

SCHOOL VIOLENCE AND THE EFFECT ON THE GUIDANCE COUNSELOR'S
ROLE

by

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ABSTRACT

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The purpose of this study was to determine if there have been changes in the high school counselor's role and function due to crises and violence in schools. Data was collected from high school counselors at 60 randomly selected schools, through a survey during the spring of 2004.

Guidance counselors at sixty high schools were mailed a letter and a questionnaire inviting them to participate in a study on the impact of school violence on the role of the school counselor. The schools included in the sample were those including grade levels nine through 12th grade. Schools included

in this survey were randomly selected. The guidance counselors surveyed were asked to mail back the surveys in a self-addressed stamped envelope without their return address to protect confidentiality. There was only one mailing conducted for this study, and no follow up procedures were used.

The questionnaire for this thesis was designed specifically for this study. The survey included twenty-three questions regarding the impact of school violence on the role of the guidance counselor. It was designed using a Likert scale. No documentation of validity or reliability is available as the survey was designed specifically for this study.

The results of this survey will provide a better understanding of a high school counselor's daily tasks. Information will be provided on the amount of time spent on these daily tasks as compared to time spent on acts of violence. Information will also be gathered on the training that is being provided to prepare school counselors to deal with school violence. This information can then be used to make changes in the graduate school's curriculum to better meet the needs of our changing school system.

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CHAPTER ONE

Introduction

Throughout the history of K-12 schools, a change has occurred, going virtually unnoticed. This change has to do with the increase of violence in and around our schools. Violence is not only rising in schools, but throughout society as well. It seems as though this problem has infiltrated all aspects of our lives. This is evident by watching the news or reading the paper. Negative stories in the media, often dealing with violence, take precedence over any positive story to be reported. The popular media often glorifies violent solutions; this trend has also been reflected in television programming. It doesn't stop there. Video games have become increasingly very violent and graphic. All of this increased exposure to graphic forms of violence lessens the shock factor to such acts of aggression, thus becoming a model for young people to commit aggressive acts ("School violence," 2003). The problem of violence has affected older students. However, incidents of elementary school violence are also on the rise. Some examples include, an elementary school student in Maryland threatened to burn down his school using gasoline ("School violence," 2003). At a school in Indiana, a second grade student used his shoe to attack his teacher ("School violence," 2003). In Philadelphia, a kindergartner hit his pregnant teacher in the stomach ("School

violence," 2003). Along with an increase in aggressive acts, school suspensions have also increased amongst elementary age students. Twenty-two kindergartners in Philadelphia were suspended early in the year of 2003 ("School violence," 2003). In Minneapolis, five hundred kindergartners were suspended over a two-year period ("School violence," 2003). These statistics may leave the public wondering; does the majority of school violence take place at the elementary levels?

The answer to this question is no. As the media has shown, violent acts or crises at high schools are also on the rise. Some examples include, at a Kentucky high school in 1997, a 14-year old student killed three students and wounded five others (Walsh, 2003). The Columbine incident is probably the most notorious of all school shootings in American history with the most casualties. In a small Pennsylvania town on March 7, 2001, a female student shot a classmate and threatened to take her own life (Taber, Conniff, Aydt, & Rachel 2002). In yet another incident, five students planned on killing their English teacher in a Massachusetts high school. However, one student confessed beforehand, preventing yet another senseless school tragedy (Douglas, Geoffrey, & Yankee, 2002).

The day has finally arrived acknowledging that we must take responsibility for our children's actions before this situation escalates any farther. Students need to be educated on violence

and how it is harmful for everyone involved. But who is to be responsible for this task? A study done by Lenhardt and Willert (2002), showed that society feels the school system should handle school violence within the educational system. On a related topic, help needs to be available for students and staff who have experienced a crisis. If students do not receive any counseling after experiencing a traumatic event, lifelong problems may develop. For example, during the 1970's in California, a busload of children were kidnapped and held underground for 27 hours. Once released, these children did not receive any counseling. Consequently, five years later, all of these children suffered from "depression, fear, and anxiety" (Poland, 1994, p. 2). A plan must be set up to deal with school crises.

Whose job is it to deal with this issue and are they prepared to handle the complexity of such problems that arise from a school crisis? In most cases it is the school counselor's role to handle the aftermath of violence in the school. However, are school counselors ready for this important role? According to Paisley and McMahon (2003, p.1), they found that school guidance and counseling originated to focus on "careers and moral development." Only through looking at the history of the school guidance counselor can we discover their training for such difficult situations.

Statement of the Problem

The purpose of this study was to determine if there have been changes in the high school counselor's role and function due to crises and violence in schools. Data was collected from high school counselors at 60 randomly selected schools, through a survey during the spring of 2004.

Research Questions

There are two research questions this study will attempt to answer. They are;

1.How has the guidance counselor's role changed due to school violence and crisis?

2.What education and training does the guidance counselor have for dealing with school violence and crisis?

Definition of Terms

For clarity of understanding, there are five terms that need to be defined.

Counselor's function: This includes the actual duties the school counselor performs.

Counselor's role: This includes duties the school counselor is expected to fulfill.

Crisis: Any act of aggression that is either physical or psychological in nature that occurs outside of the school grounds, but impacts the students and staff.

High school counselor: A counselor who works with any grade level from 9-12th grade.

Violence: Any act of aggression that is either physical or psychological in nature that occurs on school grounds.

Assumptions and Limitations

It is assumed that all subjects participating in the study will have an understanding of the school counselor's role and function. In addition, it is assumed that the subjects in the study understand what school crisis and violence include. It is also assumed that the schools picked for the survey are a good representation for other schools of similar demographics. Limitations may exist in the research through only using 60 schools for collecting data. Also limitations may exist in the subjects' knowledge of the violence or crisis that has occurred at their school.

CHAPTER TWO

Literature Review

In this chapter, a few key points must be covered. First, when looking at the school counselor's role towards violence in the school, one must consider the essential goals that are set for them to achieve in their program. Another important area to cover involves understanding the history of the school counselor. By looking at this aspect, we can define just how the guidance counselor plays their part in managing school violence.

Finally, specific cases of school violence will be looked at for actual differences or modifications in the guidance counselor's role in dealing with school violence.

Goals of the School Counselor

According to Tolbert (1978), a major school counselor's goal is to recognize the circumstances and issues that demand their services. This goal, although developed a number of years ago, stresses an important point. No matter what the issues are for each school, a guidance counselor must identify them and find answers to each new problem. A more recent set of goals developed by Schmidt (2003) included promoting improvement in one's attitudes, facilitating improvements in students' relationships at all levels, and improving one's coping abilities and communication skills. Another goal included helping students develop their ability to make important decisions. The last goal of a school counselor involved developing the student's full potential and promoting self-development. By looking at these goals, one can see that the role of the counselor is an important one. Hopefully, through helping students think through their actions and becoming effective communicators, the incidences of school violence will decrease over time.

History of the School Counselor

By looking at the history of school counseling, we will hopefully be able to further understand the role of the school counselor in a school crisis. When compared to schools themselves, guidance counselors have not been around very long. Guidance counseling emerged during the early 1900s. The push for counseling in the schools did not initially come from schools themselves, but through a boom in industry. This increase in business and manufacturing created a lack of consideration for human rights. To rebel against this trend, a group of innovative people demanded "social reform" (Schmidt, 2003, p. 6). This demand lead to school counselors instructing students on issues concerning personal relationships, morality issues, and career options (Schmidt, 2003).

Even though this early view of school counseling seemed holistic, it has evolved considerably. In the early 1900s, the focus shifted from a broader view to a more focused vocational direction. However, the vocational focus was challenged throughout the early 1900's. The first major influence to the school counseling field was an outgrowth of World War I. During this time, group testing became important for the military to test their soldiers' skills and abilities (Schmidt, 2003). The idea of group testing in the military carried over into the school system, which eventually lead to what we know today as

standardized testing. Examples of these type of tests include the SAT, ACT, and ASVAB.

The next set of influences came out of the 1940s. During this time period Carl Rogers and World War II impacted the counseling field (Schmidt, 2003.). Mr. Rogers developed a new way of viewing the counseling-client relationship. In this limelight, the counseling relationship with the student became the focus for growth. This change pulled away from only working on the student's future and attacking set goals. Next, the onset of war also had an effect on the school counseling profession. World War II brought about the need for counselors to help "screening, selecting, and training military and industrial specialists" (Schmidt, 2003, p. 11). Through the government's recognition of the important role counselors played in the war and society, funding became available for school programs. This new source of funding started widespread development of school counseling programs at all levels.

Not surprisingly, the next great influence also came from the government. The "National Defense Education Act" was passed in 1958 to keep up with the Soviets' space program (Schmidt, 2003, p. 12). This act focused on boosting our country's education system. Money was provided for improved group testing, scholarships for colleges, and the overall improvement of secondary schools' counseling programs. With all of this

emphasis being placed on higher education and improvements to the educational system, someone had to become responsible for these new duties. Hence the school guidance counselor's role expanded to helping prepare and push students into the collegiate level. After our country's push to excel in education from outside forces, we inherently saw the value of improved education and decided to keep this focus, leading to passing the "Education Act for All Handicapped Children of 1975" (Schmidt, 2003, p. 18). Through this act, the guidance counselor's role as a consultant began to evolve. This was necessary, as the new students in the school required someone to coordinate between parents, teachers, and administration for appropriate programs to be developed. As of the last couple of years, school counselors have come under fire for not having clear roles defined for them as a professional field. Schmidt (2003, p. 23) defined the school counselor's role as "highly trained professionals who offer specific skills and services to help students with their educational development." By looking at this definition and the history of the school guidance counselor, one can see that their role is to maximize the educational experience for all students. Even though the history of school counseling does not focus on the element of school violence, it does serve to help students get the most out of their education,

which includes counseling those who have experienced school violence.

Guidance Counselor's Role

The best way to discover successful roles of the school guidance counselor in a crisis is to look at actual incidences of recent school tragedies. To do this, the Columbine tragedy was analyzed as to what the school counselors did for their roles in their crisis management plan. Not surprisingly, in a tragedy of this size, the guidance counselor's actual functions were expanded. According to Arman (2000), this included assisting parents who could not locate their children, counseling those who lost someone, and setting up large group sessions for all those involved in the community. All of these actions took place directly after the incident had occurred. An important viewpoint to remember is that a counselor in this situation should focus on "solutions for the future"(Arman, 2000, p. 3) and not dwell for too long on why it happened. This is important to think about, as healing cannot take place through only dwelling on why something had to happen.

Another key factor to consider in a crisis of this size is to bring in counselors from different backgrounds to help handle the workload. Counselors at Columbine did this to help tackle the large group sessions on recognizing the "triggers of trauma and how to effectively deal with their grief" (Arman, 2000, p.

3). Next, group and individual sessions were set up for helping students cope. In a school crisis of this magnitude, cooperation between the school counselor, teachers, administration, and community helping services is crucial to success. Without the support and knowledge from fellow co-workers, this school crisis would have become too overwhelming. By looking at this plan, one can see that through reacting quickly to the situation and cooperating with others led to a very effective way of dealing with school crisis.

CHAPTER THREE

Methodology

Introduction

This chapter will include information about how the sample was selected, a description of the sample, and the instruments being used. In addition, data collection and data analysis procedures will be provided. The chapter will conclude with the methodological limitations.

Subject Selection

Guidance counselors at 60 high schools were mailed a letter and a questionnaire inviting them to participate in a study on the impact of school violence on the role of the school counselor. The schools included in the sample were those including grade levels nine through 12th grade. Schools included

in this survey were randomly selected. The guidance counselors surveyed were asked to mail back the surveys in a self-addressed stamped envelope without their return address to protect confidentiality. There was only one mailing conducted for this study, and no follow up procedures were used.

Instrumentation

The questionnaire for this thesis was designed specifically for this study. The survey included twenty-three questions regarding the impact of school violence on the role of the guidance counselor. It was designed using a Likert scale. No documentation of validity or reliability is available as the survey was designed specifically for this study.

Data Collection

In order to conduct this study, a cover letter describing the purpose of the survey and confidentiality was sent out to 60 randomly selected high schools located in the upper Midwest. This took place during the spring semester of 2004. An envelope was sent containing letters of intent along with the questionnaire. This envelope also contained another self-addressed stamped envelope to return the questionnaire in. Survey distribution took place during the spring semester of 2004.

Data Analysis

Data was analyzed using simple report of percentages, Pearson chi-square (crosstabulations), and independent samples t-tests.

Limitations

Limitations of this study have been identified. No demographic variables were gathered of the guidance counselors who participated in this study. Therefore comparisons based on gender, age, ethnic group membership, etc. cannot be determined. The schools that were randomly selected for this study were located in the upper Midwest. Results therefore can not be generalized to schools in other locations. Also the instrument has no documented validity or reliability. The time of the year that the questionnaire was sent out could have an effect on the number of questionnaires that were returned. This would be affected by the counselors varying workload at different times of the school year. However, given that 43 out of 60 surveys sent out were returned the return rate was robust.

CHAPTER FOUR

Results

Introduction

This chapter will include the results of this study. Demographic information and item analysis will be

discussed. The chapter will conclude with the research questions that are under investigation.

Demographic Information

The sample for this study was taken from 60 randomly selected schools located within Wisconsin. Of the 60 questionnaires that were mailed out 43 were returned. Thus, the response rate was 73%. Out of the 43 guidance counselors that responded 24 were from smaller schools with a student population of 100-410 students. Nineteen guidance counselors that responded were from larger schools of 496-1450 students.

Item Analysis

Question 1

How has work with students on career counseling been affected by school violence?

Of the 43 counselors that responded 69.8% (n=30) reported no change while 16.3% (n=7) reported they currently spent more time on career guidance than prior to September 2001.

Question 2

How has work with students on college applications changed?

Of the 43 counselors that responded 76.7% (n=33) reported no change while 18.3% (n=8) reported they

currently spent more time on college applications prior to September 2001.

Question 3

How much time is currently available to take students on college visits?

Of the 43 counselors that responded 74.4% (n=32) reported no change while 11.7% (n=5) reported they had less time available for college visits than prior to September 2001.

Question 4

How much time is currently available to meet with students and parents on career options?

Of the 43 counselors that responded 72.1% (n=31) reported no change while 18.6% (n=8) reported they currently spent more time on meetings with students and their parents for career options than prior to September 2001.

Question 5

How much time is currently spent scheduling classes?

Of the 43 counselors that responded 76.7% (n=33) reported no change while 16.3% (n=7) reported they spent more time scheduling classes than prior to September 2001.

Question 6

How much time is currently spent rescheduling classes?

Of the 43 counselors that responded 60.5% (n=26) reported no change while 25.6% (n=11) reported they currently spent more time rescheduling classes than prior to September 2001.

Question 7

How much time is currently spent locating scholarships for students?

Of the 43 counselors that responded 79.1% (n=34) reported no change while 9.3% (n=4) reported they currently spent more time on locating scholarships for students than prior to September 2001.

Question 8

How much time is currently spent on consulting with teachers?

Of the 43 counselors that responded 67.4% (n=29) reported no change while 23.3% (n=10) reported they spent more time on consulting with teachers than prior to September 2001.

Question 9

How much time is currently spent working with students on family issues?

Of the 43 counselors that responded 48.8% (n=21) reported no change while 39.6% (n=17) reported they spent

more time working with students on family issues than prior to September 2001.

Question 10

How much time is currently spent on working with students and their friend issues?

Of the 43 counselors that responded 60.5% (n=26) reported no change while 28% (n=12) reported they spent more time working with students on friend issues than prior to September 2001.

Question 11

How much time is currently spent working with students on dating issues?

Of the 43 counselors that responded 81.4% (n=35) reported no change while 9.3% (n=4) reported they spent more time working with students on dating issues than prior to September 2001.

Question 12

How much time is currently spent on individual counseling with students?

Of the 43 counselors that responded 58.1% (n=25) reported no change while 37.2% (n=16) reported they spent more time on individual counseling with students than prior to September 2001.

Question 13

How much time is currently spent on group counseling?

Of the 43 counselors that responded 76.7% (n=33) reported no change while 12.9% (n=6) reported they spent less time working with students in-group counseling than prior to September 2001.

Question 14

How much time is currently spent on dealing with school violence?

Of the 43 counselors that responded 58.1% (n=25) reported no change while 34.9% (n=15) reported spending more time on school violence than prior to September 2001.

Question 15

How much time is currently spent working on school crisis plans?

Of the 43 counselors that responded 46.5% (n=20) reported no change while 44.2% (n=19) reported spending more time on school crisis plans than prior to September 2001.

Question 16

How much time is currently spent counseling those involved in physical fighting?

Of the 43 counselors that responded 72.1% (n=31) reported no change while 18.6% (n=8) reported spending more

time counseling students that have been involved in physical fighting than prior to September 2001.

Question 17

How much time is currently spent counseling those who are involved in bullying?

Of the 43 counselors that responded 51.2% (n=22) reported no change while 41.9% (n=18) reported spending more time on counseling those involved in bullying than prior to September 2001.

Question 18

How much time is currently spent counseling those who are involved in verbal fighting?

Of the 43 counselors that responded 55.8% (n=24) reported no change while 37.2% (n=16) reported spending more time counseling those involved in verbal fighting than prior to September 2001.

Question 19

What is the approximate student enrollment at your high school?

Of the 43 counselors that responded their schools mean for student population was 565.33, the median was 395, and the standard deviation was 378.338.

Question 20

Has school violence increased at your school from 2001-2003 vs. prior to fall 2001?

Of the 43 counselors that responded 74.4% (n=32) reported no change while 16.3% (n=7) reported that school violence has increased during 2001-2003 school year vs. prior to fall of 2001.

Question 21

Does your school have a crisis plan?

Of the 43 counselors that responded 100% (n=43) reported to have a school crisis plan.

Question 22

Have you had any training specifically designed for dealing with a school crisis?

Of the 43 counselors that responded 93% (n=40) reported they had training while 7% (n=3) reported that they did not have any training for school crisis.

If you have received any training on school crisis, where did it take place?

Of the 43 counselors that responded 30.2% (n=13) reported receiving training at a workshop while 30.2% (n=13) reported receiving training at both their school and a workshop. 11.6% (n=5) reported receiving training at their school while 11.6% (n=5) reported receiving training

at a combination of their school, workshop, and a college. 9.3% (n=4) reported receiving training at both a college and a workshop.

The following items were found to be statistically significant based on an independent samples t-test in correlation with reports of school violence between the school years of 2001-2003. These results were an increase in the following activities; meetings with students and parents on career and education options; ($t=-2.041$, $df=29$, $p=.05$). Working with students on family issues; ($t=2.183$, $df=35$, $p=.036$). Working with students on friend issues; ($t=2.122$, $df=35$, $p=.041$). Working on acts of school violence; ($t=2.093$, $df=35$, $p=.044$). Counseling those involved in bullying; ($t=2.529$, $df=17$, $p=.021$). Counseling those involved in verbal fighting; ($t=2.776$, $df=35$, $p=.009$).

Research Question One

1. How has the guidance counselor's role changed due to school violence and crisis?

Questions 1-18 addressed this issue on the survey. Six questions showed a statistically significant change in the amount of time spent on a specific task. The first was; how much time is currently available to meet with students and parents on career options? Of the 43 counselors that responded 72.1% (n=31) reported no change while 18.6% (n=8)

reported they spent more time on meetings with students and their parents for career options than prior to September 2001. The second was; how much time is currently spent working with students on family issues? Of the 43 counselors that responded 48.8% (n=21) reported no change while 39.6% (n=17) reported they spent more time working with students on family issues than prior to September 2001. The third was; how much time is currently spent on working with students and their friend issues? Of the 43 counselors that responded 60.5% (n=26) reported no change while 28% (n=12) reported they spent more time working with students on friend issues than prior to September 2001. The fourth was; how much time is currently spent on dealing with school violence? Of the 43 counselors that responded 58.1% (n=25) reported no change while 34.9% (n=15) reported spending more time addressing school violence than prior to September 2001. The fifth was; how much time is currently spent counseling those who are involved in bullying? Of the 43 counselors that responded 51.2% (n=22) reported no change while 41.9% (n=18) reported spending more time on counseling those involved in bullying than prior to September 2001. The sixth was; how much time is currently spent counseling those who are involved in verbal fighting?

Of the 43 counselors that responded 55.8% (n=24) reported no change while 37.2% (n=16) reported spending more time counseling those involved in verbal fighting than prior to September 2001.

Research Question Two

2. What education and training does the guidance counselor have for dealing with school violence and crisis?

Question 22 dealt with this issue on the survey. Of the 43 counselors that responded 93% (n=40) reported they had training while 7% (n=3) reported that they did not have any training for school crisis. Training was broken down into different categories. Of the 43 counselors that responded 30.2% (n=13) reported they went to a workshop while 11.6% (n=5) reported receiving training at their school. 9.3% (n=4) reported attending both a college and a workshop while 30.2% (n=13) reported receiving training at both a workshop and at their school. 11.6% (n=5) reported receiving training at a college, workshop, and at their school. 7% (n=3) reported not having any training related to school crisis.

CHAPTER 5

Discussion, Conclusions, and Recommendations

Introduction

The purpose of this chapter is to summarize the findings, to formulate conclusions based on the analysis of the data, and to suggest recommendations for further study.

Discussion

Based on the research from this study, 74.4% of school counselors reported no increase in school violence between the 2001-2003 school years. Only 16.3% reported that school violence has increased at their school during the 2001-2003 school years. However, in response to the question of how much time they spend on dealing with acts of violence, 34.9% reported spending more time on this issue.

These results would lead us to question how the guidance counselor is prepared to handle a school crisis. When asked if the counselors had a school crisis plan, 100% reported having a plan in effect at their school. The research also showed that 100% of the school counselors surveyed had some kind of prior training to handle a school crisis.

However, these data show a conflicting pattern in the responses from the counselors surveyed. While most counselors reported no increase in school violence at their

school, a good portion reported to have spent more time dealing with school violence than prior to 2001. This worked out to be 34.9% reporting an increase in time spent on school violence. There may be numerous reasons for this incongruence. One reason may be that the principal or vice principal was responsible for addressing acts of school violence. Typically administrators such as principals and vice principals deal with student discipline issues, especially in incidences involving violation of school policy. Therefore, additional information regarding specific roles of other administrators would have been helpful for future research.

Another hypothesis that might explain these results could be that some counselors are underestimating the amount of time they spend on a given activity. Examples of this included that out of the 43 counselors responding 41.9% reported spending more time on counseling those involved in acts of bullying. In addition, 37.2% reported spending more time counseling students for incidences of verbal fighting. Finally, out of the 43 counselors responding 34.9% reported spending more time on acts of school violence than prior to 2001.

In summary, when asked if the counselors had a school crisis plan, 100% reported having a plan in effect at their

school. The research also showed that 100% of the school counselors surveyed had prior training to handle a school crisis. The results of this study indicated that becoming trained in crisis intervention and having a school crisis plan is widely accepted among all schools surveyed. The focus on school violence training and crisis programs could very well be due to an increase in awareness of school violence and then need for advanced planning to address such problems.

Conclusions

The results of the survey clearly show school counselors are increasingly addressing acts of school violence in a variety of ways. Although this may not be the case in every school system, the data shows more time is spent on activities related to violence in schools. This list of related duties includes counseling students on friend issues, bullying, and verbal fighting. School counselors must realize this problem and focus on prevention counseling to keep school violence from escalating any further.

Recommendations

If this survey were to be improved upon it would be beneficial to expand the questions to include the counselor's opinions on violence in their school. This

would allow for different perspectives to be presented that may not have been represented in the listed questions on the survey. This would also help to resolve the inconsistency found in the following statistics. Only 16.3% reported that school violence has increased at their school during the 2001-2003 school years. However, in response to the question of how much time they spend on dealing with acts of violence, 34.9% reported spending more time on this issue. Another factor that would be beneficial for future research includes using a larger sample size that would include the surrounding states. Comparisons could be made to the variances in school violence issues within different states or regions. The outcome of such inquiry will hopefully lead to changes and additions to curriculum among graduate counselor training programs to better prepare future school counselors to meet the needs of the changing school environment.

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APPENDIX

Your help is needed to fill out the following survey to assess how the high school counselor's daily schedule has been affected due to school violence over the last two years.

Please circle your answer.	Less Frequently	2	Same	3	4	More Frequently
1. Work with students on career counseling.	1	2	3	4	5	
2. Work with students on college applications.	1	2	3	4	5	
3. Take students to visit college campus.	1	2	3	4	5	
4. Meet with students and their parents on career/education options.	1	2	3	4	5	
5. Time spent scheduling classes.	1	2	3	4	5	
6. Time spent rescheduling classes.	1	2	3	4	5	
7. Time spent on locating scholarships for students.	1	2	3	4	5	
8. Time spent on consulting with teachers.	1	2	3	4	5	
9. Working with students on family issues.	1	2	3	4	5	
10. Working with students on friend issues.	1	2	3	4	5	
11. Working with students on dating issues.	1	2	3	4	5	
12. Working with students on individual counseling.	1	2	3	4	5	
13. Working with students on group counseling.	1	2	3	4	5	
14. Working on acts of school violence.	1	2	3	4	5	
15. Working on school crisis plans.	1	2	3	4	5	
16. Counseling those involved in physical fighting.	1	2	3	4	5	
17. Counseling those involved in bullying.	1	2	3	4	5	
18. Counseling those involved in verbal fighting.	1	2	3	4	5	
19. Has your school had an increase in school violence or crisis in the (school years 2001- 2003) as compared to the previous years (prior to September 2001)?	YES	NO				
20. Does your school have a crisis plan?	YES	NO				
21. Have you had any training specifically designed for dealing with school crisis?						
_ YES			If yes where?			
			_ College			
_ NO			_ Workshop			
			_ Training at your school.			
22. Please feel free to comment on the affect of school violence on your job duties.						

Thank you for participating in this survey.