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IMPLEMENTING PSYCHOLOGICAL CURRICULUM:  
AN INVESTIGATION OF THE INSTRUCTIONAL  
CONCERNS OF TEACHERS

A Dissertation

By

Doris J. Shallcross

Submitted to the Graduate School of the  
University of Massachusetts  
in partial fulfillment of the requirements  
for the degree of

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January 1973


IMPLEMENTING PSYCHOLOGICAL CURRICULUM:  
AN INVESTIGATION OF THE INSTRUCTIONAL  
CONCERNS OF TEACHERS


A Dissertation Presented


by

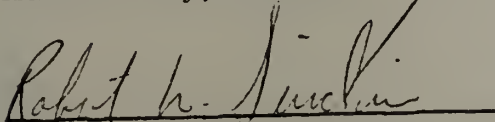
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Approved as to style and content by:

  
Gerald Weinstein, Chairman

  
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Robert L. Sinclair, Member

January 1973

## DEDICATION

To my mother, Ethel Ruth Shallcross, and  
my father (the late), John William Shallcross  
for allowing and encouraging one of their four  
daughters to hear a different drummer.

## ACKNOWLEDGEMENTS

My sincerest thanks are extended to those who helped facilitate the conduction of this investigation:

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IMPLEMENTING PSYCHOLOGICAL CURRICULUM: AN INVESTIGATION OF  
THE INSTRUCTIONAL CONCERNS OF TEACHERS  
(January 1973)

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ABSTRACT

Various practitioners are developing programs in psychological education and making inroads in implementing the study of the self as legitimate subject matter as a part of the broad spectrum of school curricula. Since such programs introduce not only new subject matter but also new approaches to learning, the present study concentrated on the instructional concerns of teachers who are implementing psychological curriculum.

The purpose of this study was to determine instructional concerns of selected elementary and secondary school teachers who have been attempting to implement elementary forms of psychological curriculum. Comparisons were made between instructional concerns identified by researchers or theorists and those identified by classroom teachers. Patterns of concerns that emerged in both sample groups yielded four major concern patterns:

Pattern I - Subject matter, skills, training needs

The teacher's concern for his own ability to deal with the subject matter and skills involved in psychological curriculum. This concern also implies further training needs.

In general concerns in this pattern deal with:

A. The uniqueness of the subject matter.

1. It concentrates on the realm of the personal.
2. It doesn't allow the distance between teacher and student that conventional subject matter often does.

B. Confidence in skills ability.

1. The subject matter calls for the conduction of skills not ordinarily used in conventional subject matter, for example, processing thoughts and feelings or conducting a fantasy exercise.
2. The openness of the subject matter places greater demands on the teachers' on-the-spot flexibility with skills.

C. Implicit in the uniqueness of the subject matter and one's confidence in his skills ability are the feelings expressed for more training in psychological education.

1. The need for greater cognitive awareness of psychological approaches is expressed.
2. The need for more in depth experiential and theoretical opportunities for teachers to feel greater self-confidence in handling psychological approaches is expressed.



## Pattern II - Logistics: Time, Space, Grouping

Logistical concerns including time and space allotments for carrying out the program and effective student grouping procedures.

- A. Concerns about time involve a lack of sufficient class time to carry out the program effectively, not having the "prime time" of the school day, and the teacher not having enough time for careful planning of reflection upon lessons and units.
- B. Space problems involve physical inadequacies that exist in school plants: rooms are too small, no rugs on the floor, immovable furniture.
- C. The major concern about grouping is that class size for conventional curriculum is too large for psychological curriculum.

## Pattern III - Needs in Curriculum Development:

Objectives, Organization, Evaluation

The identified needs in psychological curriculum development include objectives, organization, and evaluation.

- A. There is a lack of specificity in both short- and long-term objectives.

- B. Teachers feel that curriculum materials are haphazardly presented and want more direction in sequencing activities.
- C. Evaluation instruments are needed, especially short-term predictors of long-term goals. At present there is nothing of a concrete enough nature to make intelligent decisions for reform.

#### Pattern IV - Student Attitudes, Student Progress

The teacher's concern about student attitudes toward psychological curriculum and evidence of student progress in the subject.

- A. The class setting and subject content are so different from a student's past schooling experiences.
- B. Establishing a climate of trust in which internal rather than external content is handled poses an ominous task for the teacher.
- C. The student acts out in ways that reveal he is fearful of or threatened by not being sure of the trust of his teacher or his peers if he engages in self-disclosure.

External validation supported the identification of the four major concerns patterns.

The two major sample groups consisted of seven recognized leaders in psychological education and twenty-five elementary and secondary school

teachers who were trained and supervised by personnel from the University of Massachusetts Center for Humanistic Education. These classroom teachers were an integral part of the Ford Foundation Psychological Curriculum Development Project, directed by Gerald Weinstein. The teachers represented ten public schools in Massachusetts, Connecticut, and California. The school settings included one rural, two small town, one college town, two urban, and four suburban schools. The levels ranged from kindergarten through grade twelve. At least one classroom is represented in each of the grade levels.

An open-ended data collection plan was employed. A form with a large litter basket was sent to each participant in the study. Both the leaders and classroom teachers were asked to respond to the directions, "This is a Problem Litter Basket. Feel free to deposit all problems you have experienced or are aware of in implementing psychological curriculum." The responses from seven leaders and twenty-five teachers are included in the study.

The findings revealed that both sample groups expressed greatest concern in Concern Pattern I - dealing with the subject matter and skills involved in teaching psychological curriculum and needs for further training (40.3%). Pattern III - curriculum development: objectives, organization, evaluation - yielded the second highest percentage of concerns expressed by the total sample. Pattern II (logistics: time, space, and grouping procedures) and Pattern IV (student attitudes, student progress) revealed far greater numbers of concerns expressed by the teachers than those expressed by the leaders. This is however an expected discrepancy, for the teacher is naturally more

concerned with the immediacy of the daily classroom.

Implications for further research in psychological curriculum development and refinement focus on its objectives, its organization, and its evaluation. There is a need to clarify and specify realistic short- and long-term objectives in behavioral terms. There is a need to organize sequentially curriculum materials geared to different students' levels of maturity and sophistication and to pool the resources of the contributors to psychological education to determine the appropriateness at those different levels of unidimensional and/or multi-dimensional approaches to programming. In evaluation, there is a need to develop precise, meaningful means of assessment to measure:

1. Student psychological growth.
2. The degree to which short- and long-term objectives are met.
3. The readiness of teachers and students to deal with psychological curriculum.
4. The degree of success of a particular program.
5. The transferability of psychological curriculum to areas of life outside the curriculum.

The overall recommendation for teacher training in psychological curriculum as a result of this investigation is the provision of on-going opportunities for experiences in personal and professional growth. These opportunities should help the teacher through experiential learning to confront

his own affect and through cognitive learning to develop a solid theoretical base in psychological curriculum. Also, there need to be opportunities for practical application of the curriculum for the teacher in a climate which is supportive and non-threatening.

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## CHAPTER I

### INTRODUCTION

An important current trend in education is focused on the need for humanizing the learning experience (Brown, 1971; Weinstein and Fantini, 1971; Borton, 1969; Goodland, 1966; Silberman, 1971).

Various practitioners are developing programs in psychological education as one means for attempting to meet this need. These practitioners are making inroads in implementing the study of the self as legitimate subject matter as a part of the broad spectrum of school curricula. The implementation of such new programs raises a number of concerns, i. e., the problems and tasks to which teachers address themselves. Because psychological education programs introduce not only new subject matter but also new approaches to learning, it is logical to assume that new instructional issues might be raised. Teachers who become involved in implementing these programs often express compelling concerns for implementation that are instructional in nature, (Teacher Journals in Ford Foundation Psychological Curriculum Development Project Report, 1972). The present study concentrates on defining such concerns, investigating possible emergent patterns of concerns, and making recommendations for further refinement in psychological curriculum development and the

nature of teacher training in this subject matter based on the interplay between the variables of instructional concerns and the suggested curriculum design.

### Purpose of the Study

The major purpose of this study centers on determining instructional concerns of selected elementary and secondary school teachers who are attempting to implement elementary forms of psychological curriculum. Comparisons are made between instructional concerns identified by researchers or theorists and those identified by classroom teachers. Further, the study examines whether patterns of similarity and difference exist among the instructional concerns identified by both researchers and teachers. Finally, recommendations for further research in psychological curriculum development are suggested, and a teacher training model for improving implementation of psychological curriculum is advanced.

### Definitions

Alschuler (1969) defines psychological education as educational programs that attempt to promote psychological growth directly through education courses.

Psychological growth, for purposes of this study, is defined as maturation on the personal issues of identity, connectedness, and personal power.

Identity is a sense of self-valuing, self-concept, and self-esteem.

Connectedness is a sense of the interpersonal competencies of an individual in the dynamics of interpersonal experiences.

Power is a sense of agency, of personal competency in goal-setting and achievement motivation (Weinstein, 1972).

Direct programming is a set of intended learnings in which experiences toward personal growth are the primary objectives rather than concomitant objectives (Weinstein, 1972).

Educational programs in personal growth, as opposed to therapeutic programmes are, (1) non-pathological and (2) developmental rather than remedial. Educational programs provide opportunities for one to develop skills in self-maintenance. They deal with the more personal issues of knowledge related to the personal rather than external knowledge. Their intent is to expand one's repertoire for dealing with personal rather than external issues (Weinstein, 1972).

According to current practice (Alschuler, 1972) these programs have assumed certain forms: the contextual approach, confluent courses, and congruent courses.

1. Contextual approaches involved means of improving school organizational and classroom climate to provide a more psychologically healthy environment.
2. Confluent courses integrate virtually all subject matter areas to teach a wider range of emotional responses, to help students confront value dilemmas

and to help them develop information processing skills. "These integrations involve making the subject matter personally relevant here and now through the use of imagination, touching students' feelings and translating ideas into action."

3. Congruent courses attempt to teach a well-defined, limited aspect of psychological growth.

Alschuler (1972) makes the distinction between two types of congruent courses:

1. Lateral courses attempt to expose students to alternative patterns processes, motives or goals without trying to facilitate advancement in the hierarchy of developmental stages. This type of course increases lateral freedom by helping people explore and enrich their repertoire of options for actions, response and enjoyment.
2. Vertical courses teach higher order capacities in developmental hierarchies. These kinds of courses almost always use methods that focus on conflicts between developmental stages. For example, the work of Blatt and Kohlberg (1970) focuses on fostering moral development by choosing moral dilemmas to be argued by two students who are at adjacent stages of moral development (Alschuler, 1972).

The study concentrates on the lateral congruent approach which is being developed and field tested at the Center for Humanistic Education.

Psychological curriculum is a set of intended learnings aimed directly at personal growth in which the content and process are congruent and the emphasis is on lateral growth.



### Instructional Concerns

Although the concerns of a teacher in the process of implementing psychological curriculum can be broad in scope, this study is limited to those concerns that are purely instructional, i.e., those that affect the teacher in his classroom as he attempts to teach a group of students.

Frances F. Fuller (1969) discusses a developmental conceptualization of concerns of teachers which she states are posited in three phases: pre-teaching concerns, early concerns, and late concerns.

1. Pre-teaching concerns are amorphous or not related to teaching.
2. Early concerns are those of beginning teachers. They focus on self or self-protection and may be overt or covert. They are indicative of a regard for personal gain and positive evaluation by others.
3. Late concerns, those of experienced teachers, focus on pupils rather than self and on self-evaluation in regard to teaching outcomes.

Fuller reviewed eleven studies that support her conceptualization. She hypothesizes that these three phases of teacher concerns are sequential and hierarchical. She proposes that research on teaching consider concern phases and that teacher preparation experiences be selected and ordered according to

systematically surveyed teacher concerns in teacher population served (Fuller, 1969).

Both early and late concerns as related above need to be considered when a teacher is implementing new subject matter. Fuller's survey is more thoroughly discussed as a segment of the review of literature included in this study.

This study considers the interplay between the variables of psychological curriculum and instructional concerns.

#### Significance of the Study

Research is needed which investigates the instructional concerns of implementing psychological curriculum. This investigation is important to the future of psychological curriculum in having it become an accepted part of school curricula. The study provides data on the nature and scope of instructional concerns in implementing psychological curriculum. It is of help to present teachers of this curriculum in that it identifies commonalities and differences in concerns they do or do not share with others in the field as well as with those identified by builders of theories and strategies. Perhaps the greatest significance of this study is in implications for teacher training in psychological curriculum. Hopefully it will give us more insight into some major questions in regard to teacher training such as:

1. To what extent should the training involve personal growth experiences for the teachers (Goodman, 1964)?
2. How much emphasis should be placed on skill development in this subject matter (Rogers, 1969)?
3. Should teachers who attempt to teach psychological curriculum already be experienced teachers?
4. How much of a theoretical background in the subject matter does a teacher need in order to effectively teach psychological curriculum?
5. Is there a specific form that the curriculum should take that can be recommended?

Because this investigation compares those instructional concerns identified by experts in the field with those identified by teachers in classrooms, much can be bridged between instructional theory and actual practice in the many diversified classroom situations which are reflected in the teachers' responses.

This research is valuable to the project in developing and implementing psychological curriculum being conducted by the Center for Humanistic Education at the School of Education, University of Massachusetts in Amherst, under a Ford Foundation grant. It will help the Center's further development and refinement in its writing and implementation work as well as in a number of similar projects being conducted elsewhere. Finally, the fact that the Massachusetts State Department of Education for the school year 1972-1973 expended 20 per cent of its Title III grant monies to programs in affective education lends credence to the significance of this type of research.



### Approach of the Study

Through the use of questionnaires, forty to sixty teachers of psychological curriculum will be asked to identify major instructional concerns they have experienced or are experiencing. These data will be used to examine similarities and differences among concerns identified to determine patterns of concerns.

Several leading practitioners in the field of psychological curriculum will be asked to respond to an open-ended question: "What do you consider the major instructional concerns to be in implementing psychological curriculum?" These data will be used to compare the experts' responses with those of the classroom teachers.

### Research Questions

The following are research questions that guide the conduction of the study:

1. What patterns of instructional concerns emerge in implementing psychological curriculum?
2. To what degree are instructional concerns identified by classroom teachers and leading practitioners and theorists in the field similar or different?
3. What suggestions can be made toward further development and refinement of psychological curriculum and the development of a teacher training model?

Chapter II considers the identification of variables for instructional concerns through a review of literature and through asking questions of leading practitioners and theorists and classroom teachers. Chapter III describes the research procedures including the sample of schools and teachers and the data collection plan. Chapter IV reports findings and interpretations of the data obtained. Chapter V summarizes the findings, suggests implications for further research and psychological curriculum reform, and provides recommendations for teacher training in psychological education.

## CHAPTER II

### IDENTIFICATION OF VARIABLES

This chapter presents the review of the literature, the responses of leading practitioners and theorists, and the responses of classroom teachers.

#### Review of the Literature

The review of the literature is divided into two parts: Part I considers general instructional concerns of beginning and experienced teachers. Part II deals with the instructional concerns of teachers in three specific subject matter areas: reading, the social studies, and the visual arts. This kind of review is presented because, as yet, there is nothing in the literature on concerns in psychological curriculum.

#### Part I

##### Early Concerns: Concerns of Beginning Teachers

There has been a limited amount of speculation about teachers' concerns and problems (Ahlering, 1964; Deulio, 1961; Shunk, 1959, are examples). Recently, pleas have been made for intensive clinical descriptions of concerns of both undergraduates (Mitra and Khatri, 1965) and teachers (Newman, 1965).

Surveys of teachers' problems have been reported but some restrict what the teachers can report (Fuller, 1969). For example, teachers choose from a list of alternatives selected by instructors or supervising teachers

(Triplett, 1967). The MATI or STPS is used to discover whether measured attitudes of preferences change of the period of student teaching (Campbell, 1967) are related to effectiveness defined in terms of ratings by various supervising teachers (Kracht and Casey, 1968), or to teaching behavior (Frankiewicz and Merrifield, 1967). Student teachers' classroom activities (Alterman, 1965), self-concepts (Lants, 1964) or discomfort (Sorenson and Halpert, 1968), have been surveyed. Six published studies have examined young teachers' perceived problems without severely restricting the alternatives among which the teachers could choose.

New teachers in England complained in "extensive correspondence" about difficulties in maintaining discipline, about inadequate equipment, social background of schools in which they taught, about their own unwise job placement, and about depressing effects of neighborhood areas and aggressive attitudes of parents toward teachers (Phillips, 1932). More recently, new British teachers were most concerned about class control and evaluations by their inspectors (Gabriel, 1957).

Female elementary education majors in the United States responding to three sentence completion stems expressed most concern with discipline and with being liked by their pupils, both before and after student teaching. More were concerned about discipline after student teaching than before (Travers, Rabinowitz, and Nemovicher, 1952).

Thompson administered a 35-item check list to 125 student teachers near the end of student teaching. Their most frequent concerns were the

expectations of their critic teachers, their own subject matter adequacy, evaluation of their lesson plans, pupil reaction to them, desired standards of teacher conduct, inability to answer pupil questions and discipline (Thompson, 1963).

Using Thompson's questionnaire, Robinson and Berry queried an additional 193 elementary and secondary student teachers. They expressed most concern about the frequency of visits and observation of the college supervisors and about being graded themselves and giving grades to their pupils (Robinson and Berry, 1965).

Of 90 home economics students in North Dakota surveyed before student teaching, three-quarters were most concerned about knowing enough to teach the units and how they would be evaluated. All had great or some concern about what the supervising teacher would be like (Erickson and Rand, 1967).

To summarize the data as it is reported by these investigators, what is known is that beginning teachers are concerned about class control, about their own content adequacy, about the situations in which they teach and about evaluations by their supervisors, by their pupils and of their pupils by themselves (Fuller, 1969).

Fuller et al began a series of studies in 1963. The studies dealt with student teachers during their student teaching experiences and were of two types: (1) weekly group counseling seminars were conducted by a counseling psychologist in which the student teacher supervisor was not present. These sessions were



tape recorded. (2) Student teachers were asked at the beginning of informal luncheons followed by discussions with a counseling psychologist to write "what you are concerned about now." The groups were surveyed at approximately two week intervals so that some responses were secured near the beginning of the semester and some near the end of the semester.

In the tape recorded counseling seminars, frequencies of statements by topic during successive weeks of the semester were categorized to reveal the topic most frequently discussed each week. Concern with the parameters of the new school situation and with discipline were, in an absolute sense, the most frequently mentioned topics during early weeks. Concern with pupils and pupil learning was more frequent during later weeks. This pattern characterized not only combined frequencies but each group separately.

On the one hand was concern with self, i. e. , concern with self-protection and self-adequacy, with class control, subject matter adequacy, finding a place in the power structure of the school and understanding expectations of supervisors, principal and parents.

On the other hand was concern with pupils: with their learning, their progress and with ways in which the teacher could implement this progress.

Fuller concludes that these data are dichotomized into concern with self, broadly defined, and concern with pupils, also broadly defined. Student teachers were, during the first three weeks of the semester, concerned mostly with themselves. They continued to be self-concerned during most of the

semester, shifting to more concern with pupils toward the end of student teaching (Fuller, 1969).

In the second type of study conducted by Fuller, using written concerns statements, responses were classified into three categories: (1) Where do I stand? How adequate am I? How do others think I'm doing" (2) Problem behavior of pupils. Class control - What do I do about behavior problems of pupils? (3) Are pupils learning? How does what I do affect their gain?

Fuller reported that of the 29 subjects in this written concerns statements study, 22 expressed concerns classified mainly as (1); six expressed concerns in both (1) and (2); one expressed concern in (2) only. None expressed concerns classified as (3). In short, they were all concerned with self-adequacy and/or class control. None was concerned primarily with what pupils were learning. The overlap between (1) and (2) and the lack of overlap between (1) and (3), or (2) and (3) supports the posited dichotomy between concern with self and concern with pupils (Fuller, 1969).

Jean L. York (1968) gathered data from first year in-service teachers in Indiana and Texas. Among 113 Indiana teachers, the most frequently mentioned problem was discipline. When these teachers were asked to specify one single area of greatest concern, discipline was named by 35 per cent and subject matter adequacy by 22 per cent. Only 13 per cent named, as their single major concern, problems of pupil learning or methods of adapting subject matter to individualized pupils.

Dichotomizing York's Indiana data into concern with self-adequacy (discipline, own content adequacy and personal adjustment problems), it is revealed that 78 per cent of the teachers were concerned with self and 22 per cent were concerned with pupil learning (planning, pupil problems, adapting subject matter to pupils) or were without problems (Fuller, 1969).

First year teachers in Texas, according to York, agreed with those in Indiana. In a survey of 107 first year in-service teachers in Texas (York, 1968), problems relating to self-adequacy (discipline, budgeting time, conferences with parents, the teacher's own poor health, motivation, knowledge of resources, knowing how to use equipment, etc.) were mentioned twice as often as problems in methods of teaching, understanding pupils, and so forth. This was true even though some problems, difficult to classify, were eliminated which might have reflected concern with self-adequacy (coping with the first few days of school, record keeping).

Of the studies thus far reviewed, there is one obvious consistency in the findings despite the fact that diverse populations were surveyed over a period of 36 years. This consistency is further supported by a review of the literature on anxiety in early student teaching (Petrusick, 1967) concluding that student teacher anxiety is due to fear of inability to gain control of classes and fear of inability to gain pupils' emotional support.



Late Concerns: Concerns of Experienced Teachers

Late concerns, defined as perceived problems or worries of experienced teachers, are reported in two studies: Gabriel (1957) and Jackson (1968).

Gabriel surveyed both the problems and satisfactions of experienced teachers in England and contrasted their problems and satisfactions with those of beginning teachers. His data reveals that experienced teachers are significantly less often concerned with maintaining discipline and with criticism from inspectors (Gabriel, 1957).

Experienced teachers were more often concerned with slow progress of pupils. Experienced teachers more often found satisfaction from success of former pupils while inexperienced teachers more often found satisfaction from holidays and praise from inspectors (Gabriel, 1957).

Table 1

Concerns of Experienced vs. Inexperienced Teachers in England  
(Adapted from Gabriel, 1957)

	<u>Who is More Concerned?</u>	<u>Percentage</u>
<b>Problems:</b>		
Criticism from supervisor	Inexperienced	.01
Maintaining discipline	Inexperienced	.01
Slow progress of pupils	Experienced	.05
<b>Satisfactions:</b>		
Praise from inspectors	Inexperienced	.01
Holidays	Inexperienced	.01
Success of former pupils	Experienced	.01

In Life in Classrooms, Philip W. Jackson (1963) describes an investigation he and his colleagues conducted. Fifty teachers whom their administrators and supervisors selected as outstanding were interviewed. The sample, no more than one or two teachers from a single school, was drawn chiefly from suburban communities surrounding Chicago. The questions in the interview had three foci: The teacher's self-evaluation, the uses of institutional authority, and the satisfactions to be derived from the teacher's work. The goal of the interview was to find out how these teachers knew that they were doing a good job, how they dealt with the fact of their own power and that of their administrative superiors, and what pleasures, if any, life in the classroom held out to them.

The teachers' answers yield four recurrent themes; immediacy, informality, autonomy and individuality.

1. Immediacy refers to the here and now urgency and spontaneous quality that brings excitement and variety to the teacher's work, though it also may contribute to the fatigue he feels at the end of the day.
2. Informality boiled down to less formal, rather than not formal. Today's teachers may exercise their authority more casually than did their predecessors, and they may unbend increasingly with experience, but there are real limits to how far they can move in this direction. The interviewees' desire for informality was never sufficiently strong to interfere with institutional definitions of responsibility, authority, and tradition.
3. Autonomy concerns the teacher's relationship with his superiors. The major threats to a teacher's autonomy are the possibility of an inflexible

curriculum being imposed upon him and the possible invasions of the classroom by administrative superiors bent on evaluation.

4. Individuality alludes to the importance the teacher places on his self-identity as a professional and as an individual outside the profession. This seems to be a rejection of teacher stereotypes so often referred to (Jackson, 1968).

Jackson's study certainly has its limitations as he himself admits.

These were teachers with positive self-concepts, administrative support, and desirable teaching conditions. But the study does provide information concerning those aspects of these fifty selected teachers' classroom lives that they identify as most important to their self-satisfaction and instructional effectiveness.

Fuller's comments on late concerns are these:

So little data is available about concerns of experienced teachers that any formulations about them are necessarily tentative. When concerns are 'mature,' i.e., characteristics of experienced superior teachers, concerns seem to focus on pupil gain and self-evaluations as opposed to personal gain and evaluation by others. The specific concerns we have observed are concern about ability to understand pupils' capacities, to specify objectives for them, to assess their gain, to partial out one's own contribution to pupils' difficulties and gain and to evaluate oneself in terms of pupil gain (1969).

## PART II

This segment of the review of the literature seeks to point out identified concerns or problems of teachers attempting to implement specific subject matter.

The three subject matter areas selected for review here represent a skill subject - reading; an amorphous all encompassing subject - the social studies; and a highly personalized subject - the visual arts. Though these three subject matter areas are greatly diverse in nature, there seem to be central foci in regard to the instructional concerns of a teacher. They center on selecting the teaching method and creating the environment to maximize the opportunities for success of the individual learner.

### A. Reading

The majority of research on teaching reading deals with the development of reading materials and numerous methods of instruction. This research has concentrated on the successes and failures of these materials and methods in helping children to learn to read well. Little seems to have been done regarding problems encountered by teachers in the teaching of reading except in one sense: in the plethora of materials and methods available. The teacher must deal with the individual differences among the children. At least researchers have recognized problems and needs reading teachers face in this regard. D. H. Russell (1956), for example, in discussing the identification-recognition process, emphasized that a clear and final pattern is necessary if the child is to be



capable of future recognition and that the teacher must arrange the environment so that a clear, definite, unified pattern is possible for the child. Concerning how this is to be done, the question raised by Schubert (1953) must be in the mind of every good reading teacher:

What is the best brand of teaching reading? Children are visually, auditorily, or kinesthetically oriented concerning ability to learn. . . Perhaps teachers need diagnostic devices to determine which avenue of learning is the best for an individual child, so that a clear, definite unified pattern of a symbol is possible for that child.

Reading is learned by individuals. Provision for individual differences in learning to read is probably more advanced than in most other curriculum areas, notably in flexible grouping for instruction and in providing varied materials. Explorations in the use of teaching machines (Pressey, 1927; Skinner, 1959) and individualized reading (Duker, 1957; Jenkins, 1957; Bohnhorst and Sellars, 1959; Safford, 1960) are only two examples of current interest in do-it-yourself activities. Making children independent in word-attack skills, in ability to use the library and in recreational reading continues to be the aim of all good teachers, an aim stimulated by the expanded production in recent years of easy-to-read books and the potentialities of the programmed textbook (Russell and Fea, 1964). This trend probably means that teachers must help pupils more in learning how to learn (Buswell, 1959).

Another type of provision for individual differences is the use of the reading readiness program. The doctrine of readiness, originating in research

on child development, has been extremely influential in reading instruction (Russell, 1956). R. F. Alsup (1956) has collected problems of teachers in applying research and has given judgments of readiness programs which will help a teacher or school system evaluate its readiness practices. He considered existing programs for "teaching" readiness to be stronger if they:

1. Use basic readiness material.
2. Use grouping.
3. Use readiness tests.
4. Use an extended program for slow learning children.
5. Require a physical examination for entrance to first grade.
6. Provide for parent-teacher conferences.
7. Call for visual and auditory discrimination activities.
8. Use juvenile literature.

He considered readiness programs to be weak if they:

1. Provided inadequate visual and auditory screening.
2. Made ineffective use of intelligence test data.
3. Lacked an enriched readiness program for accelerated learners.
4. Reflected lack of understanding of procedures to use in helping a child adjust socially and emotionally to school situations.

Alsup also listed specific problems faced by teachers in promoting growth in initial reading abilities. His lists should be interpreted in the light of the situation in a particular school and of the newer knowledge of social conditions affecting children (Russell, 1956).

### B. Social Studies

The social studies field is broadly and vaguely defined, and no systematic practice has been set up in collating studies in this field (Metcalf, 1964).

One of the major difficulties a teacher of social studies faces is the fact that the field has tended to appropriate all the objectives of general education. At the level of objectives, general education can hardly be distinguished from the social studies. In mathematics and science, it has become customary to list objectives that more or less state the potential uses of an intellectual discipline. Workers in the social studies, however, have tried to define the good life, and then have assumed that they are its sole guardian. Equal time and thought have not been given to how one may achieve so many worthy objectives. Consequently, the actual program has always been inferior to the stated objectives (Metcalf, 1964).

An annotated list, compiled by McPhie (1959), of all doctoral dissertations in social studies education for the preceding 25 years reflects no sustained concern with building and clarifying theory for teaching the social studies. Many studies are local and dated in nature, and no attempt has been made to relate them to the larger, abiding questions in teaching the social studies (Metcalf, 1964).

The issue of bias as it appears in social studies materials or in a teacher's classroom presentation causes considerable controversy and possible threat to a teacher of this subject matter. The issue creates difficulty also in applying major instructional methods, for example - Griffin's (1942) Reflective Theory of Methods. The theory has as its central concern the analysis of student beliefs and assumes that historical data can function as evidence for

testing such beliefs, though not necessarily the historical data found in standard schoolbooks. Griffin's theory is considered impractical because of the absence of academic freedom in public schools, making it unlikely that teachers will risk their jobs by exposing student prejudice, and, by implication, community prejudice. It is one of the dilemmas imposed by his theory that the kind of content most likely to stimulate reflection in students is also the content likely to arouse the opposition of authoritarian groups (Metcalf, 1964).

The difficulties of teachers' capacities to remain objective and to handle effectively methods similar to Griffin's were revealed in a study by Bayles (1956). Bayles admitted that the teachers did not fully understand reflective teaching, often meaning that teachers were naive or given to irrelevant observation.

### C. The Visual Arts

The field of art education, as we know it today, is a relatively new development. There is, for example, a much greater tradition for the artist-apprentice relationship. Indeed, some writers deny that a "field of art education" should exist and insist that true artistic insight cannot be "taught" by persons trained "to teach." Their point of view is that only through continuous and intensive contact with the artist himself can a person realize the deep and rich significance of art (Hausman, 1964).

Despite this seeming criticism, one can look about at the many forms that "teaching" situations take in the contemporary educational scene, each with the expressed purpose of providing insight in creating, confronting, and appreciat-



ing works of art (Hausman, 1964). Many forces have now turned toward recognition of art as a basic human discipline. For example, the report "Art Education for Scientist and Engineer" (Committee for the Study of Visual Arts at the Massachusetts Institute of Technology, 1957) recognized that it is only recently that American educational thinking has turned to the educational potential of the visual arts.

American education has been, and still is, based on vocational convenience rather than deep-rooted values. . . Like sound, vision is a sensory experience relating the external world to both emotion and intellect.

Just as there are many ways in which works of art can be described, different points of view underlie the ideas and attitudes that accompany theorizing about the teaching of art. Persons basing their aesthetic and educational judgments on intuitive feelings, on conceptions of "significant form," or on a cultural-relativist point of view can be expected to formulate different questions regarding their teaching; moreover, their "answers" will probably be perceived as having different meaning. Herein lies one of the major problems confronting anyone attempting to formulate theory about the teaching of art (Hausman, 1964).

More than teachers in most areas of instruction, the teacher of art seeks to encourage the unique and the personal. As we view aspects of artistic process, we sense the creative act as a resolution of points at seeming polarities. During the course of such resolution, a person must embrace the seeming paradox of being involved in artistic expression and yet having sufficient

aesthetic distance to make judgments of his own involvement. If this be the case, research into the teaching process needs to take into account the dynamic "tensions" that are so much a part of the process being studied (Hausman, 1964). Montgomery (1959), in his report on situational factors affecting creative group work, organized his data along four continua: permitting-preventing; inviting-repelling; focusing-diffusing; and supporting-depressing. It is not that one can simply state a teacher's function as permitting or preventing. The function of Montgomery's research was to provide greater insight into the factors relevant to how the teacher may resolve the tensions implicit in his role (Hausman, 1964).

Numerous critical questions related to the teaching of art require further study. One group of issues concerns the teacher and his impact on the student. Another revolves around the teacher's role in encouraging artistic process. A third grouping stems from questions about the art teacher's relationship to the products produced in his class (Hausman, 1964).

The art teacher seeks the emergence of aesthetic forms that are symbolic of his student's ideas and feelings. In doing so, he must be sensitive to his own role in relation to the roles he asks his students to play. The tasks and values that he sets forth should enable his students to project themselves into the situation while maintaining their psychological safety and freedom (Hausman, 1964).

Rogers (1953) speculated that through maximizing conditions of psychological safety and freedom, we maximize the likelihood of an emergence

of constructive creativity. He suggests that psychological safety may be established by three associated conditions: (1) "accepting the individual as of unconditional worth"; (2) "providing a climate in which external evaluation is absent"; (3) "understanding empathetically."

The teacher evaluating artistic efforts needs to be sensitive to multiple cues. Unlike the art critic, he does not judge the artifact alone. Teachers need to be aware of factors that contribute to the personal-poetic aspects of a student's work. In this sense, artistic intent becomes relevant to the judgment being made. Numerous criteria are suggested for such judgment: ideational fluency, intensity of identification, sensitivity to ideas, selection and uses of the medium, willingness to express oneself, skill in handling materials, capacity to derive significance from one's actions (Hausman, 1964).

In summary, teaching concerns that are consistent among the three subject matter areas reviewed here are these: (1) There is general concern for the success of the individual learner; (2) There is concern for selecting the most appropriate teaching method and materials; (3) There is concern for creating a learning environment conducive to learner productivity.

From among the three subject matter areas - reading, social studies, and the visual arts - it can be predicted that instructional concerns identified in the visual arts most closely parallel those in psychological curriculum. The prediction is made on the basis of the highly personalized nature of the visual arts.

These parallels can be drawn between the teaching of psychological curriculum and the teaching of the visual arts:

1. The teacher seeks to encourage the unique and the personal.
2. Experiences relate the external world to both emotion and intellect.
3. Judgments are often based on intuitive feelings.
4. Products, solutions, choices are completely individual.
5. One needs to be alternately objective and subjective.
6. The teacher-student relationship contains dynamic "tensions."
7. Sensitivity to ideas and feelings is vital.
8. The teacher needs to provide psychological safety and freedom.
9. The teacher needs to accept the individual as of unconditional worth.
10. There must be a climate provided in which external evaluation is absent.

Although it might be argued that the above objectives are applicable to any subject matter, these objectives receive special emphasis in both the visual arts and psychological curriculum.

## Responses of Leading Practitioners and Theorists

Nine leading practitioners and theorists in psychological education were invited to participate in this investigation. Seven responded. Their responses are reported in two ways.

In the first method, no attempt is made to differentiate between purely instructional concerns and other concerns. They are recorded as they were received. If the Litter Basket form was utilized, it is so indicated. The coding of the leaders was done on the basis of the order in which they were received.

The second method of reporting deals with those concerns that are strictly instructional in nature and places those concerns in categories.

### Responses of Leaders as Received

#### Leader A

The following is a list of concerns that might be considered as important to understanding the problem teachers have in implementing humanistic education.

1. Defining behavioral objectives for those learners who are participating in the humanistic curriculum. In some cases the objectives are defined by persons outside the classroom thus, the concern then becomes interpreting and understanding the objectives that have been developed for the teachers. Further, it is my impression that humanistic curriculum demands a special type of objectives one that is not specific nor too general. Issues surrounding the specificity of objectives can be examined in the work of Popham, McDonald, Eisner, etc. I believe the teachers have instructional concerns about what level of specificity the objectives should be and for that matter if objectives should even be used.



2. Because the learning opportunities associated with humanistic curriculum tend to involve students at a higher level of activity and because the learning opportunities center on more personal substance, I believe the teachers face instructional concern in how to go about changing classrooms from where they are before they implement humanistic curriculum to where they should be in order to be successful with the learning opportunities associated with humanistic efforts. In plain terms, teachers are concerned about how they get their class ready to be able to do the kinds of learning opportunities suggested for reaching humanistic objectives.

3. Another instructional concern would be the teacher's ability to sequence learning opportunities in a way that individualizes the teaching act, what exercises are appropriate for what students and under what conditions is a continued instructional concern.

4. Finally, how does one go about evaluating what students have actually learned from performing the exercises, i.e., have they reached the objectives. Because humanistic education concentrates on affective objectives it is difficult to employ evaluations that exist within the field at present. Thus, teachers are presented with the unique problem of creating their own evaluation instruments or using very sophisticated instruments, many of which are projective in nature.

#### Leader B (Used Litter Basket)

1. A board of education that doesn't want to be the "first" school to try it.
2. Insufficient research to lend credibility to the work.
3. Not enough experienced trainers who can transmit what they know to everyday classroom teachers.
4. Not enough classroom strategies.

5. Teachers who are frightened by "downtown" about not getting in enough reading, math, standard subject matter, etc.

6. Teachers who say administration won't let them and administrators who say they can't allow teachers to try new things.

7. The split it causes in a faculty. Those who love it and those who hate it and fear it. The latter usually stop the former.

8. The grading system and how it ties teachers to the standard subject matter.

9. The need for teachers and administrators to make a long term commitment with consultants to make sure that the work is implemented with wisdom.

10. Simply not having enough togetherness ourselves to be able to handle all the problems that come up.

Leader C (Note: the author has taken the liberty of summarizing the statements of Leader C.)

1. If psychological education is to constitute a full curriculum, procedures must be organized to promote relevant growth in the very old and the very young.

2. A full curriculum also requires more courses designed to promote vertical growth.

3. A partnership of researchers and trainers is necessary if new curricula are to be introduced in schools responsibly.

4. Most psychological educators have obtained their special training through the hunt-and-pe k method of in-service education and short workshops. Some schools of education are beginning to provide relevant training, but the programs are checkered with glaring omissions as obvious as their exciting new courses. The field simply has not been sufficiently well-mapped to provide guidelines for what should be included in training programs.



5. To promote psychological growth, obviously, trainees must have detailed knowledge of ideal functioning. This would involve studying the nature of mental health and mental illness, developmental psychology, the social and psychological aims of education and useful problem solving processes. Simple reading awareness is insufficient because trainees need working knowledge. At minimum, extensive observation of children at various ages, and work with people across the spectrum of mental health - illness would be appropriate. Many current teachers of psychological education have never seen psychotic patients. Thus they lack perspective on what constitutes normality, mere health and ideal functioning.

6. Beyond individual psychological assessment, trainees should learn to administer and interpret group tests designed to assess individual and group functioning. Most important, assessment skills make possible a more precise, objective definition of the gap between what is and what can be.

7. Trainees need curriculum building skills to reduce existing gaps, i.e., the ability to coordinate procedures and tactics in implementing a strategy. Fortunately the hundreds of specific procedures cluster into families making it possible to learn a few essential types of procedures. Four such clusters have been identified : (1) procedures designed to foster a constructive dialogue with one's imagination, (2) procedures that increase one's repertoire of action strategies and communication skills, (3) procedures which increase the range and richness of one's emotional life, and (4) procedures designed to focus awareness on the "here and now." These procedures constitute the common pool of moves that implement congruent, confluent and contextual tactics (Alschuler, 1969).

8. While almost all currently practicing psychological educators are reasonably familiar with the clusters of procedures, there is a good deal of specialization in tactics and there is some danger of losing the larger perspectives of strategy and goals. . . Practice in strategizing is needed.

9. Adequate training in goals, diagnosis, evaluation, moves, tactics, strategies and inventing is increasingly possible as comprehension grows of the field as a whole, and is increasingly necessary as casualties resulting from poor training multiply.

Simply teaching the moves, tactics, strategies and goals of psychological education still is insufficient, at least as far as casualties are concerned. According to Yalom and Lieberman's findings (1971), the problem is more a function of the leader's style than the designated type of congruent course.

A post hoc analysis of the sustaining modes of injury indicated that most frequently it was an attack or rejection by the leader or the group, i. e., characteristics that can be trained-out or controlled. Secondly, the mode of injury was failure to attain an unrealistic expectation for the group, i. e., factors that can be selected out through screening or built out by sound prior information to prospective participants so they can make a well informed choice about their participation. This type of information and the skills necessary to use it for the safety of students should be parts of any training program.

10. Of all the interesting questions in psychological education worthy of research, one problem stands above all others for this author: the identification of short term predictors of long term gains. Such knowledge would identify the transformations that constitute maturation and guide training programs in promoting long term growth.

It is the rule rather than the exception that scores at the end of professional trainings are not good predictors of professional success. . . expert trainers predictions of who benefited most from their course usually are highly inaccurate judged against long term criteria, while inexpert, global peer ratings tend to be comparatively more accurate even when the long term criteria are not well understood by the peers.

Leader D (Used Litter Basket)

1. Lack of readiness among the participants.
2. My own uptightness.
3. People aren't used to the idea of a new type curriculum.
4. Very differing levels of awareness and experience in group. Some find exercises threatening, others dull and passe.
5. No real organization for curriculum. . . seems awfully hit and miss.
6. The question of values. . . danger of imposition.
7. Worry about immature teachers doing damage. . . sometimes think we would be better off without the stuff.
8. Desire of many (particularly humanistic education center) to become therapists rather than teachers.
9. Kookiness of those in the field.
10. Curriculum materials not really available.
11. Absence of research.
12. Each person thinks his thing is the best.
13. Frequent tendency to make problems larger than they really are.
14. Occasionally someone opens up more than you wish they would. . . or won't at all.
15. Major questions of how to handle a large group in this area. . . should we at all?

Leader E (Used Litter Basket)

1. Letters like this one.
2. Money.
3. Nixon - what he represents.
4. Difficulty of concepts - basic shift in consciousness which is being attempted.
5. Lack of interest of affective humanistic educators in theory or practice - where it's needed, i.e., city schools.

Sorry, I don't like doing this kind of stuff. Next time you want to know something from me, call me up and ask me!

Leader F

## Problems in implementing psychological curriculum

1. Teacher's resistance due to feelings of inadequacy.
2. Teacher's fear of psychological damage to students because of his incompetence.
3. Teacher's defensiveness toward parent inquiry.
4. Teacher's teaching style change toward openness (authority-----openness).
5. High expectations for short term goals.
6. Viewing psychological education as a bag of tricks for controlling kids rather than learning it as a process.
7. Lack of commitment and support from auxiliary education personnel.
8. Teacher's feeling of aloneness in doing psychological education.
9. Lack of significant assurance that what is done is educationally and psychologically sound.



11. Lack of significant teacher understanding of the developmental aspects of psychological education, therefore haphazard decision making and control.

12. Lack of programs that are unidimensional, that is - problem solving, creativity, communication systems, or lack of understanding of multi-dimensional programs.

13. Other less important blocks are: time, space, class size too large, lack of materials both professional and practical, community pressure (needs to be expanded), peer ridicule (needs to be expanded).

14. One of the most important is the insecurity that teachers feel, fear of loss of job, fear of parent judgment, fear of fellow teacher rejection, fear of doing something wrong.

15. Inadequate public relations with the community, including parent-teacher conference, principal commitment and support.

Leader G (transcribed from a tape recorded interview)

Fear of opening up a can of worms in the private domain of students that might have dire psychological consequences of what's private. How much into the private world of students do you get? What's legitimate and is it possible for us to do psychological damage by dealing with psychological aspects of the students directly? I guess a concern would be if something did come up I am not a psychologist - I haven't been trained in psychiatric work, what would I do if something of a highly volatile nature came down? Suppose a student gets hysterical. I am not even sure how much emotional expression to allow. What do I do if they start to cry? If a kid starts to verbally be very expressive, talking about his family life in such a way that it gets everybody in the room upset - being afraid that this is maybe not my legitimate domain for me to be working on in the future. It's a lot safer in what I'm doing, with things external to the self. That is one aspect - also part of that - to what extent am I competent to handle the psychological, emotional not only with myself but with the kids? To what extent am I vulnerable to what happens? How vulnerable are the kids? Are we taking advantage of them in terms of their vulnerability? A very serious concern would be what kids have built up, certain

ways of acting out with one another by which they are protected. Suddenly I am going to be working with a curriculum that if anything, opens up their vulnerability for attack, perhaps on the part of the other kids. Where there have been a lot of teasing and killer statements going on up until now, now there will be a lot more material for kids to work over each other. How much will become gossip, how much remains in the classroom confines and how much will be spread outside - "did you hear what so-and-so said about his father and mother, or about himself?" It's like all dangerous material spread outside.

How much do I have to know - how much self knowledge do I have to have before I can legitimately say, yes, I can help kids with theirs? How much do I disclose about myself? To what extent do I leave myself vulnerable? To what extent do I role model - will I be losing a certain order, a certain respect if they found out things about my weaknesses and things that scare me? Or should I leave it relatively impersonal and just facilitate their own disclosures? What do I do about kids who are obviously not ready for this and yet are in the group and seem to prevent the rest of the group from continuing their own explorations? There might be two or three inhibiting the rest of the class whereas with ordinary curriculum I could just treat it as a discipline problem. With this curriculum I can't treat it this way; it's part of the content. So I have conflicting emotions. They say, well, this is a humanistic education class, how come I'm kicking kids out of class for misbehaving? Why don't I deal with the misbehaving as content? Pedagogically I am not straight in my head how all this stuff moves, to what extent am I really teaching kids anything, or am I just giving them an interesting time, something novel by running a series of exercises that are interesting? Is it just a novelty? Am I really teaching the kids anything? What do I need to teach them something? I'm becoming frustrated with a lot of exercises that seem to be disconnected and have no continuity and the kids are perceiving it. They treat it as all fun and games and not anything legitimate to study. I have concerns about how the other teachers and administrators in the school are viewing me. Something a little far out - that they think I have no business doing there, and I feel pressure from them - negative kinds of pressures in terms of what I'm doing. And since I have doubts about my competence to deal with this area and it makes double pressure that maybe they're right. I'm saying to myself, maybe I have no business doing this and a lot of times what seems to be very noisy discussions people are saying



things about being out of control, out of order, messing up kids in terms of their teaching because when they come from my class they are high or something like that, or they make accusations of other teachers. Humanistic Education, etc.; puts me into a bind. I feel the administration might be going along with this not really believing it but because it's dictated from the higher ups thinking it might be a good think to do, but looking very skeptically at what I am going, and I feel pressure, whereas if I was doing what I was supposed to do ordinarily, teaching what everybody else is teaching I wouldn't have that kind of pressure. Also parents - they understand reading, writing and arithmetic, how do I communicate to them if I have trouble communicating to myself what I am doing here, let alone communicating to them and the kids and all the others that might be critical of what I am doing and don't feel enough security with it myself to be able to be strong in lieu of these pressures? I feel vulnerable to pressures even with conventional curriculum, but I am much more secure with the conventional curriculum pressures than with curriculum so new, so sketchy at this point. Then I've got a million and one concerns about the skills involved with pulling this stuff through. To what extent can kids listen to one another, to not put each other down? How can I deal with their actually learning skills to hear one another nonjudgmentally, of learning the trumpet, etc. ?

How do I create the climate that will allow this to go over even if I knew what I was doing? Do I have access to continuing help along these lines? Right now I feel there isn't enough help - I am pretty much alone with this stuff and it's confusing and I don't feel the support that I need to take me through these insecure times. Let alone the specific skills training of which there seems to be so much.

Processing. How do I teach kids to process? How do I keep it dynamic and at the same time teach it? I know I can do a lot of exercises to turn kids on but those might not be the most productive ones from which kids learn. They might be turned off about the self as content just as much as in social studies or science if there is not relevant action taking place. I am always caught between keeping the class going with dynamic exercises and when sometimes the stuff I'm teaching about self knowledge doesn't have the magnetic quality that the exercises do. So how do I orchestrate between the two and keep up the motivation and at the same time teach them what is to be most transferable.

How much do I have to know about psychology? How much outside reading do I have to do to keep up? I don't know what would give me the minimum sense of a foundation in terms of what I know about psychological approaches. Somehow I feel that I'm very green with this stuff. I don't know what minimum competencies are in the terms of psychological knowledge. Should I be teaching Gestalt exercises without ever having experienced a Gestalt workshop? Should I be teaching transactional analysis if I have never experienced an intensive transaction, or if I haven't read any of the pertinent literature, etc? It calls for a lot more competency in terms of classroom management, it would seem to me, than ordinary curriculum. There is a lot more interaction among the kinds that would occur in this room than would occur in a normal conventional curriculum. This requires much more management skills that I have at this point, I think, to run these discussions, role-playing, dyads, triads, etc.

#### Categories of Instructional Concerns Experienced by Teachers

##### A. Objectives of Psychological Curriculum

1. Defining behavioral objectives for learners.
2. Objectives defined by other than classroom teachers.
3. Interpreting, understanding objectives defined by other than classroom teacher.
4. Teacher knowing the level of specificity of objectives.
5. Evaluation - need for short term predictors of long term gains.
6. High expectations for short term goals.

##### B. Readiness for Psychological Curriculum

1. Getting class ready for kinds of activities involved in psychological curriculum.
2. Lack of readiness among participants.

3. Educating people to new type of curriculum.
  4. Teacher's feeling of aloneness in doing psychological curriculum.
  5. Fear of opening up a can of worms in the private domain of students that might have dire psychological consequences.
  6. Fear of possible psychological damage to students by dealing with their psychological aspects directly.
  7. Dealing with things internal, rather than external, to the self.
  8. Know how much emotional expression to allow.
  9. My competency in handling my own psychological, emotional expression.
  10. My own vulnerability to what happens.
  11. Amount of self knowledge a teacher needs.
  12. Teacher's need for security and respect in revealing own weaknesses to students.
  13. Amount of outside study teacher needs - minimum competencies in psychological approaches.
- C. Dealing with subject matter and skills involved in psychological curriculum.
1. Sequencing learning opportunities.
  2. Danger of imposing own values.
  3. Danger of becoming therapists rather than teachers.
  4. Handling participants who open up more than the facilitator wishes.
  5. Handling participants who won't open up at all.

6. Handling large groups.
7. Difficulty of concepts - basic shift in consciousness which is being attempted.
8. Trainees need curriculum building skills.
9. Need practice in strategizing.
10. Teacher resistance due to feelings of inadequacy.
11. Teacher fear of psychological damage to students because of their incompetence.
12. Teacher teaching style change toward openness (authority-----openness).
13. Insecurity teachers feel.
14. Fear of doing something wrong.
15. Taking advantage of kids' vulnerability.
16. Objective/subjective decision making.
17. Handling problems similar to other teaching situations, for example, discipline.
18. Million and one concerns about having enough skill to handle such scary content.
19. Keeping the course dynamic.
20. Curriculum calls for a lot more competency in classroom management than ordinary curriculum because of increased amount of interaction among kids.

#### D. Needs in Psychological Curriculum Development

1. Lack of appropriate evaluation instruments.
2. Curriculum doesn't provide for vertical growth.
3. Not enough classroom strategies.
4. Availability of curriculum materials.
5. Need for leaders in the field to pool resources to best advantage of curriculum development.
6. Trainers need curriculum building skills.
7. Need for more curriculum organization.
8. Immature teachers doing damage.
9. Lack of significant assurance that what is done is educationally and psychologically sound.
10. Lack of programs that are unidimensional, that is, problem solving, creativity, communication systems.
11. Behavior of students becoming content.
12. Students' view of "gaming" aspect of curriculum.

#### E. Lack of Trainers in the Field

1. Not enough experienced trainers who can transmit what they know to classroom teachers.
2. Need for long term work with consultants in order to implement with wisdom.
3. Need mature, professional models as trainers.



## F. Evaluation Problems

1. Lack of appropriate evaluation instruments.
2. The grading system and how it ties teachers to standard subject matter.
3. Need for trainees to have more knowledge of testing procedures to assess individual and group functioning.
4. Evaluation - need for short term predictors of long term gains.

## G. Training Needs

1. Danger of imposing own values.
2. Danger of becoming therapists rather than teachers.
3. Need mature, professional models as trainers.
4. Need for leaders in the field to pool resources to best advantage of trainees.
5. Tendency to make problems larger than they are.
6. Handling participants who open up more than facilitator wishes.
7. Handling participants who won't open up at all.
8. Handling large groups.
9. Difficulty of concepts - basic shift in consciousness which is being attempted.
10. Lack of interest of humanistic educators in theory or practice where it is needed, i. e., city schools.
11. Training based more on research findings.
12. Trainers need more substantial background to sustain implementation efforts.

13. Trainers need detailed knowledge of ideal functioning - need perspective on what constitutes normality, mental health and ideal functioning.
14. Need for trainees to have more knowledge of testing procedures to assess individual and group functioning.
15. Trainees need curriculum building skills.
16. Need practice in strategizing.
17. Need training in goals, diagnosis, evaluation, moves, tactics, strategies, and invention for the safety of the students and to eliminate casualties.
18. Immature teachers doing damage.
19. Teacher resistance due to feelings of inadequacy.
20. Teacher fear of psychological damage to students because of their incompetence.
21. Viewing psychological education as a bag of tricks for controlling kids rather than learning it as a process.
22. Lack of significant teacher understanding of the developmental aspects of psychological education, therefore haphazard decision making and control.
23. Lack of understanding of multi-dimensional programs.
24. Insecurity teachers feel.
25. Fear of doing something wrong.

#### H. Logistical Concerns

1. Time
2. Physical space.
3. Classes too large.

## I. Students Attitudes Because of Past Experiences

1. What kids have built up, certain ways of acting out with one another by which they are protected.
2. Opening up of student lays him open for attack from peers.
3. Opening kids up and then dealing with politically dangerous situations, like kids' accusations against other teachers.
4. Student behavior as content.

### Responses of Classroom Teachers

The major purpose of this study centers on determining instructional concerns (those that affect the teacher in his classroom as he attempts to teach a group of students) in implementing psychological curriculum. Teachers also expressed concerns that affect them outside the classroom; those concerns are summarized in Appendix I.

The classroom concerns of respondent teachers fall into ten categories:

- A. Dealing with the subject matter and skills involved in psychological curriculum.
- B. Establishing a different kind of relationship with students.
- C. Creating a different kind of environment within the classroom.
- D. Dealing with time and space allotments for carrying out the program.

- E. Establishing successful student grouping procedures.
- F. The attitudes of students toward psychological curriculum.
- G. The teacher dealing with himself and further training needs.
- H. Need for means of evaluation.
- I. Need for more organized curriculum.
- J. Clarifying objectives of psychological curriculum.

Although the teacher's responses are reported here under the above categorical headings, they have been in no way prioritized. If more than one teacher recorded the same concern, the additional number of responses is given in parentheses. Some expressed concerns are overlapping and appear under more than one heading.

- A. Personal comfort in dealing with the subject matter and skills involved in psychological curriculum.
  - 1. Gaming aspect of psychological curriculum.
  - 2. Difficult to evaluate meaningfulness (or lack of) for kids (1).
  - 3. Difficulty in diagnosing real concern of group - having class flop.
  - 4. Concern about opening up kids so that they are defenseless with other teachers.
  - 5. Keeping activities for younger children short and simple enough to cope with.
  - 6. Short attention span of 5 year olds and still letting everyone have his say.
  - 7. Knowing what questions to ask during discussions.
  - 8. Difficulty in getting kids to attend to speaker especially in early weeks (1).

9. Some kids talking about same problems repeatedly - turn others off.
10. Kids' resistance to journals.
11. My own expectations.
12. Dealing with kids with poor verbal skills. (1)
13. My own lack of skills (processing). (1)
14. Sequencing. (2)
15. Getting kids to get into psychological curriculum (2)
16. Getting kids to understand importance of self.
17. Getting kids to transfer the skills and knowledge from psychological curriculum class to everyday life.
18. Planning with continuity.
19. Legitimatizing study of self. (1)
20. Lack of teacher's experience.
21. Dealing with kids transition to new subject matter.
22. Lack of evaluation instruments.
23. Knowing when to push kids and when not to.
24. Dealing with my own failures.
25. Taking blame for group not moving along well instead of realizing how fearful it is for students to take risks and look at themselves.
26. Getting kids to process activities they've done in class.
27. Knowing how to handle kids using killer statements and put downs.
28. Gaining interest of poorly motivated students.
29. Noise level of game getting out of hand and interfering with learning process.



30. Keeping high school kids interested in exercises.
31. Value of exercises to high school kids.
32. Teacher inability to show goals to students.

B. Establishing a different kind of relationship with students.

1. Kids not used to new freedom.
2. Dealing with whole class discipline.
3. Teacher inability to create open classroom while using curriculum.
4. Difficulty in allowing student leadership to emerge.

C. Creating a different kind of environment within the classroom

1. Teacher's guilt feeling about resorting to old-fashioned forms of discipline.
2. Kids uneasy with new freedom.
3. Difficult to bring about trust in large group.
4. Kids' mistrust of others and how to reassure them that this is different.
5. Inability to create open classroom while using this curriculum.

D. Dealing with time and space allotments for carrying out the program.

1. Lack of program continuity because classes don't meet often enough.
2. Importance of hour of day.
3. Need larger physical space.
4. Not enough time during day to record ideas and observations.
5. No rug; semi-mobile furniture.

6. Not enough class time (4)
7. Insufficient space (1)
8. Psychological curriculum groups never together at other times; therefore, lack of carryover.

E. Establishing successful grouping procedures

1. Psychological curriculum classes too large (2)
2. Young kids - 12 or less.
3. Should be 10-15 kids.
4. Cliques electing class and attempting to remain together (1)
5. Groups established on a voluntary or compulsory basis
6. Keeping kids not in group quietly occupied.
7. Psychological curriculum groups not together other times(1) therefore limited carryover.

F. Attitudes of kids towards psychological curriculum

- 1. Kids don't want to know about self, especially if they have low self concept. (1)
2. Kids unsure of own goals.
3. Kids' difficulty in adjusting to a class so different from other classes. (1)
4. Kids not liking to accept responsibility of own actions.
5. Openness of curriculum encourages silly or shock-intended response from kids.
6. With program voluntary for students, reasons for dropping in or out seem arbitrary and are disturbing to continuity. (2)
7. Course is easy credit. (1)

8. Getting students to think seriously during activities. (1)
9. Cliques electing class attempting to remain as a clique. (1)
10. Kids turned off because some in group talking about same problems all the time. (1)
11. Kids who see very little as valuable including subject of self. (2)
12. Kids who don't like psychological curriculum sabotage teacher's effort (not voluntary groups).
13. Getting kids to understand importance of self. (1)
14. Kids' mistrust of others and how to reassure them that this is different. (1)
15. Kids' lack of experience.
16. Kids not concerned with thoughts or ideas of others.
17. Kids poorly motivated (1)
18. Students' resistance to trying something new.
19. Fear of kids to openly express ideas.
20. Disruption of kids who are not ready to cope with problems. (2)

G. Teacher dealing with self and training needs

1. Laying own trip on kids.
2. Need more training to be comfortable with techniques and thinking up new appropriate ones. (1)
3. Teacher's own expectations. (2)
4. Lack of experiences. (1)
5. Lack of evaluation instruments.

6. Dealing with my own failures. (1)
7. Taking the blame for things not moving along very well instead of realizing how fearful it is for students to take risks and look at themselves. (1)
8. No teacher trained to carry on in following grade.
9. Inability to cope with some problems in classroom (kid's personal).
10. Inability to create open classroom while using this curriculum.
11. Organization of curriculum itself and sequencing suggestions.
12. Need for more creative and physically active program and curriculum.
13. My own readiness conflicting with student readiness.
14. My inability to show goals to students. (1)
15. Personal energy.
16. Own leadership role.

#### H. Need for means of evaluation

1. Difficult to evaluate meaningfulness (or lack of) for kids. (1)
2. Lack of evaluation instruments.
3. Difficulty in diagnosing real concern of group - having class flop.

I. Need for more organized curriculum

1. Sequencing. (2)
2. Planning with continuity.
3. Dealing with kids' transition to new subject matter.
4. Keeping high school kids interested in exercises.
5. Organization of curriculum itself and sequencing suggestions.
6. Need for more creative and physically active program and curriculum.

J. Clarifying objectives of psychological curriculum.

1. Getting kids to understand importance of self. (1)
2. Legitimatizing study of self. (1)
3. Value of exercises to high school kids.
4. Teacher inability to show goals to students.
5. Teacher's own expectations. (1)
6. Gaming aspect of psychological curriculum.



## CHAPTER III

### RESEARCH PROCEDURES

This chapter describes the research procedures including the sample of schools and teachers, the sample of leading practitioners and theorists, and the data collection plan.

#### Sample of Schools and Teachers

##### Schools

Ten public schools, representing nine school systems, in Massachusetts (7), Connecticut (2), and California (1) were selected for this investigation. The selection was based on the alliance between the school systems and the Ford Foundation Psychological Curriculum Development Project. The teachers included in the study were volunteers who received training and guidance in implementing psychological curriculum from the Center for Humanistic Education at the University of Massachusetts.

The school settings included one rural, two small town, one college town, two urban, and four suburban schools. The levels ranged from kindergarten through grade 12. At least one classroom is represented in each of the thirteen grade levels.

The student populations varied from under one hundred in one small town to nearly 2,500 in a suburban district. Teacher-student ratios were between 1-20 and 1-35.

Kinds of classroom groupings were considerably diversified. They included heterogeneous, homogeneous, non-graded, and open-space groupings; and one classroom was utilizing individualized instruction.

The economic status classifications included one lower-class area and one upper-middle class area with the others representative of stages in between. Ethnically, the population spread ranged from an all Black to three all white schools with a number of specific nationalities mentioned as being predominant in other schools (see Table II).

### Teachers

Among the twenty-five teacher participants in this study, eighteen are female and seven are male. Their ages range from early twenties to middle fifties with the average age falling into the late twenties and early thirties.

They have accumulated an average number of twenty-four semester hour credits beyond the bachelor's degree. Two of the teachers have been teaching for eighteen years and two have just completed their first year. The average number of years teaching experience is six.

With some of the teachers handling split assignments, it was revealed that 2.5 teach primary grades (K-3), 7.5 teach intermediate grades (4-6), 7.5

**TABLE II**  
**DEMOGRAPHIC CHARACTERISTICS OF THE SELECTED SCHOOLS**

School Code	Kind of Settling	Grade Levels Housed in Building	Size of Student Body	Teacher-Student Ratio	Type of Class Grouping	Predominant Economic Status	Predominant Ethnic Group
01	College Town	K-6	600-800	1-35	Open-space Classroom	Upper-middle Class	White
02	Suburban	K-5	800-1000	1-25	Heterogeneous	Lower- and Upper-middle Class	White
03	Suburban	6-5	400-600	1-30	Heterogeneous	Lower-middle Class	Anglo 65% Chicano 30% Other 5%
04	Suburban	5-5	1000-1500	1-30	Heterogeneous, open-space	Lower- and upper-middle Class	Portuguese, French, Jewish
05	Urban	5-5	1000-1500	1-30	Homogeneous Heterogeneous	Lower- and lower-middle Class	Portugese, Irish Italian French
06	Urban	7-9	600-800	1-25	Homogeneous	Lower- and lower-middle Class	Black
07	Small town	5-6	50-100	1-20	Non-graded	Lower class	Polish
08	Small town	9-12	600-800	1-25	Homogeneous	Lower-middle Class	Polish French
09	Suburban	9-12	2000-2500	1-20	Individualized Instruction	Lower- and upper-middle Class	White Italian
10	Rural	K-6	100-200	1-25	Heterogeneous	Lower and lower-middle Class	White

teacher senior high school grades (9 or 10-12).

Among the secondary teachers and those elementary teachers who specialize in subject areas, English or Language Arts is most commonly represented. Four teachers, almost exclusively, are teaching in a drug education program. Science ranks next, followed by math, social studies, and art. Two of the participants are guidance counselors who have been teaching groups in psychological curriculum.

Figured on a basis of a 180 day academic year and a five-hour school day, actual teaching time devoted to psychological curriculum ranged from 8 per cent to 92 per cent with the majority falling between 10 per cent and 20 per cent (see Table II).

#### Sample of Leading Practitioners and Theorists

The following practitioners and theorists were invited to participate in this investigation: Alfred Alschuler, Terry Borton, George Brown, Allen Ivey, Norman Newberg, Sidney Simon, Robert Sinclair, Warren Timmerman, and Gerald Weinstein. They were selected to participate in this study for the reasons given below.

Alfred S. Alschuler, a clinical psychologist and a member of the faculty at the Center for Humanistic Education, is noted for his research and innovation in the field of Achievement Motivation. He was co-author of the book Teaching Achievement Motivation and editor of Psychological Humanistic

TABLE III

## CHARACTERISTICS OF TEACHERS PARTICIPATING

School Code	Number of Teachers Participating	Sex of Teachers	Average Age Range	Average No. of semester hour credits beyond Bachelor's Degree	Average No. of Years Teaching Experience	Usual Grade or Subject Taught	Average % of teaching time devoted to Psychological Curriculum
01	1	F	31-40	32	7.5	Middle elementary (2nd, 3rd, 4th)	8
02	2	F-1 M-1	21-30	33	4	English Guidance	11
03	1	M	26-30	-	5	7th, 8th	20
04	4	F-2 M-2	21-30	11	4	Language arts, Math, Science, Social Studies	19
05	4	F-3 M-1	26-35	10	3	Drug Education	92
06	2	F-1 M-1	21-30	20	3.5	English	10
07	3	F-3	26-30	11	5	5th, 6th	10
08	3	F-3	40-50	29	14	English	18
09	3	F-2 M-1	21-30	35	6	Science, English, Guidance	20
10	2	F-2	40-50	49	15	K, 1st Art	8



Education. He established the Program for Humanistic Education at the State University of New York. Professor Alschuler's most recent book Motivating Achievement in High School Students presents a comprehensive overview of the field of psychological education.

Terry Borton, author of Reach, Touch, and Teach: Student Concerns and Process Education, directs with Norman Newberg "Education for Student Concerns," a program through the Office of Affective Development at the Philadelphia Board of Education. The program provides extensive teacher training and implementation of its curricula throughout the schools in Philadelphia. Dr. Borton advocates that education should mean that a student learns increasingly sophisticated processes for coping with his concerns about his inner self and the outer world.

George Isaac Brown, Director of the Ford-Esalen Project in Affective Education, is noted for his pioneering efforts in confluent affective education. His latest book Human Teaching for Human Learning: An Introduction to Confluent Education is derived from the report to the Ford Foundation on the Ford-Esalen Project. Dr. Brown and his colleagues utilize a variety of techniques and disciplines that provide the raw materials for a new affective education - one that is appropriate to our age and can be combined with cognitive concerns.

Allen E. Ivey, Professor, The Center for Human Relations at the University of Massachusetts, is the author of "Micro-Teaching and the Student

Development Center: Programming Human Relations in the School." Dr. Ivey has done considerable work in human relations, counseling, psychotherapy, affective education, creative behavior, and decision-making. Among his numerous significant publications is "Micro-Counseling and Attending Behavior: An Approach to Pre-Practicum and Counselor Training," in the Journal of Counseling Psychology.

Norman Newberg, co-director with Terry Borton of "Education for Student Concerns" in Philadelphia, has led the way in introducing affective education in public schools. His and his colleagues original work in the Philadelphia schools was on the high school level. The program consisted of courses in communications and urban affairs, teacher-training, offering sound theoretical bases. The program has now been extended to the elementary level as well.

Sidney B. Simon, Professor at the University of Massachusetts Center for Humanistic Education, is an expert in the field of values clarification and co-author of the book Values and Teaching. His work in values clarification represents a major aspect of inquiry in psychological education. Dr. Simon also lectures and writes extensively on civil rights, the youth culture, and the effects of classroom grading. His most recent book Wad-ja-get is a critique of the dehumanizing effects of grading in American education.

Robert L. Sinclair, faculty member at the University of Massachusetts Center for Humanistic Education, lends his expertise as a curriculum theorist

and innovator to school districts nationally. He conducts major research in assessing elementary school environments as perceived through the eyes of children. His forthcoming book The Perceptual Reality of Schooling emphasizes the importance of schools being responsive to the affective needs of children. Dr. Sinclair is the author of the Elementary School Environment Survey, an instrument designed to measure the educational atmosphere of schools.

Warren Timmerman, presently a doctoral candidate at the University of Massachusetts Center for Humanistic Education, is vice-president of the Institute for Personal Effectiveness in Children. He does extensive work in teacher training for the Human Development Program, a curricular approach to preventive mental health in children. He is currently writing a series of elementary school texts on this subject.

Gerald Weinstein, Director of the Center for Humanistic Education at the University of Massachusetts, is a pioneer in the field of humanistic education and co-author of three major books: The Disadvantaged; Making Urban Schools Work; and Toward Humanistic Education. His work in congruent affective curriculum is unprecedented. Under a Ford Foundation grant, he and his colleagues are involved in psychological curriculum development, extensive teacher training in several states, and establishing sound evaluation procedures for assessing affective programs.

## Data Collection Plan

### Project Teachers

Data collection from Project teachers took place during the month of June 1972. A letter was sent to each of forty-six teachers in Massachusetts, Connecticut and California who have been associated with the Center for Humanistic Education's Ford Foundation Psychological Curriculum Development Project. The letter (see Appendix C) was written in an informal style since the author is known to the recipients through her work with the Project. A stamped, addressed envelope was included to facilitate the return of the information requested.

The information requested included two things: a personal and professional data questionnaire for statistical purposes (see Appendix D) and a vehicle for gathering the data crucial to this investigation, i.e., a means for the teacher to express his concerns in regard to implementing psychological curriculum (see Appendix E).

The data questionnaire, in addition to seeking personal and professional information about each teacher, also sought information regarding his school setting, and organization as well as socio-economic conditions. These types of information were cross-checked among teacher respondents from the same school and through calls to the school systems to assure their accuracy.

The Problem Litter Basket (Appendix E) was designed as the means for



eliciting from the teachers instructional concerns in implementing psychological curriculum with specific purposes in mind. Overall, it was designed to encourage a free flow of expressions not hindered by too much structural arrangement. The idea of a litter basket was intended to provide a means for "getting rid of" problems.

It was decided to use the word "problems" rather than "concerns" because of the semantic association teachers might make with the word "concerns" as it is used in the section of the curriculum framework called "Diagnosing Student Concerns." Using "problems" instead would create less of a mind set for the teacher.

The directions "This is a Problem Litter Basket. Feel free to deposit all problems you have experienced or are aware of in implementing psychological curriculum," were so stated in order to increase the teacher's responses. It was felt that inclusion of the phrase ". . . or (problems you) are aware of. . ." would be less inhibiting.

The decision not to limit the directions to problems that were strictly instructional in nature (which is the focus of this study) was made, again, to allow free-flowing expression. Expressed concerns other than strictly instructional ones are reported in Appendix A.

Of the forty-six teachers to whom letters were sent, there were thirty-one respondents. Of the thirty-one responses, six were eliminated because of insufficient data. Therefore, twenty-five teacher responses are utilized in this study.



Also not included in the main body of this study but recorded in Appendix B are seven responses from teachers trained by one of the Project teachers. It was considered that this would represent a secondary rather than a primary source.

#### Leading Practitioners and Theorists

The method for collecting data from leading practitioners and theorists in psychological education programs was by letter (see Appendix E). Enclosed in the mailing was the Problem Litter Basket form sent to the Project teachers. The leader was invited to use that form or any other method he chose in responding. A stamped, addressed envelope was also enclosed.

Letters were sent to nine leaders. Seven responded. Three used the Litter Basket form. One referred the author to his recent writings, two wrote memos listing their responses, one reported his response by means of a tape-recorded interview with the author.

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

This chapter presents the findings and interpretations of data collected from the two sample groups, the classroom teachers and the leading practitioners and theorists. This chapter addresses itself to the first two of the three research questions which appear in Chapter I of this study. The third research question will be dealt with in Chapter V. Further, the inter-relationship among the instructional concerns revealed through two parts of the review of the literature and patterns of concerns that emerged from the two sample groups are shown.

The research questions that have guided the conduction of this study are the following:

1. What patterns of instructional concerns emerge in implementing psychological curriculum?
2. To what degree are instructional concerns identified by classroom teachers and leading practitioners and theorists in the field similar or different?
3. What suggestions can be made toward further

development and refinement of psychological curriculum and the development of a teacher training model?

The purpose of this study was exploratory and therefore the findings are tentative. However, they are sufficiently complete to provide information about a particular type of educational innovation, its development and implementation, into which little research has heretofore been done.

#### Emergent Patterns of Instructional Concerns in Implementing Psychological Curriculum

The total instructional concerns of all samples are recorded in Chapter II of this study and in Appendix A. The strictly instructional concerns, when separated from other concerns reported, are recorded in categories into which they fell. Information from the major sample groups, the leading practitioners and theorists and the classroom teachers, suggested ten natural categories of instructional concerns from the teachers and nine categories from the leaders. When considered separately, the categories from each of the sample groups are as follows:

##### Leading Practitioners and Theorists

- A. Objectives of psychological curriculum.
- B. Readiness for psychological curriculum.
- C. Dealing with subject matter and skills involved in psychological curriculum.

- D. Needs in psychological curriculum development.
- E. Lack of trainers in the field.
- F. Evaluation problems.
- G. Training needs.
- H. Logistical concerns.
- I. Student attitudes because of past experiences.

#### Classroom teachers

- A. Dealing with the subject matter and skills involved in psychological curriculum.
- B. Establishing a different kind of relationships with students.
- C. Creating a different kind of environment within the classroom.
- D. Dealing with time and space allotments for carrying out the program.
- E. Establishing successful student grouping procedures.
- F. The attitudes of students toward psychological curriculum.
- G. The teacher dealing with himself and further training needs.
- H. Need for means of evaluation.
- I. Need for more organized curriculum.
- J. Clarifying objectives of psychological curriculum.

Two impartial judges aided the author first in categorizing the raw data from the sample groups, second, in honing the nineteen categories listed above to eight, accounting for overlap from the two sample groups. A limitation of the study exists in the process of categorizing. The process relied heavily on clinical

judgement. The two judges and the author scrutinized each item in the raw data and considered what larger category of instruction concern each item suggested.

The eight categories are as follows:

1. Teachers' needs for more training.
2. Teacher's readiness for psychological curriculum.
3. Students' readiness for psychological curriculum.
4. Dealing with subject matter and skills involved in psychological curriculum.
5. Needs in psychological curriculum development.
6. Clarifying objectives of psychological curriculum.
7. Logistical concerns.
8. Evaluation concerns.

The above eight categories then yielded these four major patterns of concerns:

1. The teacher's concern for his own ability to deal with the subject matter and skills involved in psychological curriculum. This concern also implies further training needs.
2. Logistical concerns including time and space allotments for carrying out the program and effective student grouping procedures.
3. Needs in psychological curriculum development which includes organization, evaluation and objectives.
4. The teacher's concern about student attitudes toward psychological curriculum and evidence of student progress in the subject.



Figure 1 illustrates how the nineteen original categories were honed into eight and then into four major concern patterns. The leaders' nine categories and the teachers' ten categories showed overlapping of concern patterns. The two judges and the author gained consensus in establishing the eight broader categories. Each of the three raters then, individually, attempted to combine the eight categories into major concern patterns. The four major concern patterns represent agreement among the three raters as to their wording being inclusive of each individual's judgement.

In order to double check the establishment of the four major concern patterns as being inclusive of the eight broader categories and the original nineteen, the three raters employed a reverse procedure. Taking the four major concern patterns, the raters placed the eight broader categories under them and then placed the original nineteen categories under the eight broader ones, (see Figure 2). This reverse process demonstrated total agreement among the raters in determining placement of the categories.

### External Validation

In order to lend external validity to the process of categorizing which relied heavily on clinical judgement, a graduate class at the Center for Humanistic Education was asked to take the instructional concerns as they were revealed through the raw data and to categorize them into the identified four major concerns. (See Appendix G for the form used.) The following represents those findings.

LEADERS

- A. Objectives of psychological curriculum
- B. Readiness for psychological curriculum
- C. Dealing with subject matter and skills involved in psychological curriculum
- D. Needs in psychological curriculum development
- E. Lack of trainers in the field
- F. Evaluation problems.
- G. Training needs
- H. Logistical concerns
- I. Student attitudes because of past experience

- |      |      |    |  |
|------|------|----|--|
| G, E | G    | 1. | Teachers' needs for more training                                  |
| B    | C, B | 2. | Teachers' readiness for psychological curriculum                   |
| I    | F    | 3. | Students' readiness for psychological curriculum                   |
| C    | A    | 4. | Dealing with subject matter and skills of psychological curriculum |
| D    | I    | 5. | Needs in psychological curriculum development                      |
| A    | H    | 6. | Clarifying objectives of psychological curriculum                  |
| H    | D, E | 7. | Logistical concerns  |
| F    | J    | 8. | Evaluation concerns  |

TEACHERS

- A. Dealing with subject matter and skills involved in psychological curriculum
- B. Establishing a different kind of relationship with students
- C. Creating a different kind of environment within the classroom
- D. Dealing with time and space allotment for carrying out program
- E. Establishing successful student grouping procedures
- F. Attitudes of students toward psychological curriculum
- G. Teacher dealing with himself and further training needs
- H. Need for means of evaluation
- I. Need for more organized (sequenced) curriculum.
- J. Clarifying objectives of psychological curriculum

- |         |      |  |
|---------|------|--|
| 1, 2, 4 | I.   | The teachers' concern for his own ability to deal with the subject matter and skills involved in psychological curriculum. This concern also implies further training needs. |
| 7       | II.  | Logistical concerns including time and space allotment for carrying out the program and effective student grouping procedures.   |
| 5, 6, 8 | III. | Needs in psychological curriculum development which includes organization, evaluation, and objectives.   |
| 3       | IV.  | The teacher's concern about student attitudes toward psychological curriculum and evidence of student progress in the subject.   |

FOUR MAJOR CONCERN PATTERNS

FOUR MAJOR CONCERN PATTERNS

- I. The teacher's concern for his own ability to deal with the subject matter and skills involved in psychological curriculum. This concern also implies further training needs.
- II. Logistical concerns including time and space allotment for carrying out the program and effective student grouping procedures.
- III. Needs in psychological curriculum development which includes organization, evaluation, and objectives.
- IV. The teacher's concern about student attitudes toward psychological curriculum and evidence of student progress in the subject.

EIGHT BROADER CATEGORIES

1. Teachers' needs for more training.
2. Teachers' readiness for psychological curriculum.
3. Students' readiness for psychological curriculum.
4. Dealing with subject matter and skills of psychological curriculum.
5. Needs in psychological curriculum development.
6. Clarifying objectives of psychological curriculum.
7. Logistical concerns.
8. Evaluation concerns.

NINETEEN ORIGINAL CATEGORIES

TEACHERS

- A. Dealing with subject matter and skills involved in psychological curriculum.
- B. Establishing a different kind of relationship with students.
- C. Creating a different kind of environment within the classroom.
- D. Dealing with time and space allotments for carrying out program.
- E. Establishing successful student grouping procedures.
- F. Attitudes of students toward psychological curriculum.
- G. Teacher dealing with himself and further training needs.
- H. Need for means of evaluation.
- I. Need for more organized (sequenced) curriculum.
- J. Clarifying objectives of psychological curriculum.

LEADERS

- A. Objectives of psychological curriculum.
- B. Readiness for psychological curriculum.
- C. Dealing with subject matter and skills involved in psychological curricula.
- D. Needs in psychological curriculum development.
- E. Lack of trainers in the field.
- F. Evaluation problems.
- G. Training needs.
- H. Logistical concerns.
- I. Student attitudes because of past experience.

There were ten respondents to the survey. The 182 instructional concerns that are listed on the survey form do total the 236 concerns expressed by the total sample group in this study. Numbers in parentheses after some listed concerns reflect the fact that more than one respondent expressed that concern. And some concerns appear under more than one major concern pattern.

Eleven of the 182 concerns have been eliminated because six or more respondents did not place them into the same major concern patterns. (Appendix H shows exact numbers of responses in each major concern pattern for each of the 182 listed concerns.)

Table IV depicts the placement of the instructional concerns by the graduate students into the four major concern patterns. More than half (53.8%) of the concerns were placed in Pattern I which considers the teacher's concern about his own ability to handle the subject matter and skills involved in psychological curriculum. Ranking second highest is Pattern IV (23.4%) which deals with student attitudes and student progress. Third is Pattern III, which represents needs in psychological curriculum development, claiming 14.6% and, finally, Pattern II which considers the logistics of time, space, and grouping procedures, with 8.2%.

Since approximately half of the participating graduate students have had no experience in teaching psychological curriculum and are experiencing psychological curriculum development for the first time, it seems logical to



## PATTERNS OF INSTRUCTIONAL CONCERNS

Concern Patterns	LEADERS			TEACHERS			TOTAL SAMPLE		
	Number of times concerns ex- pressed among 7 leaders	Percentage of total concerns expressed by leaders	Number of times concerns ex- pressed among 25 teachers	Percentage of total concerns expressed by teachers	Number of times concerns ex- pressed among total sample	Percentage of total concerns expressed by total sample	Number of times concerns ex- pressed among total sample	Percentage of total concerns expressed by total sample	
I. Subject matter: skills, training needs	63	67.7	32	25.0	95	43.0			
II. Logistics: time, space grouping	4	4.3	29	22.7	33	14.9			
III. Needs in curriculum development: objectives, organization, evaluation	22	23.7	20	15.6	42	19.0			
IV. Student attitudes, student progress	4	4.3	47	36.7	51	23.1			
TOTALS	93	100.0	128	100.0	221	100.0			



assume that their major emphasis in categorizing instructional concerns would focus on handling the subject matter and skills and student attitudes toward the curriculum.

In Table V comparisons are made between the percentages of concern placement in the four major concern patterns by the three raters and the graduate students. Both groups rated Pattern I as having the largest number of expressed concerns; yet the discrepancy between the percentages was the greatest, 13.5%.

Although the graduate students rated Pattern IV as having the second highest number of concerns, the discrepancy between their placements and the three raters' is only 2.3%. Second highest for the three raters is Pattern III at 24.0%, while the graduate students placed only 14.6% of the concerns into this category. Lowest for both groups was Pattern II, with there being a 6.4% discrepancy.

It seems worth noting that of the three raters, two have had considerable experience in psychological curriculum development and teaching experience in the subject. The other of the three raters is an experienced teacher with a reading acquaintance with psychological curriculum. Among the ten graduate students there is a considerable range of experience in both curriculum development and the teaching of psychological curriculum.

With the discrepancies as small as they are, the author is confident that the four major concern patterns which evolved through the processes mentioned earlier are reliable for the present study.

TABLE V

## EXTERNAL VALIDATION

Graduate Students' Placement of Instructional Concerns into Four Major Concern Patterns

Concern Patterns	Number of concerns placed by graduate students	Percentage of concerns placed by graduate students
I. Subject matter, skills, training needs	92	53.8
II. Logistics: time, space, grouping	14	8.2
III. Needs in curriculum development: objectives organization, evaluations	25	14.6
IV. Student attitudes, student progress	40	23.4
TOTALS	171	100.0

## Similarities and Differences Between Concerns Identified by Leading Practitioners and Theorists and Those Identified by Classroom Teachers

The differences between the instructional concerns identified by the leaders and those identified by the classroom teachers are shown in Table VI. The leaders expressed a total of 93 instructional concerns while the teachers expressed a total of 128. The number of concerns expressed under each of the pattern headings is given as well as the percentage of the separate total numbers. Also, total concerns and percentages are included.

The greatest number of concerns expressed by the total sample came under the pattern heading dealing with the subject matter and skills involved in psychological curriculum and their implications for further training needs. Not surprisingly, this pattern heading claimed 67.7 per cent of the leaders' total concerns and 22.3 per cent of the teachers'. In general, concerns in this pattern deal with:

1. The uniqueness of the subject matter.
  - a. It concentrates on the realm of the personl.
  - b. It doesn't allow the distance between teacher and student that conventional subject matter often does.
2. Confidence in skills ability.
  - a. The subject matter calls for the conduction of skills not ordinarily used in conventional subject matter, for example, processing thoughts and feelings or conducting a fantasy exercise.
  - b. The openness of the subject matter places greater demands on the teacher's on-the-spot flexibility with skills.

TABLE VI

COMPARISON OF FOUR MAJOR CONCERN PATTERNS DETERMINED BY THREE RATERS AND GRADUATE STUDENTS'  
PLACEMENT OF INSTRUCTIONAL CONCERNS INTO PATTERNS

Concern Patterns	Percentage of Raters placing concerns into concern pattern	Percentage of Graduate students placing concerns into concern pattern	Discrepancy	Positive Correlation
I. Subject matter: skills, training needs	40.3	53.8	13.5	86.5
II. Logistics: time space, grouping	14.6	8.2	6.4	93.6
III. Needs in curriculum development: objectives, organization, evaluations	24.0	14.6	9.4	90.6
IV. Student attitudes, student progress	21.1	23.4	2.3	97.7
TOTALS	100.0	100.0		75

3. Implicit in the uniqueness of the subject matter and one's confidence in his skills ability are the feelings expressed for more training in psychological education.
  - a. The need for greater cognitive awareness of psychological approaches is expressed.
  - b. The need for more in depth experiential and theoretical opportunities for teachers to feel greater self-confidence in handling psychological approaches is expressed.

Twenty-four per cent of the total concerns are in the category of needs psychological curriculum development which includes its objectives, organization, and evaluation. Twenty-three and seven-tenths per cent of the leaders' concerns follow this pattern, while 24.5 per cent of the teachers' concerns do.

Ranking third highest among the total sample is the concern pattern dealing with student attitudes and student progress. Although 21.1 per cent of the total concerns fall into this category, it represents 32.9 per cent of the teachers' concerns and only 4.3 per cent of the leaders. However, those concerns reported from both sample groups are basically similar and primarily with the students' attitude toward a class setting and subject content so different from his past schooling experiences. To establish a climate of trust in which internal rather than external content is handled poses an ominous task for the teacher. The student acts out in ways that reveal he is fearful of or threatened by not being sure of the trust of his teacher or his peers if he engages in self-disclosure.



Predominant among teachers' comments are those dealing with what they refer to as the "gaming aspect" of the curriculum. A number of them see (or feel their students see) the curriculum as a series of fun exercises through which no real learning takes place. They express difficulty in getting students to process activities so that meaningfulness can be attached to the activities. Again and again among teachers' comments arises the concern for having students recognize value in the study of the self. Since legitimizing the study of the self is crucial to the existence of psychological education, teachers feel a lack of confidence in their own abilities, and they feel that short and long-range objectives are obscured by not having more available to them in meeting this first curricular goal.

Teachers expressed that a difficulty with existing curricular objectives is that they have been defined by other than classroom teachers and that teachers need to know more about defining behavioral objectives for learners.

Teachers stated a need for the curriculum to offer more suggested means of organizing curriculum materials. They feel materials are haphazardly presented and want more direction in helping them sequence activities. Among leaders' comments along the same lines is reported a need for leaders in the field to pool their resources toward a more solid curriculum organization.

Perhaps because objectives are unclear or lack specificity, evaluation procedures are lacking. Teachers claim that among the informal means of evaluation available (mainly through feedback methods employed, for example, journals, reaction sheets, sentence stubs, etc.), there is nothing of a concrete

enough nature to make intelligent decisions for reform. Leaders agreed that evaluation instruments are needed, especially short-term predictors of long-term goals.

Logistical concerns, including problems of time, space, and effective grouping, received the lowest percentage (14.6) of concerns from the total sample. This area represents another pattern in which the teachers (20.3%) expressed considerably more concern than did the leaders (4.3%). However, this discrepancy is to be expected; and the teacher's concerns here are supported by those leaders who did respond in this area. Concerns about time involve a lack of sufficient class time to carry out the program effectively, not having the "prime time" of the school day, and the teacher not having enough time for careful planning of and reflection upon lessons and units. Space problems involve physical inadequacies that exist in school plants: rooms too small, no rugs on the floor, immovable furniture.

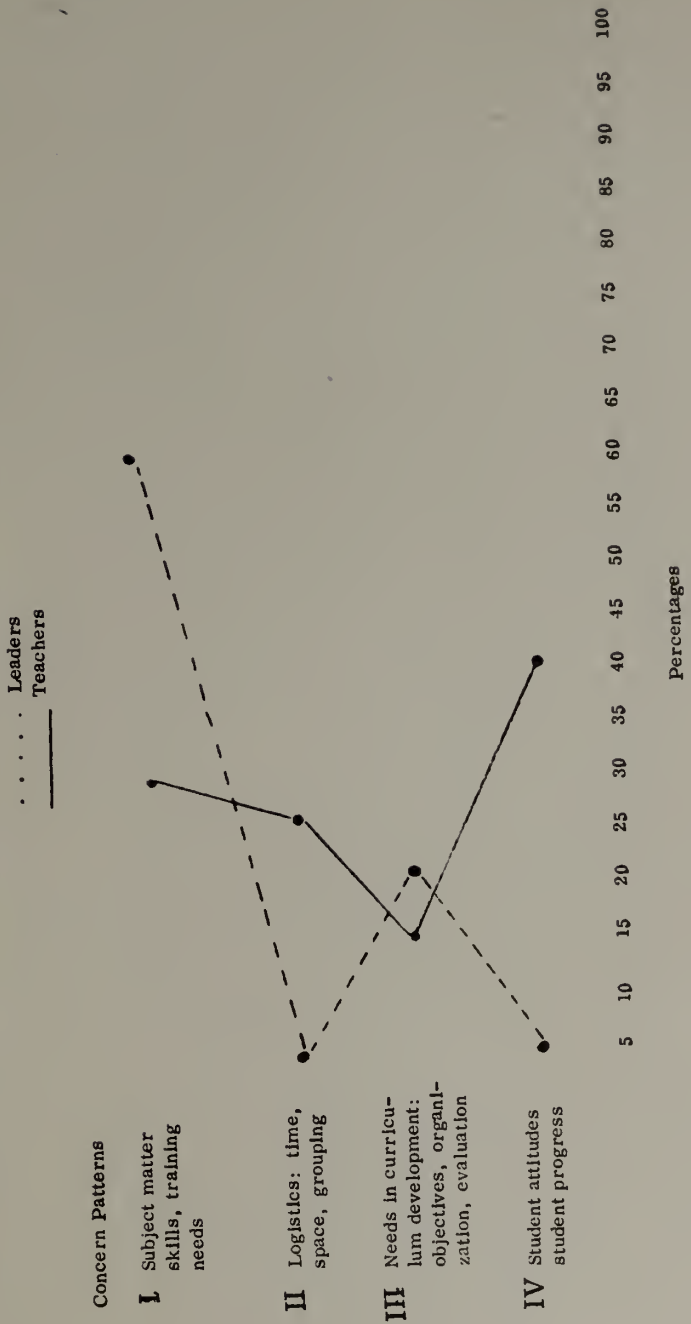
The major comment about grouping revolved around the idea that the usual size of groups for conventional curriculum is too large for psychological curriculum. Teachers feel that groups over fifteen in number are very difficult to manage.

Figure 3 more graphically illustrates the similarities and differences among concerns expressed by the two sample groups.

#### Comparisons of Patterns of Concerns Through Other Data Sources

The four patterns of concerns that were revealed through data collected from the two major sample groups were then checked against the information yielded through the review of literature that appears in Chapter II of this study.

**Figure 3**  
**PERCENTAGES OF TOTAL CONCERNS EXPRESSED BY SAMPLE GROUPS**



**Concern Patterns**

**I** Subject matter skills, training needs

**II** Logistics: time, space, grouping

**III** Needs in curriculum development: objectives, organization, evaluation

**IV** Student attitudes student progress

Percentages

It will be recalled that the review of literature was done in two parts: Part I deals with general instructional concerns of beginning and experienced teachers and Part II deals with instructional concerns of teachers in three specific subject matter areas.

Part I states that early concerns, those of beginning teachers, focus on self or self protection and are indicative of a regard for personal gain and positive evaluation by others. And late concerns, those of experienced teachers, focus on pupils rather than self and on self-evaluation in regard to teaching outcomes. In implementing new subject matter as is the case in this study, it is necessary to consider both early and late concerns. Both early and late concerns, as defined in the above contexts were expressed by the two sample groups.

Part II of the review of literature revealed teaching concerns that are consistent among the three subject matter areas considered as these:

1. There is general concern for the success of the individual learner.
2. There is concern for selecting the most appropriate teaching method and materials.
3. There is concern for creating a learning environment conducive to learner productivity.

These general concerns were also expressed by the two sample groups.

Figure 4 shows the inter-relationships among the sources of data. Figure 5 represents another method of illustrating the inter-relationships.

## INTERRELATIONSHIPS AMONG SOURCES OF DATA

A	B	C
<p>Review of Literature - Part I: Concerns of Beginning and experienced teachers (early and late concerns).</p>	<p>Review of Literature - Part II: Instructional concerns of teachers in the specific subject matter areas</p>	<p>Patterns of Instructional Concerns in implementing psychological curriculum as revealed by the two major sample groups</p>
<ol style="list-style-type: none"> <li>1. Early Concerns - those of beginning teachers (focus on self and self protection, re- gard for personal gain and positive evaluation by others).</li> <li>2. Late Concerns - those of experienced teachers (focus on pupils rather than self and on self-evaluation in regard to teaching outcomes).</li> </ol>	<ol style="list-style-type: none"> <li>1. Concern for the success of the individual learner.</li> <li>2. Concern for selecting most appropriate teaching method and materials.</li> <li>3. There is concern for creating a learning environment conducive to learner productivity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dealing with subject matter and skills in psychological curriculum. Implica- tions for further training needs.</li> <li>2. Logistical concerns including time and space allotments and effective student grouping procedures.</li> <li>3. Needs in psychological curriculum development including organization, evaluation, and objectives.</li> <li>4. Concern about student attitudes toward psychological curriculum includin student progress in the subject.</li> </ol>
<ol style="list-style-type: none"> <li>A. 1. Relationship with B. 2. C. 1, 2, 3.</li> </ol>	<ol style="list-style-type: none"> <li>B. 1. Relationship with A. 2. C. 2, 3, 4.</li> </ol>	<ol style="list-style-type: none"> <li>C. 1. Relationship with A. 1, 2. B. 2, 3.</li> </ol>
<ol style="list-style-type: none"> <li>A. 2. Relationship with B. 1, 2, 3. C. 1, 2, 3, 4.</li> </ol>	<ol style="list-style-type: none"> <li>B. 2. Relationship with A. 1, 2. C. 1, 2, 3, 4.</li> </ol>	<ol style="list-style-type: none"> <li>C. 2. Relationship with A. 1, 2. B. 1, 2.</li> </ol>
	<ol style="list-style-type: none"> <li>B. 3. Relationship with A. 2. C. 1, 2, 3, 4.</li> </ol>	<ol style="list-style-type: none"> <li>C. 3. Relationship with A. 1, 2. B. 1, 2.</li> <li>C. 4. Relationship with A. 2. B. 1, 2, 3.</li> </ol>





It is interesting to note that among the three sources of data there is so much overlap, as figures 4 and 5 reveal. The missing ingredients appear to be in making connections between concerns of beginning teachers and concerns that deal with the uniqueness of subject matter. These findings are not startling. They seem to reveal that anything "new" tends to "throw" an inexperienced professional. The implication is that experienced professional personnel are desirable in implementing educational innovations. That is certainly not a revolutionary statement. Rather, it supports earlier statements by Weinstein and Fantini (1968) that differentiated staffing can be a solution to many an educational problem.

It has been this author's contention for a number of years that every teacher can not teach everything well. It is the task of administrators to discover where individual talents among professional staff lie and to capitalize on those talents.

## CHAPTER V

### CONCLUSIONS

This chapter summarizes the study, reports implications for further research in psychological curriculum development and refinement, and makes recommendations for teacher training in psychological education.

#### Summary

This study has been an investigation in determining the instructional concerns of teachers in implementing psychological curriculum. Three major sources of data were utilized: (1) a review of the literature, (2) leading practitioners and theorists in the field of psychological education, and (3) the Ford Foundation Psychological Curriculum Development Project teachers working with the Center for Humanistic Education, University of Massachusetts, Amherst.

The review of the literature was done in two parts. Part I considered investigations into the concerns of beginning and experienced teachers; Part II investigated instructional concerns among teachers of reading, social studies, and the visual arts.

Seven of the nine leading practitioners and theorists in psychological education responded to the invitation to participate in this study. Their responses and the responses of twenty-five Project teachers were utilized. The teachers

represented ten schools in nine school districts in three states. The schools provided significant demographical differences and the classrooms covered the complete range of primary to secondary grades.

The data collected from the two sample groups were analyzed according to emergent patterns of instructional concerns, similarities and differences between the two sample groups, and comparisons with instructional concerns revealed through the review of the literature.

The findings yield implications for further research in psychological curriculum development and refinement and suggest recommendations that can be made for teacher training in psychological curriculum.

#### Implications for Further Research in Psychological Curriculum Development and Refinement

The research revealed that major concerns about the elementary forms of psychological curriculum dealt with in this investigation focus on its objectives, its organization, and its evaluation.

#### Objectives

Teachers expressed concern about not always knowing where they were going or should be going in terms of curriculum objectives. Many raised the difficulty they have in meeting what they consider to be the primary objective, that is, legitimatizing the study of the self. Research is needed in this area to demonstrate to their students if, in fact, this is a primary objective of psychological curriculum. The derivation of objectives should be based on sound psychological and educational theory. In this case, research findings that

indicate self-knowledge is desirable would be very helpful.

If curriculum objectives are specified by other than the classroom teachers themselves, the objectives need to be related in ways teachers can interpret and understand them. Objectives need to be defined in behavioral terms for learners and teachers need to be given a grasp of the level of specificity of objectives for psychological curriculum.

Finally, having teachers help formulate the curricular objectives would be helpful in maintaining a reality base of the classroom toward realistic short- and long-term goals.

### Organization

Substantiating theoretically and clarifying behaviorally psychological curriculum objectives naturally will aid in organizing sequencing curriculum materials. Much attention has been given during this past year at the Center for Humanistic Education toward developing a more meaningful organization of its curriculum materials. It will be remembered that data for this investigation were based on the earlier, much looser design and that the Project teachers were encountering their first attempts at teaching a program in psychological education.

With the above in mind, the data from the teachers revealed that more development is needed in helping students make the transition into a curriculum so different from what they have been accustomed to. Attention should be given to students' levels of maturity and sophistication and means for assessing student readiness for levels of activities should be provided.



Finally, research is needed to pool the resources of the contributors to psychological education to determine the appropriateness at different levels of maturity and sophistication of students of unidimensional and/or multi-dimensional approaches to programming.

### Evaluation

This investigation revealed that evaluation demands attention of researchers on a number of levels. Precise, meaningful means of assessment need to be developed to measure:

1. Student psychological growth.
2. The degree to which short and long-term objectives are met.
3. The readiness of teachers and students to deal with psychological curriculum.
4. The degree of success of a particular program.
5. The transferability of psychological curriculum to areas of life outside the curriculum.

### Recommendations for Teacher Training in Psychological Curriculum

The overall recommendation for teacher training in psychological curriculum as a result of this investigation is the provision of on-going opportunities for experiences in personal and professional growth. These opportunities for growth should be in both the cognitive and affective domains and should provide for practical applications of learnings.

The personal nature of the curriculum places great demands upon a teacher. As is reported in this study, the teacher of psychological curriculum engages in a considerable amount of self-examination, constantly questioning his competencies for dealing with the subject matter. Therefore, the first recommendation is that the teacher be involved in a continuous program of personal growth on an experiential level. This will allow him the opportunity with a peer group to confront his own emotional conflicts that arise as he attempts to implement psychological curriculum. The peer group should be composed of others making the same attempt. The teacher then, in a conducive climate, feels freer to confront his own affective experiences of successes, failures, competencies, inadequacies, fears.

Secondly, the teacher should have the opportunity to be involved in a continuous program on the intellectual or theoretical level. He needs to have a theoretical base for psychological curriculum to which he can personally ascribe. Part of successful implementation of curriculum demands that the implementor have a strong conviction that the curriculum is psychologically and educationally sound. This program should also provide constant input of research findings and curriculum development. It is here too that the teacher can gain a perspective on what constitutes normality, mental health, and ideal functioning.

The teacher's professional competencies naturally stem from his own intellectual and emotional growth experiences. But success in the classroom requires much more than self-knowledge and acceptance of theories. The third

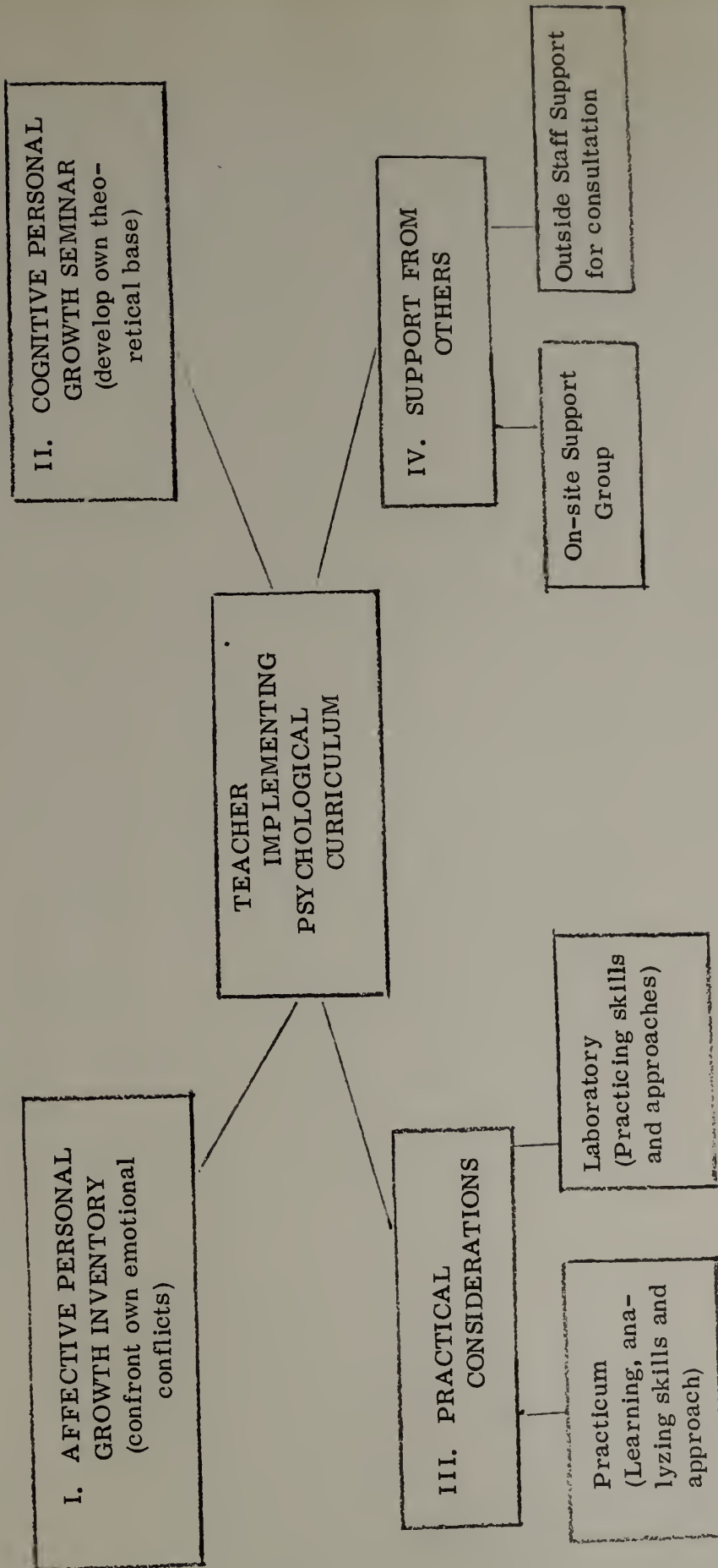
phase of an on-going training program should resemble a combination of a practicum and a laboratory experience, an opportunity to fail without too much personal risk involved.

Laboratory experiences can be provided in a number of ways and, ideally, involve students who are in the age group with which the teacher usually works. This could be accomplished by having the individual serve as an apprentice or an intern to a teacher who is experienced in psychological curriculum, it could be done on a team-teaching basis, or video tapes could be made of sessions for subsequent analysis. Any of these methods could serve as a check upon the teacher's awareness of climate and existing norms, setting appropriate climates, establishing relationships with students, utilizing student behavior as content, classroom management, and so forth.

The laboratory situation is also important for the teacher to practice other skills and approaches necessary to carrying out a successful classroom program. The practicum is used for learning and practicing with peers the skills and approaches and for follow-up sessions, on analyzing classroom successes and failures. "Approaches" refers to the kinds of program approaches incorporated into psychological curriculum such as Education of the Self, Positive Self-Concept, Gestalt Awareness, Values Clarification, and so on. Skills, other than those mentioned above include developing attitudes of trust and openness, processing, body movement, communication (verbal and non-verbal), diagnosing, goal setting, strategizing, curriculum building, and so forth.

Figure 8

A Plan for On-Going Opportunities for Experiences in Personal and Professional Growth for Teachers  
Implementing Psychological Curriculum



The practicum should also provide opportunities for the teacher to develop an adequate repertoire of curricular activities and materials. It should also teach him techniques in assessment of such things as student readiness and progress, program progress, and self-evaluation.

And, finally, an ideal situation would provide an on-site support group and an outside support staff for consultation. Figure 6 presents these recommendations more graphically.

One last recommendation is that schools adopt a differentiated staffing plan similar to the Three-Tier School as proposed by Fantini and Weinstein (1968). This author has concluded that not all teachers should be involved in attempting to teach psychological curriculum.



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APPENDICES



## APPENDIX A

## Expressed Concerns that Exist Outside the Regular Instructional Time Period

A general suspicion of anything "psychological" as part of the instructional program exists. Parents, school boards, administration and other faculty often equate psychological curriculum with T-group, sensitivity training, therapy.

(Note: numbers in parentheses represent the number of times more than once that the comment was given.)

## A. Parents

1. General cynicism toward new ideas
2. Suspicion of anything psychological
3. Extremely conservative citizens' group - 3R concept
4. Difficulty in educating them to psychological curriculum (1)
5. Teacher fear of negative reaction from parents
6. Lack of on-going family involvement in psychological curriculum

## B. School Board

1. General cynicism toward new ideas
2. Suspicion of anything psychological
3. Difficulty in educating to psychological curriculum
4. Lack of involvement
5. Lack of money for supplies

## C. Administration

1. Apathy toward psychological curriculum (2)
2. General cynicism toward new ideas
3. Suspicion of anything psychological
4. Difficulty in educating to psychological curriculum (1)
5. Teacher's fear of negative reactions from administration
6. Fear of administration to allow open, honest, non-authoritarian environment to exist within the framework of their structured, hierarchal bureaucracy.

C. Administration (continued)

7. Resistance of building administration to set psychological curriculum as priority and use more than one teacher
8. Expectation of administration that all kids should participate.

D. Other faculty

1. Believe psychological curriculum not worthwhile in school (1)
2. General cynicism toward new ideas
3. Suspicion of anything psychological
4. Trying to persuade other faculty to deal differently with kids for sake of consistency (3)
5. Difficulty in educating to psychological curriculum
6. Fear of faculty to become involved or become curious
7. Staff disinterest and negative attitude (1)

## APPENDIX B

The following is a list of concerns expressed by seven teachers from three inner city elementary schools not included in the main body of this investigation. There are three male and four female teachers represented. These responses are included here rather than in the main body of the study because they represent a secondary rather than a primary source. That is, these particular teachers were trained by an individual who is not a member of the Center for Humanistic Education's personnel, but rather one who was trained by Center personnel. Therefore, the author considers these responses as a secondary source.

## School I

## Teacher A

1. Not enough training on my second grade level.
2. Children and I don't seem aware of benefits of activities.
3. Some activities too difficult for second grade.
4. I don't always see direct connection between activities in humanistic education and change in behavior.
5. When I insist children join activities and not come in and out, they respond and enjoy it more than free choices.

## Teacher B

1. I find that I need to see quick results.
2. My children seem to fight more after each session.
3. I don't know if they really enjoy the sessions.
4. It's difficult for the children to verbalize their feelings.
5. I need more techniques to implement.
6. What do you do with the ones that don't want to participate?
7. The number of sessions involved were too short (we started in March-May).

## Teacher C

1. Too much attention paid to reading and math scores.
2. Children get uptight about being open.
3. Administrative problems.
4. Knowing what to do with found information.

## School II

## Teacher A

1. Complaints from administration.
2. Other teachers scoring your methods.
3. Not enough time to implement effectively.
4. Parent approval.
5. Student skepticism.
6. My expecting too much, too soon.

## Teacher B

1. Implementing activities with the children without disturbing other classes in progress.
2. Getting children into a circle without a tremendous amount of noise.
3. Not getting angry with those who "spoil" it for the others by not allowing us to get on with our activity.
4. Finding a suitable form of disciplining during these activities without taking away from the goals.
5. Getting all children involved.
6. When sharing in a large group, not all the children get a chance to say what they feel, due to lack of time; yet, there is a let-down feeling expressed by those who didn't get a turn - how do you get around this??
7. Processing feelings are more easily said than done!
8. Finding a happy medium between viewing this simply as fun games are fine, yet some children will "tune out" if any processing is about to take place, or if it is simply talking and sharing.

## Teacher C

1. Limited confidence and cooperation from staff, administration, parents and students.
2. Psychological curriculum lacks rigid scientific criteria for evaluation and a sequential orderly, ladder growth process.
3. Controversial, novel, fetal stage of implementation - more structure, experience - still in experimental stages.
4. More experienced, confident educators.
5. Setting conducive to humanistic education.
6. Gradual exposure to students beginning with early grades is needed.
7. Education of parents in humanistic education.
8. Re-educate teachers to deal with possibilities of less rigid structure.
9. Coordination of all school personnel from custodians to principals in psychological education, meshing everyone to that one adult does not undo the work of another.
10. The home environments could undo a school psychological curriculum.

## School III

## Teacher A

1. I'm not always aware of my aims - they are sometimes unclear after I get started in an activity.
2. I'm not sure how to handle children's reactions to each other - some children seemed stifled by others' reactions to their responses.
3. I find the children are interested in repeating familiar "fun activities" rather than moving along to "thinking activities."
4. When humanistic activities were introduced the guidance counselor was the leader and I still had the role of disciplinarian and leader.
5. We began the program in the middle of the year and the guidance counselor visited six times. It seemed that my role in the program was confusing and somewhat difficult. One minute I was on a somewhat equal basis with the children using first names and learning new activities. Soon after I was back to "teacher." It's kind of a hard problem to explain. I think the children



accepted me in either role. I was "teacher" since September and this new "equal role" was fun but a passing thing. The difficulty was defining the position for myself and figuring out how to act and react next year when I'll be implementing humanistic education on my own with a new less easily controlled class.

Hope this is of some help to you - and that you can understand what I'm saying.

*The Commonwealth of Massachusetts*

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*University of Massachusetts**Amherst 01002*

SCHOOL OF EDUCATION

June 5, 1972

Dear

In my dissertation I'm doing a study of problems teachers have in implementing psychological curriculum. I'm using three sources to generate data:

1. Classroom teachers
2. Leading practitioners in psychological education programs
3. A survey of the literature on teaching problems in general

Based on the findings, I'd like to propose improved models for in-service teacher training.

Since there aren't too many of you who have been involved in trying out the curriculum, I need all the help I can get and would be very grateful if you'd complete and return to me the enclosed forms. Don't be concerned with the amount of time you have been able to devote to trying psychological curriculum; the fact that you have worked with it at all is relevant to this study.

Please be assured that all information given will be kept in strictest confidence. I need the information by the end of June. Thanks very much.

Sincerely yours,

Doris J. Shallcross  
Center for Humanistic Education

## APPENDIX D

## INFORMATION SHEET

(For statistical uses only. Confidentiality guaranteed.)

Name: \_\_\_\_\_

Home address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home telephone: \_\_\_\_\_

Age:

20-25

41-50

26-30

51-60

31-40

Sex:

female

male

School \_\_\_\_\_

School District: \_\_\_\_\_

Grade level(s) or subject field(s) \_\_\_\_\_

Number of years teaching experience: \_\_\_\_\_

Degrees Held	Dates Awarded	Institutions	Major Field(s)

Degree in progress: \_\_\_\_\_

Institution: \_\_\_\_\_

Number of semester credits beyond last degree awarded: \_\_\_\_\_

Percentage of teaching during 1971-1972 school year devoted to teaching  
psychological curriculum \_\_\_\_\_

Regarding your school:

1. Setting

rural  
urban

suburban

other - specify \_\_\_\_\_

2. Student population

a. socio-economic

lower class status

lower middle-class

upper middle-class

upper class

Predominant ethnic group(s) \_\_\_\_\_

b. size of student body

50-100

400-600

1000-1500

100-200

600-800

1500-2000

200-400

800-1000

2000-3000

c. Teacher-student ratio

1-15

1-30

1-40

1-20

1-35

1-45

1-25

d. manageability of students in your school generally.

Please mark an "X" on the continuum.

Relatively easy to handle 1    2    3    4    5    6    7 Difficult to handle

3. Grade levels contained in your school building.

K-3

4-6

9-12

K-6

5-6

10-12

K-8

6-8

Other - specify \_\_\_\_\_

1-4

7-9

4. Kind of grouping

graded homogeneous

graded heterogeneous

non-graded

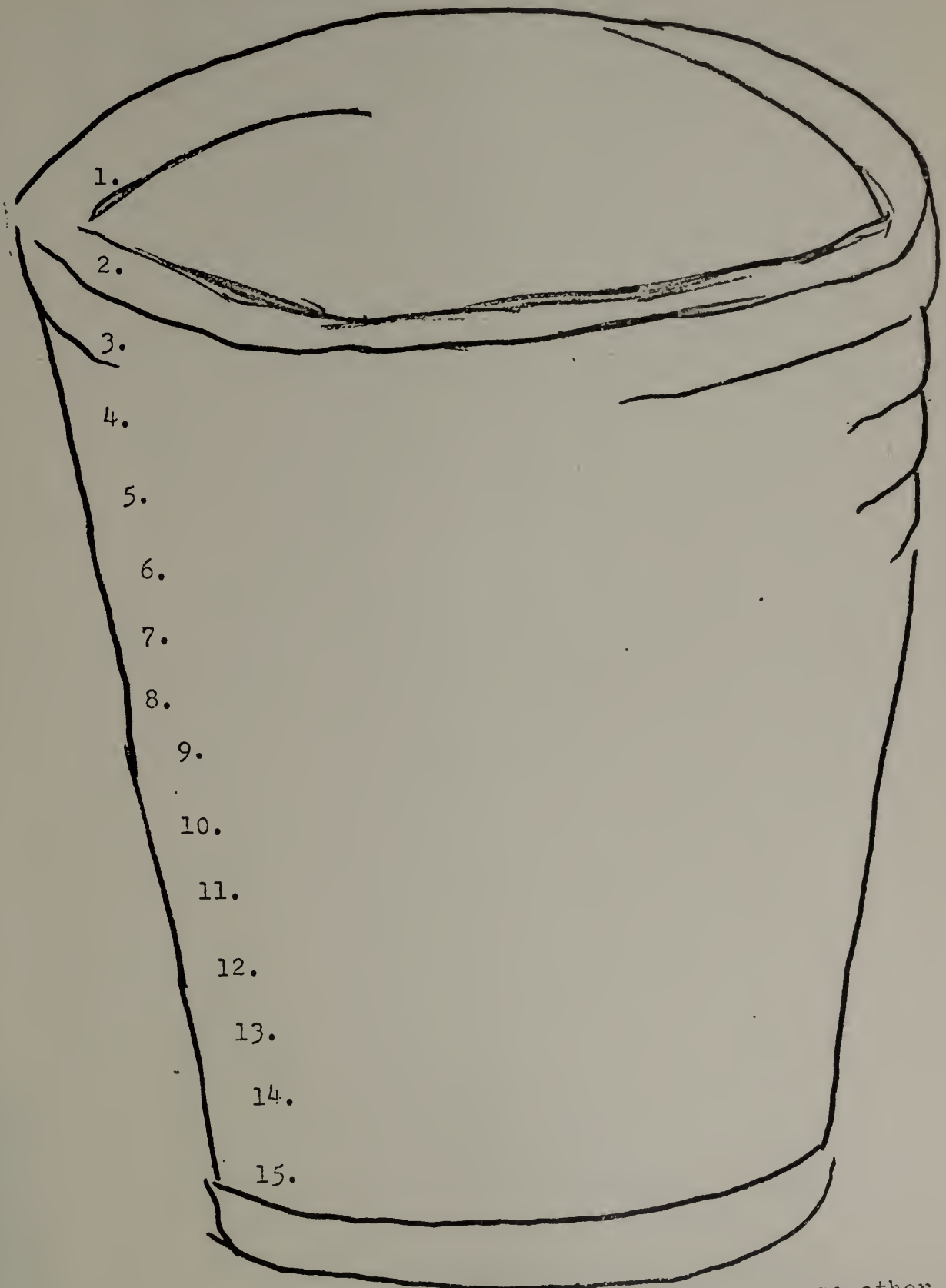
open-classroom

Other - specify \_\_\_\_\_

Different kind of grouping for psychological curriculum classes? If so, what kind? \_\_\_\_\_

Make any comments you'd like to make.

This is a Problem Litter Basket. Feel free to deposit all problems you have experienced or are aware of in implementing psychological curriculum.



Note: If basket overflows or numbers get in the way, use other side.



*The Commonwealth of Massachusetts*  
*University of Massachusetts*  
*Amherst 01002*



SCHOOL OF EDUCATION

Dear

In my dissertation I am conducting a study of the concerns, problems that teachers in our Ford Foundation Psychological Curriculum Project have in implementing the curriculum. I am using three sources to generate data:

1. The Project teachers
2. Leading practitioners and theorists in psychological education programs.
3. A survey of the literature on teaching problems in general.

Based on the findings, I would like to propose improved models for in-service teacher training.

Because you are considered one of the leaders in the field, I'd very much appreciate your input for this study by responding to the question, "What do you consider the major instructional concerns to be in implementing psychological curriculum?"

Enclosed is the Litter Basket form sent to the teachers. Feel free to use that form or any other method of responding that you prefer. I consider your contribution vital to this study and would appreciate having your response by early July.

Sincerely yours,

Doris J. Shallcross  
Center for Humanistic Education

To: Members of Jerry Weinstein's Practicum Class  
From: Dorie Shallcross  
Re: External Validation  
Date: November 8, 1972

My dissertation is entitled Implementing Psychological Curriculum: An Investigation of the Instructional Concerns of Teachers. I used two major sample groups - experts in the field of Humanistic Education and the Ford Project teachers in the field - in order to generate as many instructional concerns as possible.

A total of 221 concerns were identified. Through a long process, the 221 concerns were categorized into four major concern patterns by two impartial judges and me. So that I might lend external validation to my findings, I'm asking that you take the raw data (the 221 concerns) and place them into the major concern patterns.

Merely place the number of the concern in the space provided under each concern pattern. It would help in the tabulating if your recordings of numbers were chronologically in order and were listed vertically rather than horizontally. The fact that some concerns overlap is taken into consideration; therefore, placing a number into more than one major pattern is acceptable. Please do not ponder. It is preferable that your first response be recorded. (Spelling doesn't count.) Number in parentheses after a concern indicates the number of others expressing the same concern.

Thank you very much for your help.

Dorie Shallcross

Four Major Patterns of Concerns

I. The teacher's concern for his own ability to deal with the subject matter and skills involved in psychological curriculum. This concern also implies further training needs.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

II. Logistical concerns including time and space allotments for carrying out the program and effective grouping procedures.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

III. Needs in psychological curriculum development which include organization, evaluation, and objectives.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

IV. The teacher's concern about student attitudes toward psychological curriculum and evidence of student progress in the subject.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

The 221 Identified Instructional Concerns in Implementing Psychological Curriculum

1. Trainers need detailed knowledge of ideal functioning - need perspective on what constitutes normality, mental health and ideal functioning.
2. Lack of appropriate evaluation instruments.
3. Curriculum doesn't provide for vertical growth.
4. Handling large groups.
5. Educating people to new type of curriculum.
6. Defining behavioral objectives for learners.
7. Need for trainees to have more knowledge of testing procedures to assess individual and group functioning.
8. The grading system and how it ties teachers to standard subject matter.
9. Lack of appropriate evaluation instruments.
10. Difficulty of concepts - basic shift in consciousness which is being attempted.
11. Teacher's feeling of aloneness in doing psychological curriculum.
12. Objectives defined by other than classroom teachers.
13. Trainees need curriculum building skills.

14. Need for trainees to have more knowledge of testing procedures to assess individual and group functioning.
15. Not enough classroom strategies.
16. Curriculum calls for a lot more competency in classroom management than ordinary curriculum because of increased amount of interaction among kids.
17. Fear of opening up a can of worms in the private domain of students that might have dire psychological consequences.
18. Interpreting, understanding objectives defined by other than classroom teacher.
19. Time.
20. Evaluation - need for short term predictors of long term gains.
21. Availability of curriculum materials.
22. Keeping the course dynamic.
23. Fear of possible psychological damage to students by dealing with their psychological aspects directly.
24. Teacher knowing the level of specificity of objectives.
25. Need training in goals, diagnosis, evaluation, moves, tactics, strategies, and invention for the safety of the students and to eliminate casualties.
26. Danger of imposing own values.
27. Need for leaders in the field to pool resources to best advantage of curriculum development.
28. Dealing with things internal, rather than external, to the self.
29. Teacher resistance due to feelings of inadequacy.
30. Lack of readiness among participants.
31. Immature teachers doing damage.
32. Danger of becoming therapists rather than teachers.



33. Need mature, professional models as trainers.
34. Teacher fear of psychological damage to students because of their incompetence.
35. High expectations for short term goals.
36. Know how much emotional expression to allow.
37. Teacher resistance due to feelings of inadequacy.
38. Need mature, professional models as trainers.
39. Need for more curriculum organization.
40. Teacher teaching style change toward openness (authority----openness).
41. My competency in handling my own psychological emotional expression.
42. Getting class ready for kinds of activities involved in psychological curriculum.
43. Teacher fear of psychological damage to students because of their incompetence.
44. Need for leaders in the field to pool resources to best advantage of trainees.
45. Immature teachers doing damage.
46. Insecurity teachers feel.
47. My own vulnerability to what happens.
48. Evaluation - need for short term predictors of long term gains.
49. Viewing psychological education as a bag of tricks for controlling kids rather than learning it as a process.
50. Tendency to make problems larger than they are.
51. Lack of programs that are unidimensional, that is, problem solving, creativity, communication systems.
52. Fear of doing something wrong.

53. Amount of self knowledge a teacher needs.
54. Lack of significant teacher understanding of the developmental aspects of psychological education, therefore haphazard decision making and control.
55. Handling participants who open up more than facilitator wishes.
56. Lack of programs that are unidimensional, that is, problem solving, creativity, communication systems.
57. Taking advantage of kids' vulnerability.
58. Teacher's need for security and respect in revealing own weaknesses to students.
59. Lack of understanding of multi-dimensional programs.
60. Handling participants who won't open up at all.
61. Behavior of students becoming content.
62. Objective/subjective decision making.
63. Amount of outside study teacher needs - minimum competencies in psychological approaches.
64. Insecurity teachers feel.
65. Handling large groups.
66. Students' view of "gaming" aspect of curriculum.
67. Handling problems similar to other teaching situations, for example, discipline.
68. Sequencing learning opportunities.
69. Fear of doing something wrong.
70. Difficulty of concepts - basic shift in consciousness which is being attempted.
71. Not enough experienced trainers who can transmit what they know to classroom teachers.
72. Million and one concerns about having enough skill to handle such scary contents.

73. Danger of imposing own values.
74. Need practice in strategizing.
75. Lack of interest of humanistic educators in theory or practice where it is needed, i. e., city schools.
76. Need for long term work with consultants in order to implement with wisdom.
77. Need practice in strategizing.
78. Danger of imposing own values.
79. Physical space.
80. Training based more on research findings.
81. Trainers need curriculum building skills.
82. Trainers need more substantial background to sustain implementation efforts.
83. Handling participants who open up more than the facilitator wishes.
84. Classes too large.
85. Handling participants who won't open up at all.
86. Trainees need curriculum building skills.
87. What kids have built up, certain ways of acting out with one another by which they are protected.
88. Gaming aspect of psychological curriculum.
89. Kids' resistance to journals.
90. Keeping high school kids interested in exercises.
91. Not enough class time (4)
92. Getting students to think seriously during activities. (1)
93. Dealing with my own failures. (1)

94. Opening up of student lays him open for attack from peers.
95. Difficult to evaluate meaningfulness (or lack of) for kids. (1)
96. My own expectations.
97. Value of exercises to high school kids.
98. Insufficient space. (1)
99. Cliques electing class attempting to remain as a clique. (1)
100. Taking the blame for things not moving along very well instead of realizing how fearful it is for students to take risks and look at themselves. (1)
101. Opening kids up and then dealing with politically dangerous situations, like kids' accusations against other teachers.
102. Difficulty in diagnosing real concern of group - having class flop.
103. Dealing with kids with poor verbal skills. (1)
104. Teacher inability to show goals to students.
105. Psychological curriculum groups never together at other times; therefore, lack of carryover.
106. Kids turned off because some in group talking about same problems all the time. (1)
107. No teacher trained to carry on in following grade.
108. Student behavior as content.
109. Concern about opening up kids so that they are defenseless with other teachers.
110. My own lack of skills (processing). (1)
111. Kids not used to new freedom.
112. Psychological curriculum classes too large. (2)
113. Kids who see very little as valuable including subject of self. (2)

114. Inability to cope with some problems in classroom (kid's personal).
115. Keeping activities for younger children short and simple enough to cope with.
116. Sequencing. (2)
117. Dealing with whole class discipline.
118. Young kids - 12 or less.
119. Kids who don't like psychological curriculum sabotage teacher's efforts (not voluntary groups).
120. Inability to create open classroom while using this curriculum.
121. Short attention span of 5 year olds and still letting everyone have his say.
122. Getting kids to get into psychological curriculum. (2)
123. Teacher inability to create open classroom while using curriculum.
124. Should be 10-15 kids.
125. Getting kids to understand importance of self. (1)
126. Organization of curriculum itself and sequencing suggestions.
127. Knowing what questions to ask during discussions.
128. Getting kids to transfer the skills and knowledge from psychological curriculum class to everyday life.
129. Difficulty in allowing student leadership to emerge.
130. Cliques electing class and attempting to remain together. (1)
131. Kids' mistrust of others and how to reassure them that this is different. (1)
132. Need for more creative and physically active program and curriculum.
133. Difficulty in getting kids to attend to speaker especially, in early weeks. (1)
134. Getting kids to understand importance of self. (1)



135. Teacher's guilt feeling about resorting to old-fashioned forms of discipline.
136. Groups established on a voluntary or compulsory basis.
137. Kids' lack of experience.
138. My own readiness conflicting with student readiness.
139. Some kids talking about same problem repeatedly - turn others off.
140. Planning with continuity.
141. Kids uneasy with new freedom.
142. Keeping kids not in group quietly occupied.
143. Kids not concerned with thoughts or ideas of others.
144. My inability to show goals to students. (1)
145. Legitimatizing study of self. (1)
146. Difficult to bring about trust in large group.
147. Psychological curriculum groups not together other times therefore, limited carryover. (1)
- a
148. Kids poorly motivated. (1)
149. Personal energy.
150. Lack of teacher's experience.
151. Kids' mistrust of others and how to reassure them that this is different.
152. Kids don't want to know about self, especially if they have low self concept. (1)
153. Kids unsure of own goals.
154. Students' resistance to trying something new.
155. Own leadership role.

156. Dealing with kids transition to new subject matter.
157. Inability to create open classroom while using this curriculum.
158. Fear of kids to openly express ideas.
159. Lack of evaluation instruments.
160. Lack of program continuity because classes don't meet often enough.
161. Kids' difficulty in adjusting to a class so different from other classes. (1)
162. Disruption of kids to openly express ideas.
163. Knowing when to push kids and when not to.
164. Importance of hour of day.
165. Kids not liking to accept responsibility of own actions.
166. Laying own trip on kids.
167. Dealing with my own failures.
168. Need larger physical space.
169. Openness of curriculum encourages silly or shock-intended response from kids.
170. Need more training to be comfortable with techniques and thinking up new appropriate one. (1)
171. Taking blame for group not moving along well instead of realizing how fearful it is for students to take risks and look at themselves.
172. Not enough time during day to record ideas and observations.
173. With program voluntary for students, reasons for dropping in or out seem arbitrary and are disturbing to continuity. (2)
174. Teacher's own expectations. (2)
175. Getting kids to process activities they've done in class.
176. No rug; semi-mobile furniture.

177. Course is easy credit. (1)
178. Lack of experiences. (1)
179. Knowing how to handle kids using killer statements and put downs.
180. Lack of evaluation instruments.
181. Gaining interest of poorly motivated students.
182. Noise level of game getting out of hand and interfering with learning process.

## APPENDIX H

## The Placement of Instructional Concerns into Four Major Concern Patterns by Graduate Students

Concerns	I Subject matter: skills, training needs	II Logistics: time, space, grouping	III Curr. Develop. objectives evaluations	IV Student attitudes Student progress
1	8	-	2	2
2	-	-	10	1
3	-	-	8	3
*4	5	5	3	4
5	4	-	-	6
6	-	-	9	1
7	4	-	6	3
*8	1	1	5	5
9	-	-	10	2
10	8	-	2	1
11	10	-	-	-
12	-	-	9	1
13	9	-	-	1
14	7	1	5	-
15	4	1	6	-
16	9	1	1	1
17	4	2	2	7
18	3	-	7	-
19	-	10	-	-
20	-	-	10	2
*21	1	5	4	-
22	8	-	2	3
23	8	-	-	5
24	3	1	8	-
25	9	-	2	2
26	10	-	-	1
27	2	1	9	-
28	10	-	1	-
29	7	-	3	4
30	1	-	-	9
31	10	-	-	-
32	8	-	3	-
33	9	-	3	-
34	9	-	-	2
*35	4	1	3	-

Concerns	I Subject Matter: skills, training needs	II Logistics: Time, space, grouping	III Curr. Develop. objectives evaluations	IV Student Attitudes Student progress
36	9	-	1	1
37	10	-	-	-
38	9	-	1	-
39	-	1	10	-
40	10	-	1	-
41	10	-	-	-
42	2	1	1	7
43	10	-	-	2
44	2	-	10	-
45	9	-	3	-
46	10	-	-	-
47	10	-	-	-
48	-	-	10	2
*49	5	-	5	3
50	9	1	-	1
51	-	-	10	-
52	10	-	-	-
53	9	-	2	-
54	10	-	2	1
55	8	-	-	4
56	1	-	9	-
57	8	1	2	2
58	10	-	-	1
59	8	-	3	1
60	8	-	-	4
61	2	1	4	6
62	7	1	5	-
63	8	-	1	-
64	10	-	-	-
65	7	6	1	-
66	-	-	-	10
67	8	-	3	-
68	2	-	9	-
69	10	-	-	-
70	7	-	4	-
71	7	-	4	-
72	10	-	-	-
73	9	-	2	-
74	8	-	4	-
75	10	-	-	-



Concerns	I Subject matter: skills, training needs	II Logistics: time, space, grouping	III Curr. Develop. objectives evaluations	IV Student attitudes Student progress
76	9	-	1	-
77	8	-	2	-
78	9	-	3	-
79	-	10	-	-
80	4	-	9	-
81	4	1	6	-
82	6	1	4	-
83	8	-	-	1
84	1	10	3	-
85	7	-	-	2
86	7	2	5	-
87	1	-	-	9
*88	4	-	4	5
89	1	-	-	10
90	3	-	-	9
91	-	10	-	-
92	2	-	-	10
93	9	-	-	1
94	1	-	-	10
95	4	-	8	2
96	10	-	-	-
97	-	-	3	7
98	-	10	-	-
99	2	1	-	9
100	6	-	1	3
101	5	-	-	8
102	8	1	1	2
103	8	-	2	1
104	9	-	1	-
105	-	7	2	3
106	1	-	-	9
*107	2	5	4	-
*108	2	-	5	3
109	5	-	1	6
110	10	-	1	-
111	2	-	-	10
112	-	10	-	-
113	2	-	-	10
114	9	-	-	2
115	5	-	7	1

Concerns	I Subject matter: skills, training needs	II Logistics: time, space, grouping	III Curr. Develop. objectives evaluations	IV Student attitudes Student progress
116	5	-	8	-
117	8	1	-	2
*118	3	2	4	1
119	1	-	-	10
120	1	-	-	10
121	1	-	4	7
122	3	-	-	9
123	7	2	1	-
124	10	-	-	-
125	3	-	1	8
126	2	1	8	-
127	9	-	-	-
128	6	-	1	5
129	8	-	-	5
130	2	1	-	9
131	6	-	-	8
132	1	-	9	-
133	7	-	-	6
134	5	-	-	6
135	10	-	-	-
136	1	6	1	1
137	2	-	-	10
138	8	-	-	5
139	2	-	1	9
140	2	1	-	10
141	2	-	-	10
*142	5	2	1	4
143	2	-	-	9
144	9	-	-	1
145	6	-	-	1
146	7	2	3	4
147	2	8	-	1
148	3	-	-	9
149	9	-	-	-
150	10	-	-	9
151	4	-	-	10
152	1	-	-	10
153	2	-	-	-
154	10	-	1	2
155	8	-	-	-

Concerns	I Subject matter; skills, training needs	II Logistics: time, space, grouping	III Curr. Develop. objectives evaluations	IV Student Attitudes Student progress
156	8	4	-	-
157]	1	-	-	10
158	1	-	-	10
159	-	-	9	1
160	1	9	-	-
161	-	2	-	10
162	2	-	-	8
163	10	-	-	-
164	10	-	-	-
165	1	-	-	9
166	10	-	-	-
167	10	-	-	-
168	-	10	-	-
169	4	-	1	7
170	10	-	-	-
171	9	-	-	2
172	-	10	-	-
173	2	4	-	6
174	10	-	-	-
175	7	-	-	6
176	-	10	-	-
* 177	3	3	-	4
178	7	-	-	3
179	10	-	-	-
180	-	-	7	3
181	8	-	-	4
182	7	3	-	4



