this latter fact. He did not answer the questions directly, but in each instance used the question as a take-off point to express a particular anxiety or a verbal hostility. He summarized the entire experience of his earlier trouble, the group experiences, the questionnaires and the final question by suggesting that he had a strong urge to bring people out of apathy. He expressed an

interest in "riling people" and "criticizing people" and doing it on the basis of being a champion for freedom of expression. This young man continues counseling at the University Counseling Center.

Student C indicated a much more positive reaction as he viewed the Counseling Group of the previous semester. He felt it provided an opportunity for better understanding of his own anxieties and self direction. He expressed appreciation for the group which had given him a sense of oneness with others and a chance to realize that someone else cared about him. He evaluated the trouble which had brought the group together in a positive sense as source for greater strength and expressed determination to stay within the law and show proper respect for authority. Negatively, he was still disturbed by the fear which had been instilled in his life due to his overnight prison confinement. He concluded his questionnaire by indicating an appreciation for the freedom that was his in apartment living and then a personal note saying that he was always available if there was ever a desire for one who had gone through the Discipline Counseling Groups to share with others the results that had been his.

Student H responded very positively, and expressed an appreciation for the fine results that had come from the group helping him to be more considerate of others. He felt the group helped the members to have greater confidence in themselves, to be more aware of problem situations which might result. He responded positively as he remembered the group experience.

Student G did not indicate much positive effect. He did suggest that he realized more of the importance of being a responsible person, particularly in view of the fact that others were dependent on him. He had little else to say.

Student P responded in his questionnaire by saying that the group had

helped him to know the expectations of his family, and that he had not been meeting those expectations. He felt a sense of obligation to do well in his school work in order to repay them for what they had done for him. He felt that the group experience helped him to see himself more clearly as he was and to see the world in a different light. It helped him to see that people were concerned about him and that he must try harder to respond to the concerns of those who did care. He listed all the effects of the experience as being positive with an emphasis on the fact that he should be more responsive as a helping person to others even as the leadership and the other group members had been to him. In evaluating his academic progress and personal growth, this young man felt that academically he was not doing so well and he was anticipating a change to another state institution. As a person, he seemed to feel that there had been definite progress in his life, part of which was due to the group experience. It is interesting to note that this young man did leave the school because of academic dismissal at the end of the semester in which this questionnaire was completed.

#### Summary Evaluation of Discipline Counseling Groups

Seventeen young men were involved in the Discipline Counseling Groups. The leaders have sought to evaluate the experience as they observed the young men in the groups and studied the questionnaire, as well as the other personal observations following the meetings, and in the case of five, in the follow-up questionnaire. Nine young men appeared to make good use of the opportunity for self-help and demonstrated their appreciation in written or spoken expressions.

The experience of the groups apparently strengthened three young men in a determination to be more careful in their behavior in the future. They

appeared more concerned with consequences than with responsibility for behavior. Three other men showed obvious effort to reject the motivation to self-help after having to face a bit of the discomfort of introspection. In the opinion of the leaders, this could have a positive effect upon them in the passing of time. The one actively hostile young man found acceptance and freedom to express himself which can be interpreted as a good experience for him, despite his continued rejection of the whole idea. The young man who maintained a defiant, hostile attitude and refusal to respond to any effort for further confrontation and communication was apparently not motivated in any way to avail himself of any help that could be offered to him.

The following chart shows the leaders' evaluations of each young man who participated in the Discipline Counseling Groups. The descriptive words and terms used are according to dictionary definitions and are not operationally defined by the leaders.

| Student | Participation<br>in the Group | Description of<br>Initial Response | Description of Change<br>During Counseling | Follow Up Response       |
|---------|-------------------------------|------------------------------------|--|--------------------------|
| A       | Active                        | Superficial                        | Escape                                     | No response              |
| B       | Active                        | Introspective                      | Discretion                                 | Assertive, Introspective |
| C       | Active                        | Introspective                      | More trust                                 | Thoughtful, Creative     |
| D       | Passive                       | Rejecting                          | Escape                                     | Dropped from school      |
| E       | Active                        | Hostile                            | Verbal hostility                           | Dropped from school      |
| F       | Active                        | Responsive                         | Self-confidence                            | Freedom expressing       |
| G       | Passive                       | Non-feeling                        | Dissociation from others                   | Some acceptance          |
| H       | Passive                       | Deferent                           | Discretion                                 | Some responsibility      |
| I       | Active                        | Responsive                         | Self-confrontation                         | No response              |
| J       | Passive                       | Responsive                         | Self-acceptance                            | Dropped from school      |
| K       | Passive                       | Responsive                         | Self-acceptance                            | Dropped from school      |
| L       | Active                        | Responsive                         | Responsibility                             | Dropped from school      |
| M       | Active                        | Responsive                         | Responsibility                             | No response              |
| N       | Active                        | Responsive                         | Self-acceptance                            | Dropped from school      |
| O       | Active                        | Dominating                         | Discretion                                 | No response              |
| P       | Active                        | Docile                             | Self-understanding                         | Self-discerning          |
| Q       | Active                        | Hostile                            | Defiance                                   | Dropped from school      |

## CHAPTER VI

## SUMMARY REACTIONS AND RECOMMENDATIONS

A study of the Discipline Counseling Groups and an evaluation of the apparent effect on the lives of the seventeen young men involved, prompts a variety of conclusions. It is recognized that there were certain limitations in the group experiences and evidenced individual reactions.

1. There are problems of relationships between group leaders and the young men involved when the traditional concepts of the punitive aspect of discipline are related to the discussion of the behavioral problems. The natural suspicion and uneasiness was obvious in every initial session.

2. There was a normal distrust focused by the young men toward the authority figure of the Dean and his representative, despite their honest efforts to express total acceptance of the person. This made freedom of expression on the part of the members of the group more difficult.

3. Four or five sessions for group counseling are not a sufficient number to effect a significant experience of community, to bring about a willingness to invest oneself in others and to accept others. These characteristics should be an integral part of an encounter group. It is recognized that the average number of group sessions necessary for the formation of a group is five and this under the best of circumstances.

4. It is the feeling of the writer that it would be well if neither leader participate in the early investigation and initial confrontation of the offender with his misbehavior. This rises out of 1 and 2 above.

In spite of the limitations just expressed, there are other affirming conclusions that must be shared as significant relationships were experienced.

1. There were expressions of appreciation given as the sessions progressed. These centered on the realization that someone cared enough to seek to help, that the university was not entirely impersonal.

2. The atmosphere of acceptance by leadership was appreciated by several of the young men who came to realize that although their behavior was not acceptable to the leadership, they were acceptable as persons. Acceptance by the leadership also helped in self-acceptance and in the acceptance of others as well.

3. Dialogue in the group experience seemed helpful to the majority of the young men. As the sessions progressed the dialogue seemed to become freer, resulting in more positive attitudes toward the leadership and each other.

4. Insight into self was real to several of the men and with this insight there appeared to be a deepening sense of responsibility for personal behavior. As meaningful relationships were discussed, there seemed to be insight into the effect, of irresponsible behavior, on those who cared.

5. The sharing of the feelings of guilt, shame, embarrassment, fear and hostility seemed to have a freeing effect on those who participated. With this freedom came an apparent greater self-acceptance. This was probably the most positive result that was felt.

6. The self-evaluation questionnaire seemed to have a positive effect in the experience of all except one of the men. The narrative type answer requested, apparently stimulated deeper thinking and searching. This questionnaire proved important to the writer in his evaluation.

#### Recommendation for Further Study

The study which has been attempted is incomplete. A longitudinal study

of the same group of young men covering several years, would be necessary to accurately define the developmental growth in the discipline counseling experience. This study would be necessary to substantiate the evaluation made by the writer.

The group counseling experience appeared valid and should be continued as a tool in the area of discipline. Future group counseling could be organized as follows:

1. Four sessions in successive weeks could be planned.
2. Monthly follow-up group sessions could be arranged to keep contact and assist the young men to better evaluate what is happening over a period of time.
3. The questionnaire could be given out at the fourth, weekly session and then evaluated in individual conference with one of the leaders.
4. Additional opportunity for individual conference would be offered to students expressing such a desire.
5. Leadership of the groups should be composed of persons who have not been a part of the investigation or initial confrontation. This would lessen the anxiety, guilt and fear which seemed to characterize the initial session.

Discipline Counseling Groups may be an effective tool for assisting in the developmental growth of a person who faces disciplinary action for irresponsible behavior in violation of laws of the community or rules of society. Counselors, serving as helping persons, may provide an atmosphere of acceptance of the individual even in the midst of confrontation for the misbehavior. In so doing, the person apprehended for his misconduct can be challenged to self-study and guided toward greater personal responsibil-

ity for his conduct and toward becoming a more adequate person.

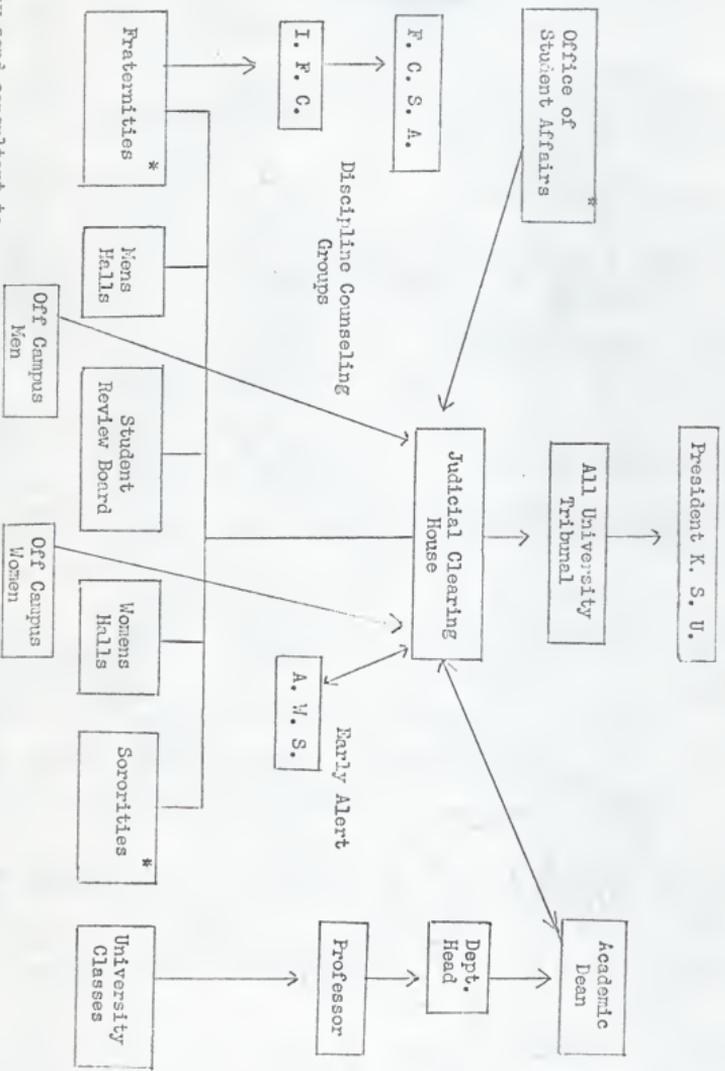
The concern of the leaders and the structure of a basic encounter group are important elements in the self-evaluation. It is the conviction of the writer that every college age person apprehended for alleged offenses against society could profit by such an experience as he seeks to find himself in each experience.

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APPENDIX A

KANSAS STATE UNIVERSITY JUDICIAL ORGANIZATION



\* - May send consultant to Student Review Board

APPENDIX B



APPENDIX B

## SELF-EVALUATION QUESTIONNAIRE

KANSAS STATE UNIVERSITY  
Dean of Students  
April, 1967  
Name \_\_\_\_\_

### ON SELF AND COMMUNITY.....

For the last several weeks we have met with each other in a new and unusual group. Our times together have helped us to learn something about ourselves and our relationship with others. Charlie and I tried to summarize what some of these learnings had been for us. The way we put it (obviously you might choose different words and quite possibly express altogether different learnings.) included the following:

1. I am not alone, other persons do care about me.
2. I am responsible and accountable to others because they do care about me.
3. My responsible accountability to others requires me to admit that "It is I" when I have failed others who care about me.
4. It is important that I understand why I behave as I do.
5. It is also important that I have a purpose for my life and that the search for this purpose be a part of my daily activity.
6. My life experiences might be either constructive or destructive in terms of my relationships and search for purpose.
7. Each experience of my life can have the end result of helping me to see myself as I am and as I should be, depending on how I use the experience.
8. A positive inner motivation can help me to become the person I want to be in my continuing relationship with others who are concerned about my fulfilling my life purpose.

In order for us to know you better and to assist us in evaluating your experiences in this group, we are asking that you spend an hour or so thoughtfully responding to the following questions. We ask that you write out your response and return it to our office. Your response will be filed in your folder and we will refer to it in our review with you of your disciplinary status.

1. Where and what I am today is a result of where and what I have been. Would you tell us about yourself in terms of your family? How would you describe your family to us? In terms of your own self, what about your own family life do you think has been most important?

2. Apart from your own family, who in the past has been especially important to you? Tell about this person or persons and his (their) relationship to you. What made them important?

3. To whom are you an important person now? To whom do you matter a great deal? Tell about this person (persons) and your relationship with them.

4. Who matters most to you? On whom do you depend for satisfying relationships? Tell why this person is important to you.

5. You have recently had "trouble" in your life. As you see it now, what do you think are the most important reasons for the "trouble" you have experienced?

6. What do you feel you have learned from the "trouble" you experienced? What has happened as a negative result of the "trouble"? What has happened as a positive result of the "trouble"?

7. Tell how you feel about these questions. Tell how you feel about the groups.

APPENDIX C

DISCIPLINARY COUNSELING GROUPS FOLLOW-UP QUESTIONS

1. Has the experience of our group affected you in relationships with people who are important to you? If so, how?
2. Do you feel different about yourself as a person? If so, what is the difference and did the group experience have any influence on the change?
3. As you rethink the "trouble" which brought us together, what are the positive and/or negative affects this experience has had on you?
4. How satisfying is your present living situation with respect to academic progress and personal growth?

AN EXPERIMENT IN DISCIPLINE COUNSELING AT  
KANSAS STATE UNIVERSITY

by

Charles P. Ford

B. S., Wheaton College, Wheaton, Illinois, 1938

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1968

Relationships in community are important to all persons who would experience a well-rounded and adequate life. This is particularly true in the formative years of life and in the educational institutions in which youth of today are in attendance. As the young people are exposed to these institutions of higher education they are involved in the process of finding self and investing self in others. For this purpose the university as community is important.

Breakdown in personal relationships (community) often occur among the youth on the university campuses of today. This breakdown is demonstrated in behavior which is often in defiance of, and outside that, which is acceptable to the community as defined by necessary laws and codes of conduct. At the point of this breakdown there is obvious limitation of adequacy of personal development and fulfillment.

The study which is here presented, reports a project of the Kansas State University Department of Student Affairs which was conducted in the Spring term of 1967 by a team representing the Office of Student Affairs with three different groups of young men who had been faced with disciplinary action because of behavior which was contrary to the Code of Conduct of the University and the laws of the community. An attempt was made in the Discipline Counseling Groups to facilitate a community experience in which, through relationships with their peers and accepting adult leadership, the young men might better look at themselves and hopefully realize an effective self-confrontation to the point of redirecting their lives to fuller experience and renewed relationship to the total community.

Seventeen young men were involved in the Discipline Counseling Groups. It was felt by the leadership of the groups that only one young man did not benefit by the Group experiences. Ten young men appeared to be motivated to a high degree toward self-help and the others reacted in different ways which indicated, to a lesser degree, some help to self-understanding and responsibility, according to the leaders' evaluations.

Recommendations for future Discipline Counseling Groups included suggestions rising out of the evaluations made by the young men themselves. One suggestion made was need for an opportunity for additional personal counseling. The writer of the report recognized that a longitudinal study over a period of years would be necessary to truly evaluate the benefits of the Discipline Counseling Group experience. A follow-up of the young men involved in this study could provide an interesting study for further understanding of the value of such a program as a rehabilitative experience, pointing toward fuller life.