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Students and their problems: a study of referrals to the Department of School Social Work Services Charlotte- Mecklenburg School System Charlotte, North Carolina

Bertha Dowdell Williams

Atlanta University

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STUDENTS AND THEIR PROBLEMS: A STUDY OF REFERRALS
TO THE DEPARTMENT OF SCHOOL SOCIAL WORK SERVICES
CHARLOTTE-MECKLENBURG SCHOOL SYSTEM
CHARLOTTE, NORTH CAROLINA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
BERTHA DOWDELL WILLIAMS

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
JUNE, 1968
IN MEMORIAM

In loving memory of her fiance, Sherman Isom Carlton, who passed away August 22, 1967. He was to become her husband on August 26, 1967.

I know you have gone home to rest in peace.

Fiancée
ACKNOWLEDGEMENTS

The writer is privileged to acknowledge her indebtedness to the people who made this study possible. First, to Mr. Joseph M. Frankford, Director of School Social Work Services, Charlotte-Mecklenburg School System, for his approval and cooperation in permitting the use of the social service files for the study. Second, to Mr. Jerry Behringer, her research advisor, whose wise suggestions and supervision steered the investigation clear of many hazards and did much to hasten its completion. For this guidance, the writer is deeply grateful.

Finally, special acknowledgement is due the writer's daughters, Mmes. Gloria Jean Wilson and Sharon Rose Brooks, and Miss Andera Michele Williams, for supporting and encouraging her efforts.

B. D. W.
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CHAPTER I

THE AREA OF INVESTIGATION AND THE PROBLEM

ORIENTATION TO THE PROBLEM

Just as educationally-deprived children are entitled to a meaningful educational experience for the fulfillment of their physical, psycho-social and instructional needs, their schools and their parents have a legal, if not a moral, obligation to help them obtain it. It was for the purpose of meeting this obligation that the Charlotte-Mecklenburg School System established its Division of Special Services. The latter includes the following departments: School Social Work Services, Guidance Services, Psychological Services, and Testing Services. Each department has a specialized function, and collectively they provide a coordinated and integrated program that supports the efforts of the system to realize its basic purpose -- the education of children.

Many children, unable to realize their right to a sound educational experience because of emotional or environmental problems, fail -- therefore -- to benefit from existing school programs. The School Social Work department has as its basic function the offering of specialized services to individual schools, the purpose being to provide not only casework for these children, but also consultation services for school personnel. ¹

¹W. Leslie Bobbitt, "School Social Work Service Function,"
In the school social work setting the worker's client is a child who and as such is not fully responsible for either his development or behavior reflected by his developmental status. Much of the school social work help given the child involves not only activity relating directly to him, but also involves interaction between the caseworker and others, including the child's parents, teachers, and principal. The examination and use of resources within the Charlotte-Mecklenburg School System and the community it serves are part of this activity. The school social worker consults with the Guidance Service and Psychological Service to provide to seek the specialized knowledge, services, and skills offered by these disciplines. When appropriate, the child or parent or both are referred to these services.

The approach of school social work is a unified one, with the kind and degree of emphasis in any area of school social work activity determined by the individual situation. The specific focus of school social work is on the student and his relationship to the school. Its aim is to offer to help the student cope with his problems and to make use of his formal and group experiences.

A school social worker may be involved in the activities and situations described below.

I. Service offered to individual schools.

A. Work with principal

Charlotte-Mecklenburg Schools, Division of Special Education Services, School Social Work Service, Charlotte, North Carolina, p. 1. (Mimeo-graphed.)

Ibid.
1. Consultation

The principal is the head of the school. He may consult with the school social worker regarding any difficulties which come to his attention. The principal may continue to carry basic responsibility for working on the school's difficulty with the child. Along with retaining his responsibility himself, the principal may also ask the school social worker to consider the student for social work service.

2. Referral

Referrals are made by joint agreement between the principal and the school social worker. A referral may originate with some school person other than the principal, but it is only by joint agreement between the principal and the school social worker that the referral is accepted. The school social worker has the responsibility for deciding whether the referral is warranted.

3. Working arrangement

The school social worker in consultation with the principal plans whether she will offer direct casework services to the child or offer to work initially with the parents. During the time the case remains open, the school social worker provides opportunities for exchange of knowledge and for understanding between the principal and the school social worker. This results from mutual planning. As part of working together they may plan on some method and plan of action. School social work service on a case is terminated with a decision made jointly between the principal and the school social worker.

B. Working with teachers

The teacher is the key person in the education of the
child. The teacher and the school social worker explore together the scope of the child's difficulty in school. Growing out of this mutual exploration will be a plan designating the role that each will play and how they will play it.

C. Work with other school personnel

Other school personnel are asked at appropriate times to contribute their specialized knowledge or skills.

II. Direct casework service offered the child.

In working with the child the school social worker sees him in regularly scheduled interview sessions. She begins with the child, with all his fears, anxieties, limitations, and strengths. She tries to help him to express his feelings about himself and about his school difficulties; to come to an understanding of the difference between how things are for him in school and how he wants them to be, to take whatever responsibility he can for handling the part of the difficulty that is within his control, and thus to participate better in his own school group and to contribute to his own learning. This process of help may take a short time or a long time but rarely longer than a year.¹

III. School Social Work Service with parents.

On acceptance of the referral the school social worker solicits the parents' help in resolving the child's difficulties within the school.

The school social worker makes use of her knowledge and profess-

¹Ibid., p. 2.
ional skills at a regularly scheduled conference with the parents, seeking to gain an understanding of the ways the parents deal with it or would like to deal with it. As the school social worker and parents work together, the differences between how the school and how the parents review the difficulties are. The parents and worker then try to decide whether the parent will offer to cooperate with the school in treating the problem. In the event the parent and the school social worker agree to work together, they decide on some method and plan of action.

IV. School Social Work related to Central Administration.

When gaps exist in the present school programs or when the present school programs are inappropriate or inadequate, the School Social Work Service is obligated to bring information and recommendations to the central administration.

Upon the request of the central administration, the school social workers will participate in the planning and production of in-service workshops, serve on committees, work on experimental or pilot projects and offer field work, supervision to students of schools of social work.

V. School Social Workers' Responsibility to the Community.

The school social worker is responsible to the community for interpreting the school program and how it relates to it. As her services have expanded, she has been able to extend help to the child and his family by utilizing the social welfare resources of the community when the nature of the problem is outside the scope of the school's services. Often she is able to interpret the school and its frame of refer-

\[\text{Ibid.}, \text{p. 3.}\]
ence to the agencies so that they can work more effectively with all
schools which refer children or families to them.

The kind of help in which a social worker engages a child is
not telling a child what is best for him, nor is it manipulating in
such a way that the child has no part in solving his own problem. It
is a thoughtful, consistent kind of help based on knowledge about be-
behavior, knowledge of problems that individuals meet in living, and what
they do about them. It is based on an understanding of principles and
methods of helping. Social and emotional problems are as varied as the
children themselves. The way in which children use help is varied.
Change depends upon the abilities of the person, the nature of the prob-
lems, and the skill of the helper. Experience has shown that children
can be helped through a relationship with a school social worker who is
skilled in the use of casework methods. Children are able through such
a relationship, to work on their problems, to use their strengths, and
to participate effectively in school.

Casework terminates at the point where administrator, teacher,
parent, and the child himself think that the problem is on the road to
being overcome and that they can carry on progress without the social
worker. The social worker watches for emerging strengths which convince
her that these people can carry on. She looks also for that restlessness
by which they indicate impatience to be about the business of directing

1 Arlien Johnson, School Social Work: Its Contribution to Pro-
fessional Education (New York: National Association of Social Workers,

2 Florence Poole, "The Social Worker's Contribution to the Class-
room Teacher," Journal of Exceptional Children, XVII (December, 1950),
73-77.
their affairs without assistance. Once again the school social worker helps parents and child to see their pattern, this pattern of restlessness and the surging competence that underlies it. She helps them alight upon the idea of ending and return to it once and again until they can be comfortable with their own need and choice to be free of her.

An ending can fuse all that has gone before. Vast accomplishment can seem to happen suddenly. Indeed, sometimes when exertion has bogged down, a hint of premature ending ("We have done all we can unless you have more to offer, unless you want to do more") can step up the voltage of effort. Sometimes the social worker even makes an ending with the expectation of opening work again at a new level of meaning. What is lost, what is about to be lost, makes its preciousness felt.

Casework is an enterprise which demands depth of endeavor and intimacy of understanding. If its meaning is to last, the child pauses with the social worker for a backward look to see how things were at their beginning. The child may be able to face and tell things about his troubles, now that he has reached a tall milestone on the road out of them, that he could never face or tell before. He knows that much of the solution and changing was his own accomplishment, that without his effort and pain no one could have accomplished it.

Some children are so appreciative of what the social worker has done to help that they are afraid to let her stop, and the first problem comes flooding back worse, it seems, than ever. But when strength is there, and that restlessness which betrays the readiness to have done, the social worker gives them the ending they really wish and need. As both go on at school, passing in the halls and along playground paths, the worker is pleased to watch the child's independence and stature
increase until the transforming relationship they had and the momentous things they did together are lost and unrecalled in a vital, secure present.

Other children feel fewer complications about trusting their new strength, their new relationships. They move outward so smoothly that it is almost impolite. When this happens, the social worker does not feel discarded. For him it is a great reward.

The child knows that it is all right to have a problem, and that it was all right to come to this kind of person for help. The school social worker is confident that the child can manage his life. When a big enough problem becomes hard again, he can manage his life by seeking the same kind of working together. He will be wise to come then, and very welcome still.¹

Problem statement.—This thesis presents a study for which the purpose is two-fold. First, it examines the relationships between a number of selected factors on the one hand and, on the other, the reasons given by teachers for referring students to the school social work services. Second, it analyzes the reasons given by teachers with reference to the framework provided by the school as a social organization and particularly the teacher's role within that organization.

Hypotheses.—The data collected were to test two hypotheses. They are:

1. Boys are more likely than girls to be referred by teachers for school social work services.

By school social work services is meant that department which is so-named with the structure of the Charlotte-Mecklenburg School System of North Carolina. By teachers is meant those classroom instructors employed within that system. By "referred" or "referral" is meant a recommendation by a teacher that a child enrolled in the schools of this system be accepted for treatment by the social work staff of the Department of School Social Work Services.

2. Regardless of sex, children are more likely to be referred for school-related problems than they are for any other type of problem.

By school-related problems are meant those behavioral difficulties indicated by Tuckman and Regan under "school problems" in their classification of referral problems by general categories.¹ School related problems would include poor school work, truancy, cheating, school phobia, and tardiness. The other types of problems referred to in the hypothesis are defined in a following section.

Scope and limitation.—This study utilized data gathered from closed social work records of pupils, both male and female, whose grades levels ranged from Headstart to twelfth. One hundred cases, representing the elementary and the junior and senior high schools of the Charlotte-Mecklenburg School District, Charlotte, North Carolina were studied. These pupils were offered treatment by the Department of School Social Work Services from 1963 to 1967. They were treated for problem reasons involving twelve categories of school problems: anxiety and neurotic

symptoms, severe psychiatric symptoms, withdrawal behavior, school problems, mental retardation, aggression, antisocial behavior, difficulties in interpersonal relationships, somatic symptoms, problems of habit formation, sexual problems, and miscellaneous.¹

Methods and procedures.—The data used in this study were gathered from closed casework records of the school social work services of the special services division of the Charlotte-Mecklenburg Schools.

The study group consisted of one hundred students, both male and female, from grades Headstart through twelfth. This group of pupils had been known to school social work services from 1963 to 1967. Because of changes in the recording of data listed on the referral sheets, only cases referred after 1963 were used. Insofar as case numbers are concerned, the selection of cases began with number 6841 (where the new referral sheets began) and ended with 7911; every tenth case was selected. Each pupil had a different problem — some with more than one problem. However, in the social workers’ home visits and contacts with parents, many of the problems were home-family oriented. As described in Chapter III, there were more boys than girls referred.

Included in this study are pupils who are aggressive, hostile, and hyperactive; withdrawn and shy; unable to achieve up to capacity; have difficulties in interpersonal relationships with their peer group, teachers, and family; and are unable to conform to school rules and expectations.

Other significant data extracted from social service records were

¹Ibid.
size of family, including siblings, occupation of parents, and living conditions as related to economic status. The referral data, source and reason, were important in determining whether the situation would become known as an attendance, a behavior, or an achievement problem. Contacts made especially for the benefit of the pupils were separated from those which were inclusive of the family members. Use of other special services were noted and social status at point of termination. Certain problems would lend themselves to long term contacts with the social worker, but for clarification it must be emphasized that the school year runs only nine months. A particular problem is usually identified in the second month of school, leaving then, only seven months for services to a pupil. If a case is active, at least one month is normally allowed for termination. Therefore, school social work services offered to a pupil are limited by factor of time associated with the nature of the school setting.

Classification of Referral Problems by General Categories.—The following general categories were used to classify the problems reported by teachers in referring children for acceptance by the school social work services. The general categories and the examples used are adapted from the work of Tuckman and Regan.¹

1. Anxiety and neurotic symptoms: fears, nail biting, depression, inferiority, feelings, perfectionism, tendency to worry, nightmares.

2. Severe psychiatric symptoms: bizarre thinking or behavior, conversion symptoms, self-harm, ritualistic behavior.

¹Ibid.
3. **Withdrawal behavior**: daydreaming, passivity, seclusiveness, shyness.

4. **Schools problems**: poor school work, truancy, cheating, school phobia, tardiness.

5. **Mental retardation**.

6. **Aggression**: temper tantrums, disobedience, cruelty, running away from home.

7. **Antisocial behavior**: stealing, fire-setting, delinquency.

8. **Difficulties in interpersonal relationships**: sibling rivalry, quarrelsome with playmates, "show-off".

9. **Somatic symptoms**: convulsions, asthma, overweight, diarrhea.

10. **Problems of habit formation**: enuresis, sleep problems, feeding problems.

11. **Sexual problems**.

12. **Miscellaneous**: emotional immaturity, slowness, inattentiveness.
CHAPTER II

HISTORICAL DEVELOPMENT OF THE AGENCY

The city of Charlotte is accessible to many rural areas, from which it gains much of its population. Mobility in the Piedmont Crescent of North Carolina has had tremendous impact on the city of Charlotte and the surrounding county, and has made it the nation's fifteenth largest urban region. It ranks among the top twenty-five distribution centers; as a major transportation center in trucking and air traffic and is one of America's forty top markets for quality merchandise. As of January 1, 1966, inclusive of city and county, the population was estimated to be 575,000.¹

With the influx of population, the Charlotte-Mecklenburg Schools now number 108 with an estimated 79,100 students, 3,554 instructional staff and 5,317 other employees. Teachers are employed on a one-hundred and eighty-five day schedule.²

The Department of School Social Work Services, originally the Department of Child Accounting and Attendance, was established in September, 1954 under the auspices of the Board of Education in Charlotte,


North Carolina. As the original name indicates, the problem was one of attendance in the public schools.

A Mrs. Anne S. Hausmann, who holds a Master's Degree from New York University School of Social Work, was appointed by the Board of Education to head the Agency. She had had extensive experience in working with Community Welfare Planning, Juvenile Courts, Travelers Aid Association and Family and Children's Services. One worker was added to the department, Miss Grace McCauley, a graduate of Atlanta University School of Social Work. Mrs. Hausmann solicited the aid of the heads of agencies which dealt with the welfare of children and their families.

In order to determine the kind of services that the Department would offer in relation to the schools, a regular work schedule was set up in September, 1954. Piedmont and Dilworth were the two schools selected for pilot demonstrations. Conferences were held at each school two mornings a week for the purpose of counselling with principals and teachers about attendance problems. Home visits were made to provide counselling to the families, in an effort to ascertain better attendance.

Toward the latter part of 1954 the Director visited the University of North Carolina to solicit the aid of Dr. Arthur E. Fink, Dean of the School of Social Work, in recruiting staff for the next year and assistance in establishing a feasible program to meet the needs of the schools.

In the meantime, the Department of Child Accounting and Attendance

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began to broaden its services as it took on new programs. In the fall of 1955, the Department was given the responsibility of investigating the free lunch requests. Prior to 1955 certification of free lunch was handled by the Board of Education. During 1955-56, the Department made use of the clothing closet operated by the ladies of the Unitarian Church under the auspices of Family and Children's Services. The School social workers were authorized to certify children to receive clothing. The clothing were provided from funds solicited from private sources such as the Parent-Teacher Association in a number of schools, the Needlework Guild, and from funds obtained from individuals and groups. Only from those needy children of families who were not receiving assistance from other social agencies in the community were eligible to participate in this program. In February, 1956, under the leadership of the Welfare Planning Council, a committee was formed to speculate on the establishment of a central clothing room to serve all agencies in the fall of 1956.

The Department continued to expand in other ways. For example, the agency cooperated in the student training program of the Sociology Department of Winthrop College by accepting a senior student for training during the spring semester. The student training program was designed to prepare the student for graduate training in social work. "As the Department's student accepted graduate students for training in school social work practice." The two graduate schools included were and still

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1 Ibid., p. 8.

are Atlanta University, Atlanta, Georgia, and the University of North Carolina at Chapel Hill.

The Agency's staff increased in size from 1954 to 1963. The staff expanded to include nine qualified, experienced social workers, two full-time secretaries and a full and part-time clerical worker for the Continuous File. The Department now had the responsibility of keeping records on all children in the Charlotte city schools.

In 1963 changes came which included a new name for the Department. It became known as the Department of School Social Work Services. The Director of the agency became the Coordinator of School Social Work Services. Mrs. Hausmann was succeeded by Mr. Joseph M. Frankford, ACSW, coordinator of the Department of School Social Work Services. From its location at Ninth and Brevard Streets, the Department of School Social Work Services moved to a new location, 1400 North Graham Street (the old Park Hutchinson School). The Department became an integral part of the Division of Special Services, also housed at 1400 North Graham Street. This division consisted of Guidance Services, Psychological Services (individual testing), Educational Services (group testing) in addition to School Social Work Services. Although a team approach is used in helping to educate children, each has its specialized skills.

In 1964-65, the Agency's staff expanded to include a coordinator, ten social workers, and four secretaries. In addition to the regular staff, eight graduate students were accepted by the agency for six months of training in school social work practice.

\(^1\)Ibid., p. 15.
Beginning in September, 1964, the Department concentrated on working with the elementary schools. The junior high and high schools were served on an "on call" basis. The major philosophy underlying this change was and still the belief that the child may be more amenable to social work services in the elementary grades.¹

In 1964, thought was given toward the reorganization relative to the agency's function in the school system in the area of certification for free lunch and providing clothing to the children of needy families. Mr. Frankford, attempted to have free lunch certification delegated to someone else. The Parent-Teacher Association was designated the responsibility for the clothing room.

During the 1964-65 school term the coordinator also attempted to bring to the school a fuller understanding of the agency's function by establishing In-Service Workshops.² The workshops were opened to all principals and assistant principals in the school system. The first workshop was held on February 16, 1965 and its recognized purpose was "to acquaint school personnel with the services of school social workers offered to pupils having difficulty in using the school program and to explain how these services are coordinated within this school system."³

Near the beginning of the 1965-66 school year, Mr. Frankford's title was changed from coordinator to director. The Department added a

¹Ibid., p. 17.
²Ibid.
new member to its staff. In addition, a Volunteer Attendance Program was integrated into the Department of School Social Work Services. The Volunteer Attendance Program began as an experiment during the previous school term and because of its effectiveness on the problem of attendance in many of the schools, it is presently a permanent part of the agency's program. It operated through the Department of School Social Work Service with the school. It was not only set up for combatting truancy, but to aid in changing ingrained attitudes of parents and students about the meaning of the total school experience. The volunteer attendance worker is assigned to a school and investigates irregular attendance when an absence is not legal.

Should there be no response to the efforts of the volunteer attendance worker and the school, it becomes necessary for the worker to transfer the case to the counselor or school social worker.

The 1966-67 school year witnessed a new idea to offer further help to the schools. Specialized help was offered to principals and teachers in their efforts to get the individualized child to use the school program. A Task Force was introduced, headed by Dr. William Self, Associate Superintendent of Schools. The Task Force was made up of an assembled group of educational specialists, whose specific function is to help the educators do a more effective job in those schools having the greatest educational needs.

Most school assignments were tentative for a portion of the school year, and in March 1967, direct assignments were given in the elementary schools. The director of the agency moved to the new center for administrative personnel. The future plans are for relocation of the School Social Work Department.
The Director's Departmental Budget request for 1967-68 indicated a request for ten additional School Social Workers, and one (Coordinator Supervisor). It was pointed out in the request that:

In addition to the changing and additional needs, partly created by present and projected staff of Federally sponsored programs, the volunteer, professional and aide to insure that the work of all School Social Work Service personnel concerned with pupil and the pupil's school related difficulty can be well coordinated in terms of general purpose.

Continued expansion came with the 1967-68 school year. For example, the staff expanded to include a director, a coordinator, twenty professional school social workers, and four secretaries. In addition, six graduate students were accepted by the agency for six months of training in school social work practice. The Volunteer Attendance workers continued to investigate irregular attendance when an absence is not legal. Also, twenty-five students enrolled in New Careers for the Poor, as attendance aides.

Each of the six graduate students was assigned one school for which she maintained responsibility in offering of School Social Work Service. The casework method was predominantly employed but group work and community organization work were also employed to a lesser degree.

The attendance aides are used to persuade children to take advantage of their right to a fruitful educational experience and to enable them to benefit by the school programs; to persuade parents and guardians to help the children to secure a good educational experience and inspire the children to stay in school and to achieve. To demonstrate the help-

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fulness and effectiveness of an intensive effort in persuading disadvantaged people to work for the betterment of their condition through self-help projects in improving school attendance and achievement. The attendance aides were recruited, trained and work in their own disadvantaged communities. This would help the attendance aides to help their community become more self-reliant and better able to assume creative and resourceful roles in their community.  

Early in 1967-68, the Department of School Social Work Services witnessed the inclusion of a new coordinator to the staff, Mrs. Bobbie L. Toately. Prior to her new position, Mrs. Toately, ACSW, was supervisor of the graduate student unit from Atlanta University. Mrs. Toately was succeeded by Mrs. Bernice G. Rorie, ACSW, as supervisor of the graduate student unit from Atlanta University. Both are graduates of Atlanta University School of Social Work. The graduate student unit from the University of North Carolina is still supervised by Miss Gladys Dellinger. 

In October 1967, the School Social Workers made known their basic housing needs to the administration so that School Social Work Service might function adequately in relation to its purpose. Apparently as a result of this request, the agency was relocated from 1400 North Graham Street to Myers Street School (main office-School Social Work Service) 525 South Myers Street and Dilworth School (student unit) 405 East Park Avenue. 

1"New Careers for the Poor," School Social Work Services, Charlotte, North Carolina, B-37, p. 1. (Mimeoographed.)

The beginning of 1968 saw the director attempting to bring to the schools a better understanding of the agency's function by establishing an In-Service Workshop, open to all principals and assistant principals in the school system. Direct assignments were given in the elementary schools. In order to provide maximum good service feasible within the reality limitations, two categories of schools for assignment of service were established. The two categories are regularly scheduled first and second priority schools and consultation and "on call" schools. During February, first graduate-level student social workers assigned to the agency by the University of North Carolina School of Social Work and a student from Winthrop College was assigned for the spring semester.

As the number of programs and services increased, there becomes a need for the relocation of the department. Apparently, future plans are for a central relocation for the Department of School Social Work Services by the 1968-69 school year.

Based on the conviction that all children should be helped to experience success in school, programs and services have increased in variety and quality in the Charlotte-Mecklenburg School System. Improving services will continue to be a developmental process in this school system, which seeks to develop one of the finest school systems in this country.
CHAPTER III

PRESENTATION AND INTERPRETATION OF FINDINGS

This section of the thesis presents the findings of the study in two parts. First, it describes the tests of each hypothesis and presents interpretations of the results of the tests. Second, it presents the general categories used for grouping the different problems providing the basis for the referrals, and illustrates each category with an actual case drawn from the study sample.

The Hypotheses

A. Boys are more likely than girls to be referred by teachers for school social work services.

The distribution of the 100 cases by sex is presented in Table 1, which also summarizes and presents the distribution of the cases studied according to grade levels. Of the total of 100 children referred, it is readily seen that 62 were boys and only 38 were girls, or, to state it differently, that 62 per cent were male and only 38 per cent female. The findings, then, support the hypothesis. It can be said that if the 100 cases involved are at all representative of the overall referral process within the school system, then it can be expected that about two boys will be referred to every girl.

Also interesting in terms of the findings presented in Table 1 is the distribution of the cases by grade levels. Of the 62 boys, 40
Table 1.--Grade Levels With Distributions of Cases by Number and Per Cent Male and Female

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<td>EMR</td>
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<td>Kg, 1, 2, 3</td>
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<td>8</td>
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<td>25.7</td>
<td>8</td>
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<td>10</td>
<td>16.1</td>
<td>10</td>
</tr>
<tr>
<td>8, 9, 10</td>
<td>7</td>
<td>11.3</td>
<td>10</td>
</tr>
<tr>
<td>11, 12</td>
<td>1</td>
<td>1.6</td>
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</tr>
</tbody>
</table>

| Totals       | 62    | 100.0  | 38    | 100.0   | 100   | 100.0    |

of them, or about 64 per cent of the total, were in the categories representing Kindergarten through Grade Five. In contrast, only 16 of the 38 girls, or 42 per cent of the total, were from the same grade levels. However, 20 of the girls, or approximately 53 per cent of the total, were in the categories representing Grades Six through Ten. In contrast, only 17 of the boys, or about 27 per cent of the total, were in the same grade levels.

For descriptive purposes, the 100 cases studied are distributed in Table 2, which cross-classifies the age of the student with the student's grade level.

In summary, the findings for the first hypothesis indicate that boys are more likely to be referred than girls, at a ratio of about two
TABLE 2.--Referral Time Is: Age and Grade Distributions

<table>
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<tr>
<th>Age</th>
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<th>2</th>
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<th>7</th>
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<th>10</th>
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</tr>
</tbody>
</table>

Unknown: 1
Totals: 3 2 1 7 11 12 10 14 17 3 5 10 3 1 1 100
to one, and that differences appear to exist between boys and girls with reference to the grade levels from which they are referred. The majority of boys were referred from Kindergarten through Grade Five, whereas the majority of the girls were referred from Grades Six through Ten.

8. Regardless of sex, children are more likely to be referred for school-related problems than they are for any other type of problem.

The data used for testing this hypothesis and the findings obtained are summarized and presented in Tables 3 and 4. Table 3 classifies the referrals by sex and by the types of problems for which the referrals were made. A classification of the referrals by grade divisions, by sex, and by the types of problems presented is provided in Table 4.

The results provide considerable support for the hypothesis. As shown in Table 3, for example, 57 per cent of all children studied were referred for school problems. When these cases are broken down on the basis of sex, it is seen that 25 of the 38 girls, or some 66 per cent, were included in this category of referral problems. This compares with 32 of the 62 boys, or 52 per cent of that total, who also were referred for school-type problems.

It is also observed that 15 or 15 per cent of all cases were referred to the school social work services because of problems involving anxiety. When considered according to sex, the percentage figures for the two groups were about equal, involving approximately 16 per cent of the boys and about 13 per cent of the girls.

As might be expected, it was also noted that six of the boys, or
TABLE 3.—Problem Types Presented by School Children by Sex

<table>
<thead>
<tr>
<th>Problem</th>
<th>Male</th>
<th>Per Cent</th>
<th>Female</th>
<th>Per Cent</th>
<th>Both</th>
<th>Per Cent</th>
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<tr>
<td>Anxiety</td>
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<td>5</td>
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<td>3.1</td>
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<tr>
<td>Withdrawal</td>
<td>4</td>
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<td>2</td>
<td>5.2</td>
<td>6</td>
<td>6.0</td>
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<td>School</td>
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<td>52.0</td>
<td>25</td>
<td>65.7</td>
<td>57</td>
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<td>2</td>
<td>3.1</td>
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<td>2.8</td>
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<tr>
<td>Aggression</td>
<td>6</td>
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<td>1</td>
<td>2.8</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Anti-Social</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td>Inter-Personal</td>
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<td>1.5</td>
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<td>7.6</td>
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<td>1.5</td>
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<td>2.8</td>
<td>2</td>
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<td>Habit</td>
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<td>1.5</td>
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<td>1.0</td>
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<tr>
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<td>0</td>
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<td>Totals</td>
<td>62</td>
<td>100.0</td>
<td>38</td>
<td>100.0</td>
<td>100</td>
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</tbody>
</table>

10 per cent of the total, were referred for problems involving aggression, compared with only three per cent (one case) of the girls. Almost the reverse is observed for problems of an inter-personal nature, which accounted for eight per cent of the referrals for girls, but less than two per cent (one case) for those for boys.

None of the 38 referrals for girls involved problems categorized as severe psychiatric, anti-social, habit, sexual, and miscellaneous.

There were no boys among the 62 cases studied who were referred for problems categorized as anti-social or sexual.
<table>
<thead>
<tr>
<th>Problem Types</th>
<th>Not Given</th>
<th>EMR</th>
<th>Kg - 3</th>
<th>4 - 6</th>
<th>7-8</th>
<th>9-10</th>
<th>11-12</th>
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<tr>
<td>4. School</td>
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<td>6</td>
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<td>7</td>
<td>35</td>
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<td>5. Mental Retardation</td>
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<td>8. Inter-Personal</td>
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</table>
Classification of Referral Problems Illustrated

A. Anxiety and Neurotic Symptoms

This is the case of a 12-year-old girl enrolled in the sixth grade at the time she was referred.

Child is tense due to strict rules of teacher. She does not play, but feels that all time should be spent studying.

This is the case of an 11-year-old boy enrolled in the fifth grade at the time of referral.

Child's mother has requested psychological help because she feels he has an emotional problem. She says he worries so over his poor school work that he cannot sleep at night.

B. Severe Psychiatric Symptoms

This is the case of a 9-year-old boy enrolled in the fourth grade at the time he was referred.

Ground Negro P.E. teacher's clipboard into the ground and replied, "I hate Negroes." Fights constantly and tore a boy's jacket apart, ripped sleeves, etc. Writes dirty notes to girls and tells them what he will do after school. Brings matches to school, strikes them in the bathroom, trying to smoke. Stole the librarian's magic marker from the library. Gives his lunch money away for cigarettes and steals other children's lunch money and hides it in his overalls (or cuffs on his pants).

C. Withdrawal Behavior

This is the case of an 8-year-old girl enrolled in the fourth grade at the time she was referred.

Child is extremely shy, and it is hard for her to mix with her classmates in either work or play situation. She does not seem to make friends, but has a real desire to have friends, but has difficulty. For example, rather than simply commenting about something to a classmate, she will slap them before making the remark. She is neither shunned or sought after by her classmates.

This is the case of a 7-year-old boy enrolled in the first grade at the time he was referred.
This child is a frail looking boy of almost eight years of age. He is very shy, withdrawn, and appears to be worried all the time. He is concerned constantly about the welfare of his smaller sister. Even when she is playing happily, this child looks pained and apprehensive. He never plays with a group, almost never smiles, seldom finishes an undertaking. He wanders from group to group--center to center. When questioned, he does not know his age, address, colors, etc. Physical coordination is poor. He is unable to catch a playground ball, skip, etc. He does not look at the ball when he throws it - he does not look at the ball when he tries to catch it. However, his vision is 20/20.

D. School Problems

This is the case of a 12-year-old girl enrolled in the sixth grade at the time of referral.

This child is absent too much with poor excuses; no cooperation from home. Tardy quite often because of "slept late". She does not do her homework well-if at all; lies and cheats frequently.

This is the case of a 10-year-old boy enrolled in the twelfth grade at the time he was referred.

Request for transfer to X High School by the mother. The following reasons were given by the mother:
1. Spent four years in high school already.
2. Failed in all subjects the first quarter.
3. Seemed to be easily influenced by friends to stay out of school.
4. Indicated that places near school serve as "hangouts" for her son and his friends.

E. Mental Retardation

This is the case of an 8-year-old boy enrolled in the first grade at the time of referral.

Possible exclusion from school. This child apparently is a brain damaged child, and he has received treatment from the Mental Health Clinic for several years. (Comments from teacher; Letter in the child's folder from psychiatrist indicating that if W's behavior becomes unmanageable in a regular classroom situation, the special class for brain damaged children at X School might be considered for him.)
F. **Aggression**

This is the case of a 10-year-old girl enrolled in the fifth grade at the time she was referred.

This child gets angry easily and talks ugly to her classmates. She has been reported several times for "cussing" (as they call it). She once slapped another girl in an argument. These things always happen when I am not present and she denies it or often refuses to talk to me at all.

This is the case of an 11-year-old boy enrolled in the sixth grade at the time of referral.

This child's mother thinks that undue pressures causes unacceptable behavior on J's part. Then he gets into fights. He procrastinates in some areas. His mother is very concerned about J's behavior. He is very intelligent, and can do superior work if he so chooses.

G. **Antisocial Behavior**

H. **Difficulties in Interpersonal Relationships**

This is the case of a 12-year-old boy enrolled in the sixth grade at the time he was referred.

This child is very unfriendly, and very hard to get along with. He stays out of school quite often. He says it is because he has no clothing to wear. His mother is home every day, however, and could probably keep some clothing clean for him. I don't know if they are proud or arrogant.

I. **Somatic Symptoms**

This is the case of a 12-year-old girl enrolled in the sixth grade at the time of referral.

She is an attractive girl and matured physically beyond most in her group. She does very poor work in most areas. She seems embarrassed and defeated. I think every effort should be made today to unlock her problem or problems. This is one more effort.

This is the case of a 9-year-old boy enrolled in the third grade at the time he was referred.
This pupil is quite overgrown and is achieving at an exceedingly low level. Help is desired in determining what lies beneath this underachieving. We want to know what can be done for him before he is completely overwhelmed. He needs help immediately. He is working at first grade level although the recent Lorge-Thorndike test indicated or variance has been perplexing. Former teacher stated that mental growth has been slow compared with body growth and that he has been promoted due to size.

J. Problems of Habit Formation

This is the case of a 10-year-old boy enrolled in the third grade at the time of referral.

Mother asked service of the Social Service Department. Mother was previously an alcoholic and this child picked up stuttering. Mother would get drunk and fall out, child would see this and get neighbors and would say she is dead until he began stuttering.

K. Sexual Problems

L. Miscellaneous

This is the case of a 9-year-old boy enrolled in the fourth grade at the time he was referred.

He cannot keep his seat. His mind wanders. His two closest friends are in the second, and I believe the first grades. He is nervous and unsure of himself. His father died in 1962. Mrs. W., his teacher, thinks that this child has shown signs of nervousness, inattentiveness and regression, toward normal expected behavior since this time. She is very interested in correction and help with him at this time.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Of the total number of 100 cases used in the study, it can be readily seen that 62 were boys and 39 were girls, or in computing on a percentage basis, that 62 per cent were boys and that 38 per cent were girls. It can be said that if the 100 cases involved are all representative of the overall referral process within the Charlotte-Mecklenburg School System, then it can be expected that about two boys will be referred for every one girl.

The school social worker, who is considered the specialist in the school, accepts the referred child and becomes directly involved with him in order to differentiate between the behavior of the so-called normal child, with the usual adjustments that accompany the growing up process, and the seriously disturbed child. The practice of the school social worker offers many valuable insights into how to work with a wide range of types of children and parents, and into the kinds of problems they present to the school.

From the list of twelve categories of problems used in this study, it is apparent that more children were referred for school-related problems than they were for any other type problem. These "school problems" included dysfunctioning in poor school work, truancy, tardiness, cheating, and school phobia.
In this study there were two hypotheses tested. They were:

1. **Boys are more likely than girls to be referred by teachers for school social work services.**

2. **Regardless of sex, children are more likely to be referred for school-related problems than they are for any other type problem.**

In summary, the findings for the first hypothesis indicate that boys are more likely to be referred than girls, at a rate of about two to one, and that differences appear to exist between boys and girls with reference to the grade levels from which they are referred. The majority of boys were referred from Kindergarten through Grade Five, whereas the majority of girls were referred from Grades Six through Ten.

The data used to test the second hypothesis are summarized and presented in Tables 3 and 4. Table 3 classifies the referrals by sex and by the types of problems for which the referrals were made. A classification of the referrals by grade divisions, by sex and the types of problems were shown in Table 4. For example, as shown in Table 3, 57 per cent of all children studied were referred for school problems. When broken down on the basis of sex it is seen that some 66 per cent of the total number of girls (38) were included in this category of referral problems. This compares with 52 per cent of the total number of boys (62) who were referred for school type problems. It may also be noted that 15 per cent of all cases were referred to the school social work services because of problems involving anxiety. When categorized according to sex, percentage figures for the two groups were about equal, involving approximately 16 per cent of the boys, and about 13 per cent of the girls.
In the category for problems of aggression, ten per cent of the boys were referred for having difficulties involving this problem. Only about three per cent (one case) of the girls referred had problems involving aggression. On the other hand, the percentage is higher for girls with interpersonal relationship problems while less than two per cent (one case reported) of the problems in interpersonal relationships.

None of the 38 girls studied were referred for severe psychiatric, anti-social, habit, sexual or miscellaneous problems. Neither were there any boys among the 62 cases studied referred for problems categorized as anti-social or sexual.

In view of this study which has been done in the Charlotte-Mecklenburg School System, the researcher feels that the following suggestions or recommendations are appropriate.

1. The school social work staff be increased to a ratio of one to one in the elementary schools. In other words, there should be one social worker for each elementary school in the system. In the junior and senior high schools, counselors may initiate service to students and receive consultation from the school social worker within the district whenever the need arises.

2. The Charlotte-Mecklenburg School System make special efforts to recruit male teachers for the elementary schools. (This recommendation is in view of the many families which have females as heads of households, and therefore, the boys in these families do not have a male image with which to identify).

3. Special efforts be made to accommodate working mothers in planning conferences with teachers, principal, and social worker.
4. School social workers become more involved in community participation so that they may fully interpret their role so as not to be confused with a "welfare worker".

5. Additional attendance aides added to the staff to assist school social workers with direct intervention when needed by a child to continue in school. (With this assistance, the school social worker may then be able to give depth treatment to cases where needed.)
<table>
<thead>
<tr>
<th>School</th>
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<table>
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**IDENTIFYING DATA**

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**Mental Ability Tests**

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<table>
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<th>Name of Standardized Test</th>
<th>Grade Score</th>
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</table>
School Progress

Schools previously attended (include dates)

Grades Repeated

Teachers Evaluation of Current Achievement

Problem (Describe as specifically as possible the kind of problem)

Comments (School personnel's understanding of the problem, what the school personnel has done to help, and the results. Also, any ideas the school may have about the child's needs and/or abilities.)

(Teacher or Counselor) (Principal)
BIBLIOGRAPHY

Books


Articles


Reports


Unpublished Material


Other Materials