

THE UNIVERSITY OF CALGARY

**Assessing the Needs of Primary-Aged Children:
Student and Parent Perspectives**

By

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**A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
SCIENCE**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

**CALGARY, ALBERTA
APRIL, 2000**

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0-612-49609-0

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ABSTRACT

Many of the societal and familial factors affecting today's children adversely affect their academic achievement and learning. In developing school-based programs to address these factors, insight and expert judgement have traditionally been used as the basis for program design. However, there has been a recent movement within the field of education towards comprehensive guidance and counselling (CGC) programs. Such programs have emphasized the importance of soliciting the voices of students themselves in order to identifying their most salient needs and realities.

The current study focused on assessing the needs of primary-aged, grades one to three, children through the solicitation of perspectives from both parents and students. Differences that were found between perspectives support the importance of soliciting multiple perspectives in needs assessments. The results of this study have implications for the development of CGC programs at the primary level, such as the need for strong instructional focus and developmental emphasis.

ACKNOWLEDGMENTS

I would first like to express my thanks and gratitude to my supervisor, Dr. Bryan Hiebert. Your advice, assistance, and expertise have been truly appreciated. It has been both an honour and a privilege to have had the mentorship of an individual so accomplished in my research area.

I would also like to convey my gratitude to the research team for their suggestions, encouragement, and comradery during this process. As well, my appreciation is also extended to Jacqueline Lessard and the Steering Committee for their substantial contributions to the development of the needs assessment instruments.

A special thanks to Dr. Judy Lupart and Hans Smits for their time, interest, and feedback as members of my examination committee.

In addition, I would like to extend my appreciation to the following individuals. Thanks Dave for your continual offers to write parts of my thesis. Thanks Nadine for all the wonderful care packages that you sent to me they provided me with both the physical and emotional nourishment to complete this work. Thanks Lou for helping me maintain my youth and sanity by encouraging me to board more often.

To my family, thanks for all your constant support, encouragement, and love. When I leaf through the most cherished memories of my life, I see your faces!

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Chapter I

INTRODUCTION

“At the end of the twentieth century, the lives of children in Canada have never been more complex, the life chances of many of them never more uncertain” (Ross, Scott, & Kelly, 1996, p. 17). Among the myriad of factors affecting them are societal changes such as increases in poverty (Canadian Council on Social Development (CCSD), 1998), unemployment (Paterson & Janzen, 1993), community violence (Walsh, Howard, & Buckley, 1999), and substance abuse (Gysbers, Lapan, Blair, & Starr, 1999). At the familial level, there are increasing pressures on the contemporary family (Santrock & Yussen, 1988) as family roles and arrangements are changing (Coontz, 1997). Schools are not immune to the growing familial and societal complexities and changes. Today’s children attend schools that reflect tremendous ethnic, religious, and linguistic diversity (Friesen, 1995; Ross et al., 1996). Recent movements towards inclusive education have resulted in growing diversity of student learning and physical needs within the classroom (Lupart & Webber, 1996). In addition, schools are experiencing increases in violence (Diachuk et al., 1995), bullying (Sprott & Doob, 1998), and drop out rates (CCSD, 1998). These complex and unprecedented challenges give rise to a broad spectrum of needs for children.

Within the field of education, there has been increasing recognition of the impact children’s nonacademic needs have on their achievement and learning (CCSD, 1998; Keys & Bemak, 1997; Reeh, Hiebert, & Cairns, 1998; Ross et al., 1996; Walsh et al., 1999). Shifting away from the traditional focus on academic needs, “schools now realize that they have no choice but to intensify their efforts to address the nonacademic needs of

students precisely because these needs constitute a serious impediment to the primary educational mission of the school" (Walsh et al., 1999, p. 350). This recognition that the "whole person" needs of students require consideration within the school context has been the impetus in the development of comprehensive guidance and counselling (CGC) programs. CGC programs represent a reorientation within the field of guidance away from ancillary, crisis-orientated services (National Consortium of State Guidance Supervisors, 1997) towards outcome-based comprehensive programs that facilitate the growth and development of the entire student population (Gysbers & Henderson, 1997). By emphasizing the social, personal, educational, and career development of students, CGC programs help students acquire the skills necessary for living in a multicultural society (Millar, 1998; Snyder & Daly, 1993).

A fundamental characteristic of the CGC movement is its developmental emphasis. Many difficulties that show up later in life begin in the elementary years. Problems, such as school drop out, alcohol and drug abuse, and depression, are viewed as developmental processes that start early in a student's educational career (Seffrin & Torabi, 1984; Trusty & Dooley-Dickey, 1993). Substantial evidence supports the notion that life experiences of young children effect not only individual performance in the educational system, but effect also adult life and risk for chronic diseases in adulthood (Keating & Mustard, 1996). Consequently, a major focus of CGC programs is on prevention (Hiebert, 1994) in which needs are addressed from early childhood through to the adult years (Perry, 1994). The comprehensive guidance and counselling movement is viewed, therefore, as an integral and mainstream part of the overall educational program

from kindergarten through to grade 12 (Alberta Education, 1997; Gysbers & Henderson, 1994; Hargens & Gysbers, 1984).

In identifying the needs to be addressed in a CGC program, recent research supports the use of comprehensive assessment of student needs. Such a process entails the formulation of educational goals, objectives, and priorities based on the collection of adult and student perspectives of children's needs. In conducting needs assessments, some researchers have utilized consensus or negotiated needs, i.e., those needs that are common to participating groups (Slade, 1994). A basic assumption in this approach is that a balanced view of needs is a desirable goal. However, numerous studies have demonstrated the utility of examining the differences in perception of needs between groups. Substantial research suggests that students and adults have different perceptions of student needs (Collins, 1993; Collins & Hiebert, 1995; Hiebert, Collins, & Cairns, 1994). Moreover, studies have found differences in student needs between grades (Robinson, 1999), gender (Couture, 2000), and academic averages (Gordon, 2000). These differences underscore the importance of assessing student needs from a variety of sources in order to fully understand the types of problems children are experiencing and the magnitude and pervasiveness of their problems (Celotta & Jacobs, 1982).

The Problem

Although comprehensive guidance and counselling programs are intended for implementation in kindergarten through to Grade 12, the majority of needs assessments have been conducted with high school (Arborelius & Bremberg, 1988; Collins, 1993; Collins & Angen, 1997; Collins & Hiebert, 1995; Collinson, 1982; Weiler, Sliepcevich & Sarvela, 1993) and junior high school age groups (Hiebert, Kemeny, & Kurchak, 1998;

Kemeny, 1997). Only a limited amount of work has been done in the area of elementary needs assessments (Grobe, Myatt, & Wheeler, 1978; Hiebert, Collins, & Robinson, 1999; Wilson, 1986). While students in grades one to three have been included in several studies, the specific needs of primary-aged children have not been identified independently (Bergin, Miller, Bergin, & Kock, 1990). Researchers often cite the difficulty encountered by children in the primary grades in understanding and completing needs assessments as the rationale for omission of this group from the various studies (Kelly & Ferguson, 1984). In addition, it is commonly accepted that adults, rather than the students themselves, are the individuals most knowledgeable about the needs and characteristics of students at the primary level. Consequently, the limited research that has been conducted into the needs of primary-aged students has been based predominately on adult perceptions of student needs. However, given the empirical evidence indicating discrepancies between adults and students in their perception of student needs in the upper elementary through to high school populations, it is important that the needs of primary-aged students be examined from both adult and student perspectives.

The Current Study

The study described in this thesis is part of a collaborative project between Alberta Education, the University of Calgary, and a Calgary elementary-junior high school. One goal of the project was to develop a needs assessment instrument that could be used to obtain information on the guidance-related and health-related needs of primary-aged (grades 1-3) students. A major focus of the project was on a collaborative, bottom-up approach that entailed the active involvement of teachers, parents, and

students in all stages of the project. The results of this study will be used by the school to prioritize and define needs in the development of a CGC program.

An Overview

Following this introduction, Chapter II begins with a brief look at some of the needs and problems faced by primary-aged children. The role of CGC programs and needs assessments in addressing these areas is examined in respect to current research and findings. As well, Chapter II outlines the research questions that are addressed in this thesis. Chapter III provides a detailed description of the participants, the procedure, and the measures used in the present study. Specific attention is given to the development and administration of the survey forms. The results of the data analysis of these surveys are presented in Chapter IV. Lastly, Chapter V summarizes key findings related to the needs of primary-aged students based on both student and parent perceptions. The specific implications of these findings are discussed. Limitations of this study also are outlined as well as implications for future research in this area. Finally, some conclusions are provided.

Chapter II

LITERATURE REVIEW AND BACKGROUND

The primary years, grades one through three, represent a distinct period of maturational growth and development (Edelstein, 1995; Rice, 1997; Santrock & Yussen, 1988). Consequently, the myriad of familial and societal factors affecting children and adolescence have a particularly pronounced effect on children during this critical developmental period. There also is substantial evidence to suggest that, if not properly addressed, these factors contribute to the development of risk behaviours, health deficits, mental health problems, and poor educational performance in later years (Frank, 1994; Guo, 1998; Keating & Mustard, 1993, 1996; Landy & Tam, 1998; Ross et al., 1996). As such, schools have recently begun to address the “whole person” needs of students as early as kindergarten through the use of comprehensive guidance and counselling programs. Identification of appropriate curricular areas for these comprehensive school programs has largely been based on student needs identified by needs assessments. This chapter serves to highlight some of the factors affecting primary-aged children, and discusses the role of comprehensive guidance and counselling programs and needs assessments in identifying and addressing the whole-person needs of primary-aged students.

The Primary-Aged Child

The primary years are considered a significant period of socialization and cultural adjustment (Friesen, 1995; Menanteau-Horta, 1986). Initially children at this age understand events predominately in relation to their limited comprehension of self. However, as their sources of influence broaden during this period from the immediate

family environment to the neighbourhood and school (Rice 1997; Ross et al., 1996), they gradually develop social co-ordination (Cox, 1980). Additional developmental tasks of children at this age include establishing a sense of self, becoming aware of one's own thoughts and feelings, and developing a moral sense (O'Day, 1995). Children at this age also make substantial advances in their ability to read, write, do arithmetic, understand the world, and think logically. Their achievement becomes vitally important, as does their successful adjustment to the school environment (Rice, 1997) and the world around them. Because the primary years represent a critical period in the development of children, the myriad of familial and societal factors affecting today's children and youth have a particularly pronounced effect on primary-aged children.

Factors Affecting Primary-Aged Children

Children between the ages of 6 and 9 comprise approximately 5% of the Canadian population (Statistics Canada, 1996). Amongst the factors affecting these children are familial, societal, health, and school related areas. Many of these factors contribute to the development of high-risk behaviours and health deficits, and serve to impede children's educational progress (Frank, 1994).

Familial factors. An increasing number of children between the ages of 6 and 9 live in non-traditional families (Coontz, 1997; Ross, Roberts, & Scott, 1998b). The National Longitudinal Study of Children and Youth (NLSCY) reported that 15.7% of Canadian children under 12 years of age resided with one parent, while an additional 8.6% lived in a reconstituted family or with adults that were not their biological parents (Marcil-Gratton, 1998). The number of children under 12 whose parents have separated or divorced has tripled in the last 20 years (CCSD, 1998). In fact, "the growth in lone-

parent families has been one of Canada's most significant social trends" (Ross, Roberts, & Scott, 1998a, p. 2).

Most children live in urban centers (Statistics Canada, 1996) and experience at least one environmental change during their early years (Kohen, Hertzman, & Wiens, 1998; Statistics Canada, 1998). Urban living affords these children greater opportunities for cultural diversity and greater accessibility to social and health services. However, urban living is also associated with smaller families, higher divorce rates, and a diminished sense of community.

Societal factors. Societal factors affecting today's children include such things as increases in unemployment (Paterson & Janzen, 1993), community violence (Walsh et al., 1999), and substance abuse (Gysbers et al., 1999). In addition, a growing number of children are living in poverty (CCSD, 1998; Ross et al., 1996). Between 1994 and 1995, 24.6% of children in Canada aged 0 to 11 were poor as defined by Statistics Canada low income cut-offs (LICOs) (Ross et al., 1996). One in 10 children in Canada live in a household whose main source of financial support is social assistance. Furthermore, in some Canadian households, the intra-family distribution of income is such that women and children may be subjected to impoverished conditions although the husband's income suggests otherwise (National Forum on Family Security, 1993).

Increased poverty results in concomitant increases in child hunger (CCSD, 1998). Although parental self-deprivation exceeds child deprivation (McIntyre, Connor, & Warren, 1998), an estimated 57 000 Canadian children under 12 still experienced hunger due to lack of food or money in 1994 (CCSD, 1998). In addition, cost restricts access to recreational activities and extracurricular learning opportunities for low-income families

(Offord, Lipman, & Duku, 1998). Low-income families are also more likely to live in poorer neighbourhoods. These environments can expose children to negative elements in the physical environment such as contaminated soil or water, air pollution, and abandoned housing, that increase their chances of disease and injury. Elements in the social and economic environments such as crime, drug dealing, prostitution, and social isolation can also be particularly problematic in poorer Canadian neighbourhoods (Boyle & Lipman, 1998).

Health factors. An American health study found congenital anomalies, malignant neoplasms, and heart disease as the leading causes of medical death for children between the ages of five and nine (Bonnie, Fulco, & Liverman, 1999). Furthermore, while diseases once accounted for the majority of childhood deaths, accidents currently represent the number one cause of death in childhood (Edlestein, 1995; Seffrin & Torabi, 1984). "Despite substantial decreases in injury-related deaths over the last 20 years, more Canadian children continue to die from ... injuries than all childhood diseases combined" (SAGE Research Corporation, 1996, p. 1). From 1990 to 1992, injuries accounted for 46.4% of deaths of 5 to 9 years olds, with the majority due to unintentional injuries (Health Canada, 1997). In fact, unintentional injuries account for 60% of all deaths of children and youth aged 1 to 19 years (SAGE Research Corporation, 1996).

A comparison of rates of injury-related deaths of Canadian child and youth with those in other industrialized countries indicates that only the US ranks above Canada in prevalence of injuries (Health Canada, 1997). Furthermore, the Prairie provinces (i.e., Manitoba, Saskatchewan, Alberta) have higher rates of injury-related deaths and hospitalization rates, regardless of sex or age group, than the national averages.

While rates of child mortality have been decreasing since 1955, levels of morbidity remain quite high (Bonnie et al., 1999). Contributing to these problems is the general health and fitness of today's children. Beginning in 1994, the Canadian government began the National Population Health Survey (NPHS), a longitudinal survey to determine the health status of Canadians. The survey found that children are amongst the healthiest members of Canadian society. A full 89% of the population younger than 12 reported to be in excellent health during 1996 and 1997 (Statistics Canada, 1998). However, despite the reports of very good health, nearly one-third of these children reported having at least one chronic condition. The most common conditions were non-food allergies (14%), asthma (11%), and food allergies (6%).

An American study found that school children have more body fat and are less fit, as measured by heart rate, muscle strength, lung capacity, blood pressure, and cholesterol level, than children in the 1960s (US Public Health Service, 1984). Within Canada, similar indications of the general fitness level of children have been found. The NLSCY reported that over one-third of the children between the ages of 6 to 11 almost never participate in supervised sports and 1 in 6 young children almost never participate in unsupervised sports. As well, girls are less likely to participate than boys (Offord et al., 1998).

Canadian children are also at risk of hospitalization due to injury. The NPHS found that between 1996 and 1997, 12% of children under 12 were injured seriously enough to require medical attention (Statistics Canada, 1998). The most frequently reported injuries were cuts, scrapes, and bruises, followed by broken or fractured bones, and sprains/strains. Primary-aged children were most likely to sustain injury to their head

and neck than to any other parts of their body (Statistics Canada, 1998), with boys more likely to have injuries leading to death or hospitalization than girls (Health Canada, 1997). Figure 1 provides a breakdown of the causation and prevalence of injury resulting in death or hospitalization for children ages 5 to 9 (Health Canada, 1997). Children at this age have increased self-confidence, but are still developing physically. While they think they may accomplish a task, in reality they still have limited physical control and judgement (Edelstein, 1995). It is not surprising, therefore, that the hospitalization rate for 5 to 9 year olds following falls from playground equipment is three times higher than for 1 to 4 year olds and 10 to 14 year olds. As well, death and injuries amongst cyclists generally begin to become more frequent at the age of 5, with little variation in the death rate between the ages of 5 and 19 (Health Canada, 1997).

Injury-Related Deaths	Injury-Related Hospitalizations
Motor & other road vehicles (56.4%)	Falls (41.2%)
Others ¹ (10.5%)	Other ² (36.2%)
Drownings (10.3%)	Motor vehicle and other road vehicles (18%)
Fires and burns (8.6%)	Unintentional poisoning (1.6%)
Homicide (6.7%)	Fires and burns (1.3%)
Choking and suffocation (4.6%)	Assault, abuse, and neglect (0.8%)
Falls (1.7%)	Choking and suffocation (0.5%)
Unintentional poisoning (0.8%)	Near drownings (0.3%)
Suicide (0.4%)	Suicide attempts (0.1%)

¹ Includes surgical or medical procedure responsible for an abnormal reaction in the patient or later complications with no mention of incident during the procedure, accident caused by natural physical agent or environmental factor, accidental blow caused by a falling object, accidental blow caused by an object or person, accident caused by sharp or piercing instrument or object, accident caused by electric current, unintentional accident caused by firearm.

² Includes those items listed under 'Other' in Injury-Related Deaths, as well as undue strain or awkward movement, accident sequelae, medication or biological substance with adverse effect during therapeutic use.

Figure 1. Injury-related deaths and hospitalizations of 5-9-year-old children by category in Canada from 1990-1992.

An Ontario study found that while most accidents to preschool children occur in the home, injuries to school-aged children are more likely to occur elsewhere. School-aged children were more prone to accidents involving sports, transportation, and playground apparatus (Barnhorst & Johnson, 1991). However, an examination of the injury by location records of 15 hospitals reporting to the Canadian Hospitals Injury Reporting Program (CHIRPP) found that 5 to 9 year olds were most likely to be injured in the residential environment (39.6%), followed by the educational environment (21.6%), sports and recreation environment (16.4%), and road environment (15.0%) (Health Canada, 1997).

Between 1990 and 1992, violence towards children and youth under 20 resulted in an annual mean of 88 deaths and approximately 2500 hospitalizations (Health Canada, 1997). However, the scope and nature of violence towards children is difficult to ascertain due to suspected large numbers of unreported incidences. With sexual abuse, the annual incidence of reported child and youth sexual abuse suggests that only between one-sixth and one-quarter of children and youths who are sexually abused are detected by child welfare authorities (Health Canada, 1997). Studies of adult reports of abuse during childhood suggest that as many as 21 to 31 percent of the adult population experienced childhood physical abuse (MacMillan, Fleming & Trocme as cited in Landy and Tan, 1998). The Committee on Sexual Offences against Children and Youth found that one in four girls and one in ten boys surveyed had been victims of sexual offences during childhood or youth, including; intercourse, fondling of genitals, exposure, and threats (Health Canada, 1997). Health and Welfare Canada reported in 1990 that children aged 7 through 11 years were most at risk for sexual abuse (Covell, 1995).

School factors. The problems primary-aged students are facing are not only external to the school environment. The transition into primary school is the first time many children leave their parents for a large portion of the day to be grouped with other children. The growing racial and ethnic diversity of the Canadian population (CCSD, 1998; Ross et al., 1996) and the continuing progression towards inclusive classrooms (Lupart & Webber, 1996) results in primary-aged children being exposed, often for the first time, to children that are different from the ones that they are used to playing with (Rice, 1997). In addition, more specific demands are placed on these young children in an impersonal atmosphere. The stress of this transition can impede academic achievement (Hiebert, 1991). "For some children being at school may be so disturbing or intolerable that it is reflected in their inability to respond to the intellectual demands made on them" (Wall as cited in United Nations Educational, Scientific, and Cultural Organization, 1996, p. 13).

Recent attention has also been given to increasing school violence (Diachuk et al., 1995). Within the school building and school grounds, teachers report violent and serious learning disruptive behaviours such as; verbal disruption/overacting, non-compliance/truancy, property damage, student harassment/intimidation, physical assaults against students and staff, throwing objects, rough play, public humiliation (Calder & Lacene, 1999), rapes, robberies, and thefts (The Office of Juvenile Justice and Delinquency Prevention as cited in Smith Myles & Simpson, 1994). While rates vary widely depending on the nature of the population samples and methods in which data are obtained, studies suggest that from between 4 to 20 percent of school-age children in the general population exhibit aggressive behaviours (Hawkins-Clarke, 1996; McDougall &

Hiralall, 1998). Recent Canadian data indicate that between the ages of 4 and 11, 1 in 7 boys bully other children, and about 1 in 11 girls bully other children (CCSD, 1998). Alarming,ly, Hawkins-Clarke (1996) reports that high rates of aggression can occur in children as young as 3 years of age. Although the specific rates of violence are difficult to obtain, there is general consensus in the literature from both the United States and Canada that the prevalence of aggression within schools is escalating (Hawkins-Clarke, 1996; McDougall & Hiralall, 1998; Smith Myles & Simpson, 1994).

Effect of Factors on Development

Many of these factors affecting today's children are deleterious to child development, and consequently result in increases in the stresses, demands, and needs of primary-aged children. These factors have been shown to adversely affect their behaviors (Haddad, 1998; Landy & Tam, 1998; Ross et al., 1996), their health (Ross et al., 1996; Ross et al., 1998a), and their cognitive, social, and psychological functioning (Beiser, Hou, Hyman, & Tousignant, 1998; Cochran & Vitz, 1983; Lipman, Boyle, Dooley, & Offord, 1998; Ryan & Adams, 1998; Walsh et al., 1999). There also has been increasing awareness of the impact of these nonacademic factors on academic achievement and learning (CCSD, 1998; Christiansen, 1997; Keys & Bemak, 1997; Reeh et al., 1998; Ross et al., 1996; Walsh et al., 1999). Work in this area has identified the impact of these factors on educational attainment (National Forum on Family Security, 1993; Ross et al., 1996, 1998b), academic performance (Reech et al., 1998; Lefebvre & Merrigan, 1998), readiness to learn (Kohen, Hertzman, & Brooks-Gunn, 1998), and school adjustment (Lotyczewski, Cown, & Weissberg, 1986). As well, there is substantial evidence to suggest that these factors contribute to the development of risk

behaviours (Cochran & Vitz, 1983; Rice, 1997; Ross et al., 1996), health deficits (Frank, 1994; Sprott & Doob, 1998), mental health problems (Landy & Tam, 1998), and poor educational performance (Keating & Mustard, 1996) in later years if not properly addressed in the early years.

Consequently, there has been a growing recognition that the “whole person” needs of children require attention within the school context in order to maximize learning and fully develop each child (Elardo & Cooper, 1978), as well as to reduce adverse outcomes in later stages of life (Keating & Mustard, 1996; Kohen et al., 1998). The complexity and variety of problems “as they relate to their personal growth and development, their performance as students, their behaviour with others, and their interactions with the members of the school, the family and the larger community, have all increased the needs of professional counselling in modern education” (Patterson as cited in Menanteau-Horta, 1986, p. 23).

Unfortunately, while the nonacademic needs of students are increasing, the school resources allocated to meet these needs are not. This is particularly true at the elementary level where the ratio of counsellors to students is 1000 to 1 or more, as compared to the high school level where counsellor-student ratios are on average 350 to 1 (National Consortium of State Career Guidance Supervisors, 1997). Alberta Education (1997) identified that “fewer human and fiscal resources are available, during a time when the demonstrated needs of students are escalating” (p. 134).

Comprehensive Guidance and Counselling Programs

The recognition that the “whole person” needs of students require addressing within the school context has been the embryonic impetus in the development of

comprehensive guidance and counselling (CGC) programs. This section provides an overview of the origins, effectiveness, and components of these programs.

Origins of CGC Programs

The concept of school counselling is rooted in the vocational guidance movement of the early 1900s (Gysbers & Henderson, 1994, 1997; Paterson & Janzen, 1993). This movement focused on providing students with vocational information and decision making support. However, with the evolving recognition of student needs, changes began to occur in the intent and delivery of guidance and counselling services. “What began as a profession devoted to preparing school children for the world of work, broadened into one also dedicated to the adjustment of students to the demands of the school environment [and to] the emotional well-being of its students” (Walsh et al., 1999, p. 350). Amongst the most recent and comprehensive of these changes has been the CGC movement, aimed at assisting students in acquiring the skills necessary for living in a contemporary (Hiebert, 1994) and multicultural society (The American School Counsellor Association (ASCA) as cited in Snyder & Daly, 1993).

The CGC movement originated in the early 1970s with a U.S. Office of Education grant that assisted each U.S. state, the District of Columbia, and Puerto Rico in developing modules or guides for implementing career guidance, counselling, and placement programs in their local schools. A subsequent manual put forth in February 1974 by Norman C. Gysbers provided the first detailed description of an organizational framework for the Comprehensive Guidance Program Model (Gysbers, 1997). This original model has been continued to be refined by Gysbers and other academics (Gysbers & Henderson, 1994; Gysbers, Hughey, Starr & Lapan, 1992; Hargen &

Gysbers, 1984; Hiebert, 1994). As well, the development of comprehensive guidance and counselling programs has been paralleled by the development of school health programs (Kolbe, 1985, 1986; Seffrin, 1990). Both programs have advocated for a strong program development focus in addressing the "whole person" needs of students in the total school population (Hiebert et al., 1999). The recent recognition of the similarities between the two approaches, particularly in the area of student health needs, has been the impetus for the merger of these two areas (Gordon, 2000; Perry, 1994). Although the CGC movement is fairly recent in origin, there is a wealth of research on its implementation and effectiveness at the high school, junior high, and elementary levels (e.g., Gysbers et al., 1992; Lapan et al., 1997).

Effectiveness of CGC Programs

The movement away from a crisis-orientated delivery model towards a comprehensive whole school approach to guidance and counselling has been linked to improvements in academic success, increased equitable services to students, promotion of positive school climate, and facilitation of career development (Borders & Drury as cited in Lapan et al. 1997). Lapan et al. (1997) found that high school students within schools with fully implemented comprehensive guidance programs were more likely to report earning higher grades, being more educationally prepared for the future, and having a more positive attitude towards schools. The authors concluded that comprehensive guidance programs play a positive role in enhancing student academic achievement. Similarly, Nelson and Gardner (as cited in Gysbers et al., 1999) found students in schools with fully implemented guidance programs rated overall education as better, took more

advanced math and science courses, and obtained higher scores on every area of the ACT college entrance examination.

Within middle and elementary schools, similar results have been found to those obtained at the high school level. A review of the professional literature by Wilson (1986) indicated that one third of all articles in Elementary School Guidance & Counselling have endorsed developmental guidance. Gerler (1985), from a review of a decade of research in the area, concluded that such programs positively influence affective, behavioural, and interpersonal domains of children's lives, resulting in positive affects on their achievement. A study by the US Department of Education (1993) found that the implementation of comprehensive guidance programs within middle schools resulted in a greater number of students reporting that they knew of and had a more positive attitude towards the school counsellor. Furthermore, a greater number of students indicated that they had been provided with more information and greater individual assistance with problems. Teachers within the study reported that the programs resulted in more student input into programs, more collaborative efforts between counsellors and teachers, and more time being spent by the counsellor with all students. Bergin et al. (1990) found strong agreement amongst parents, teachers, and staff concerning the overall benefits of comprehensive guidance programs at the primary and elementary levels. Based upon the strong administrative support for the programs at the primary level, Bergin et al. concluded that the emphasis on early grades may prevent school problems from occurring during middle school years.

Components of CGC Programs

As discussed earlier, the CGC movement represents a fundamental paradigm shift (Alberta Education, 1997) away from the ancillary, crisis-oriented services of the past (National Consortium of State Career Guidance Supervisors, 1997). Gysbers and Henderson (1997) describes this shift as a movement from a position (counsellor) and process (counselling) focus to a program (guidance) focus. Deviating from the traditional service delivery model, the CGC movement entails a comprehensive and collaborative whole school approach (Watkins, 1994), based upon a systematic developmentally appropriate program that emphasises student outcomes and competencies (Diachuk et al., 1995; Hiebert, 1994).

The CGC movement is based upon a perspective of human development that Gysbers (1998) defines as "life career development". Life career development is essentially "self-development over a person's life span through the integration of roles, settings, and events in a person's life" (p. 45). CGC programs assist students in this self-development by addressing three main domains: personal/social, educational, and career (Diachuk et al., 1995; Gysbers et al., 1999; Hiebert, 1994). CGC programs assist students in coping with various demands in life and help them to adopt a perspective that places high priority on planning their educational futures and future career plans (Hiebert, 1994). As such, the function of CGC programs extends beyond the traditional therapeutic and highly individualized school counselling services of the past to include both a preventative and a skills or competency focus (Hiebert, 1994).

The comprehensive nature of CGC programs is further enhanced by the collaborative aspects within such programs (Keys & Bemak, 1997), in which key

members, such as students, parents, and teachers, play a role in program planning, delivery, and assessment (Diachuk et al., 1995). Although professionally certified counsellors are central to the program (Gysbers, 1997), the emphasis is on a collaborative, multi-disciplinary approach (Diachuk et al., 1995). Within this collaborative framework, the various delivery roles include services, instruction, and system supports (e.g., group work, individual counselling, advocacy, consultation, collaboration).

Another fundamental component of the CGC movement is its developmental emphasis. Because the primary years are major periods of socialization and cultural adjustment (Menanteau-Horta, 1986), behaviours established in childhood can have a profound affect on adolescence (Frank, 1994). Many difficulties that show up later in life begin in the elementary years (Trusty & Dooley-Dickey, 1993). Problems, such as school drop out, are viewed as developmental processes that start early in a student's educational career (Seffrin & Torabi, 1984). Consequently, a major focus of comprehensive guidance programs is on prevention (Hiebert, 1994) in which needs are addressed from early childhood through to the adult years (Perry, 1994).

The comprehensive guidance movement is viewed, therefore, as an integral and mainstream part of the overall educational program from kindergarten through to grade 12 (Gysbers & Henderson, 1997; Hargens & Gysbers, 1984, Starr, 1996). Seffrin and Torabi (1984) propose, however, that the scope and approach to instruction should change as children progress through the different grades. Elementary students should be exposed to concrete instructions, such as development of hygiene practices and safety and accident prevention taught in terms of caution in dealing with strangers. At the

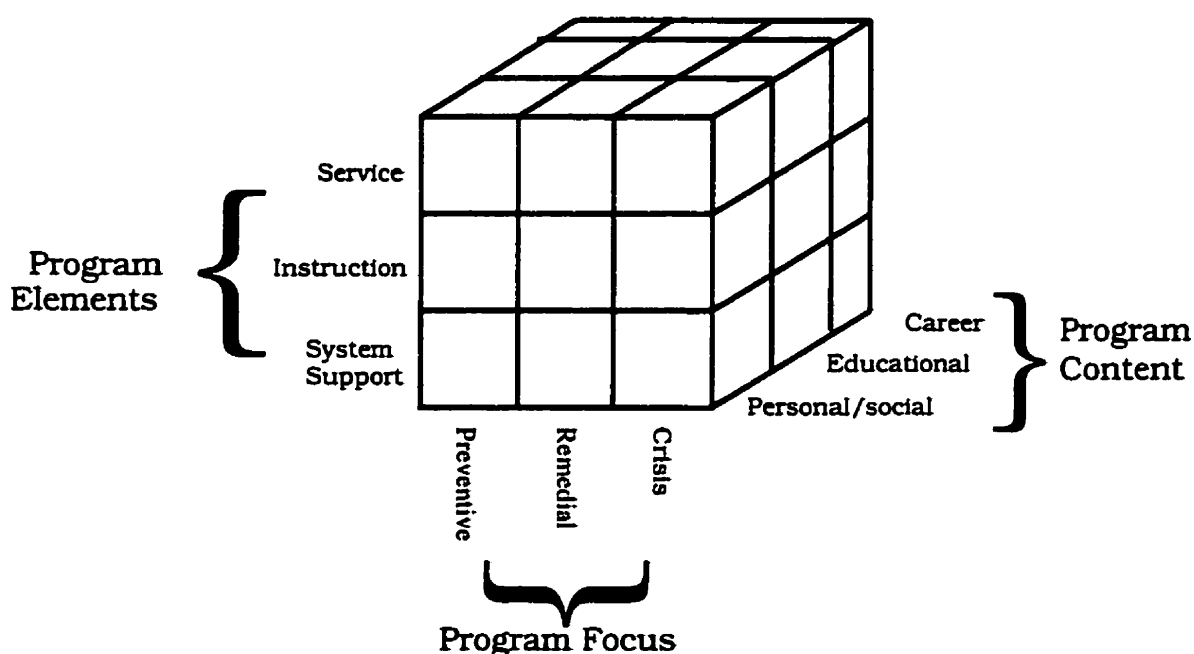
middle and secondary level, a shift increasingly towards personal responsibility and decision making should occur. Even areas such as career planning, which may not seem as relevant to young children, can initially be approached as career education and career exploration, followed by career planning in later school years (Canadian Guidance and Counselling Foundation, 1993). Alberta Education (1997) describes this process as the transitory aspect of guidance. Given the developmental nature of student needs, it is imperative for effective comprehensive guidance programs to start at an early age and continue throughout a child's educational career (Gysbers, 1990, 1997).

CGC program model. Several models have been proposed (Diachuk et al., 1995; Gysbers et al., 1992; Hiebert, 1994) by which to conceptualize the development and implementation of CGC programs. Each of these models describe the various domains, roles, and functions central to CGC programs, typically representing some variation of the model depicted in Figure 2.

The model is based upon the premise that CGC programs are flexible, rather than static, in their responsiveness to identified areas of need. Consequently, the portion of resources allocated to a specific domain can change in order to accommodate the unique needs identified within a given school. While each of the three dimensions and each component of every dimension is present in each school's CGC program, the allocation of resources and program emphasis is dependent on "a combination of stakeholder needs, available resources, division of schooling (elementary, junior high, senior high) and mandated priorities" (Hiebert, 1994, p. 11).

Bottom-up collaborative approaches, such as comprehensive needs assessments, have been supported as effective methods by which to solicit the needs and concerns of

the groups CGC programs are designed to serve (Hiebert et al., 1999; Myers & Danek, 1989; Strub & Strub, 1981). As such, "a high quality assessment of the population's needs is a fundamental prerequisite for an outstanding program" (Celotta & Jacobs, 1982, p. 50). When conducted on a regular basis, the results of needs assessments form the foundation for developing and evaluating guidance and counselling programs (Hiebert et al., 1999).



Note. From Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools (p.), by B. Hiebert, 1994, Edmonton, AB: Alberta Education. Reprinted with permission

Figure 2. Comprehensive guidance and counselling program model.

Needs Assessments: Listening to the Voices of All Stakeholders

The use of needs assessments has long been utilized within the educational field to determine educational needs and develop programs (Luder, 1974; Ukaga, 1973). Although only recently used in the development of CGC programs, needs assessments hold particular promise in this area because they allow program developers to understand

the types of problems children are experiencing and the magnitude and pervasiveness of their problems (Celotta & Jacobs, 1982, p. 50). This section explores the purpose of needs assessments, methods for identifying need areas, and their use with various school populations.

Purpose of Needs Assessments

A needs assessment is essentially "a process of identifying and defining 'needed' outcomes, products, or results which then become objects in program planning" (Hiebert, et al., 1999, p. 4). An essential component, or consequence, of a needs assessment, therefore, is the generation of goals and the establishment of priorities for action based upon the identified areas of need (Burton & Merrill, 1977; English & Kaufman, 1975; Strub & Strub, 1981). Prioritizing areas of need involves consideration of balancing factors such as; identified high priority needs, available resources, mandate of the organization, and general philosophy of the organization (Hiebert et al., 1999). By effectively identifying areas of need, assessments result in reductions in service gaps (Myers & Danek, 1989) and ensure the appropriate allocation of personnel and other resources (Burton & Merrill, 1977). Needs assessments also serve to promote interest in program development by demonstrating the need for improvements in specific areas (Rimmer & Burt, 1980).

A critical assumption of needs assessments is that reality is not static. Rather, assessment is viewed as a continuing process in which constant revaluation identifies shifts in priorities. Areas that received little attention in the initial assessment may be determined top priorities through subsequent revaluation of needs (Hughey, Gysbers, & Starr, 1993; Rimmer & Burt, 1980). An organization's responsiveness to these

evaluations ensures that "a cycle is established where the ongoing program evaluation data feeds back into the system to inform further program development and provide evidence of current program effectiveness" (Hiebert et al., 1999, p. 2).

Needs Identification Methods

In determining goals and priorities, a consensus or negotiated needs approach has frequently been employed, in which only those needs that are common to the participating groups are addressed (Anderson, 1984; Slade, 1994). A basic assumption in such an approach is that a balanced view is a desirable goal of the needs assessment procedure. From a program perspective, mutually identified and agreed upon needs simplify the task of prioritizing areas to be addressed (Isralowitz & Singer, 1982). However, such an approach fails to examine the importance of differences in perceived needs between different stakeholders. Even in studies where a large degree of congruence exists between assessed populations, important differences between groups also are apparent.

In a study by Menteau-Horta (1986), responses were elicited from teachers, parents, and students in determining youth problems in relation to counselling and guidance programs. While an overall pattern of concordance was found among evaluations of problem areas, observable and notable differences did exist. The differences were particularly noted between teachers and students. Similarly, a study of perceptions of teenage problems in the United States found general agreement between youth and adult perceptions in the identification of the most serious problems. Differences between the perceptions of the two groups, however, were in the rank order given to the mutually identified problems (Isralowitz & Singer, 1982).

Another method for identifying areas of need has been the analysis of "gaps" between desired states and actual states. Such approaches are problematic, however, when examining social or emotional needs in which a definitive desired state is absent (Hiebert et al., 1999). As with the consensus approach, the gap approach also fails to account for the varying types and degrees of needs within a given population.

Recognizing the limits of both the consensus and gap approaches, there has been a movement towards a direct solicitation approach, in which perspectives of various groups are directly ascertained and differences between groups are examined. This approach is based upon a "more subjective, relative, and dynamic view of need that reflects the varying socio-cultural and personal differences that exist in society today" (Hiebert et al., 1999, p. 4). Within the fields of education and health, input from a variety of sources has been suggested as being essential. Some of the identified groups include individual learners, educators, community members (English & Kaufman, 1975), employers, businessmen, and government leaders (Rye & Sparks, 1991). Recent research in the area, however, suggests that individuals that have a direct "stake" in the program are most effective in the needs assessment process (Connell, Turner, & Mason, 1985). From an educational perspective, these stakeholders would include teachers, parents, and students.

Based upon the differences that exist across communities (Myers & Danek, 1989; Nader, 1990), between schools (Collison, 1982; Kelly & Ferguson, 1984), and within groups (Collins, 1993), the direct solicitation approach emphasizes the examination of between group differences. This is particularly important within the field of education, as substantial work suggest that the perceptions of student needs differ between children and adults (Collins, 1993; Collins & Hiebert, 1995; Hiebert et al., 1994; Kemeny, 1997;

Menanteau-Horta, 1986; Yamamoto, Soliman, Parsons, & Davies, 1987). For example, Hutchinson & Bottorff (1986) examined students' assessment of expressed needs for counselling services compared to counselling services actually delivered by high school counsellors. Discrepancy was found between students' reported needs and counsellors' delivery of services, particularly in the areas of career and personal counselling.

Similarly, Collins and Hiebert (1995) found that adult perceptions of adolescent needs differed quite considerably from those of adolescents themselves, with school personnel showing the greatest dissimilarity. While students consistently related needs in areas of mental/emotional health and services related to school performance, both parents and school personnel perceived these needs as less important to adolescent health. "Generally speaking, students [tend] to be skill orientated, solution focused, and proactive in the types of needs they [report], while the views of adults [tend] to be more problem focused and reactive in nature" (Hiebert et al, 1999, p.6).

The differences that exist between adults and students perceptions underscore the importance of assessing student needs from a variety of sources, including the students themselves, in order to fully understand the types of problems children are experiencing and the magnitude and pervasiveness of their problems. "Children's thoughts represent a valuable resource. Based upon an accurate knowledge of their interests and concerns, strategies can be developed to help children adapt and contribute to life in contemporary society" (Kurth-Schai, 1988, p. 53). By soliciting and acting upon children's thoughts, we also assist in developing their self-worth and social commitment (Kurth-Schai, 1988). Furthermore, utilizing student input avoids programs based on authoritative rules and platitudes derived from epidemiological data (Weiler et al., 1993) or based upon

traditional perspectives (Collins & Hiebert, 1995). Student input ensures “that the focus of the initiative [is] on the most salient needs and based on the reality of the service recipients, rather than inferences by others about what the service recipients need” (Hiebert et al., 1999, p. 4). Studies that have identified differences in student needs between grades (Robinson, 1999), gender (Couture, 2000), and academic averages (Gordon, 2000) serve to support the need for assessing student populations directly.

Even if adult perceptions are fairly accurate, programs based entirely on adult perceptions are less likely to be successful “because as long as they are not psychologically perceived, objectively determined needs do not exist for the people to whom they are attributed” (Monette, 1979, p. 4). When student input is gathered, students are more likely to have a sense of ownership and proprietorship to decisions, which is critical for successful programs. This sense of ‘ownership’ can further be maximized by student involvement in the generation of the needs assessment instrument. Celotta and Jacobs (1982) pointed out that items generated solely by adults limits the scope of the assessment to only those areas that adults perceive as being important. The “guidance program goals, objectives, implementation strategies, and evaluation schemes that are based on assessed needs will only be as valid as the needs assessment itself is valid” (Collison, 1982, p. 15). Consequently, student involvement in all stages of the needs assessment process produces a more valid and robust instrument, a sense of ownership, and a greater likelihood of program success. In addition, involvement of students in the needs assessment procedure increases the likelihood that they will be receptive to a program that addresses those concerns (Arborelius & Bremberg, 1988; Collison, 1982).

Assessing the Needs of Primary-Aged Children

The majority of need assessments have been conducted with high school (Arborelius & Bremberg, 1988; Collins, 1993; Collins & Angen, 1997; Collins & Hiebert, 1995; Collinson, 1982; Weiler et al., 1993) and junior high school age groups (Hiebert et al., 1998; Kemeny, 1997). Only a limited amount of work has been completed in the area of elementary needs assessments (Grobe et al., 1978; Hiebert et al., 1999; Wilson, 1986). While primary-aged children have been included in some of the elementary studies, limited attention has been given to the specific needs of primary-aged children (Bergin et al., 1990). A review of the literature by Kelly and Ferguson (1984) cited the most common reason for exclusion of primary-aged children from these studies as the difficulty encountered by children within this age group in understanding and completing needs assessments. Most often parents and teachers of primary-aged students feel that they, the adults, know best what their children and students needs are and design programs around this assumption. However, the empirical evidence indicating discrepancies between adults and student in their perceptions of student needs in the upper elementary through to high school populations is suggestive of similar discrepancies at the primary level. Given the lack of research in this area, it is imperative that the needs of primary-aged students be examined in regards to both adult and student perceptions to determine if discrepancies do exist.

Despite the perceived difficulties in assessing the needs of primary-aged children, initial work in this area has been conducted. Unfortunately, this work has been limited from both a developmental and comprehensive perspective. Strub (1981) conducted a needs assessment to assess guidance affective needs of special education students in

grades one through to eight. School concerns, home and family concerns, self-concerns and peer concerns were examined across all age groups. However, additional categories of home and family, career, and decision making were only addressed at the intermediate and junior-high levels. Kelly & Ferguson (1984) developed a need assessment questionnaire for elementary grades, including those in primary-grades. Using a personal approach, the needs assessment was presented as an oral script. Relevant examples and opportunities for student questions and dialogue were provided for each question. While this method was hypothesized to increase student understanding of question items, the time-consuming nature of this method severely limited the number of items that were assessed within the specified 40-minute period. To be optimally useful, such assessments instruments need to be comprehensive enough to provide data that are detailed enough to ascertain the "whole person" needs of primary-aged children.

Summary

As our society changes and becomes more complex, primary-aged children are faced with a variety of increasing stresses and demands. These "nonacademic" factors can have a detrimental effect on the learning of this particular population. The recent recognition of the influence of nonacademic needs on student learning has resulted in a movement towards comprehensive guidance and counselling programs within the field of education. Such programs serve to address the "whole-person" needs, both academic and nonacademic, of primary-aged students.

In developing effective comprehensive guidance and counselling programs, the use of needs assessments has been instrumental in identifying the magnitude and pervasiveness of problems that children are experiencing. In particular, substantial

differences that have been empirically demonstrated to exist between adults and students perceptions of student needs underscore the importance of comprehensive needs assessments, in which the perceptions of students themselves are solicited.

Comprehensive needs assessments have been effectively employed to determine the needs of high school, junior high, and elementary populations (Collins & Angen, 1997; Hiebert et al., 1998, 1999). Unfortunately, only a limited amount of work has been completed in the use of such instruments to identify the needs of primary-aged students. Rather, it is generally accepted that adults, rather than students themselves, are the individuals most knowledgeable about the needs and characteristics of students at the primary level. Of the limited number of needs assessment instruments that have been employed with younger populations, there has been a general failure of such instruments to provide the detailed and comprehensive data necessary to ascertain the needs of primary-aged populations. Given the complexity and uncertainty of the lives of many Canadian children at the end of the twentieth century (Ross et al., 1996), it is imperative that their needs of primary-aged students are properly identified and addressed.

Research Questions

The above literature review depicts numerous areas in need of further research. The main interest of this writer centered around identifying the whole person needs of primary-aged children. More specifically, the goal of the current study is to investigate the needs of primary-aged children by focusing on the following three research questions: (1) What are the needs of primary-aged students? (2) In what ways do the perceptions of needs differ across subgroups of students? and (3) What are the differences between adult and student perceptions of the needs of primary-aged students?

Chapter III

METHODOLOGY

The study described in this thesis took place in a middle-sized elementary-junior high school in SouthWest Calgary. The school is considered a four-track school, offering elementary English, junior-high English, junior-high French late immersion, and junior-high French continuing immersion programs. Because of the immersion programs at the school, students are drawn from approximately 40 communities from the Bow River to the southern limits of the city. At the elementary level, there is one class at each of the primary grades.

At the time of the study, the school was in the process of implementing a comprehensive guidance and counselling program from kindergarten through to grade nine. As such, this primary study comprised one component of the school improvement plan.

Description of Participants

The participants in this study included 82 students and parents. The student sample consisted of 48 children in grades one to three, which represented 58% of the total primary-aged population of 82 students. Ages ranged from 6 to 9, with a mean age of 7.13 years. Males accounted for 40% of the sample and females accounted for the additional 60% of the sample. Table 1 provides a detailed look at the composition of the sample.

Table 1

Distribution of Students: Grade by Gender

Age	Gender				Total	
	Male		Female			
	n	%	n	%	n	%
Grade 1	7	14	14	29	21	44
Grade 2	4	8	6	12	10	21
Grade 3	8	16	9	19	17	35
Total	19	40	29	60	48	100

Additional demographic information from the survey (see Table 2) indicated that 94% of the sample student population spoke English as their first language, 88% had lived in Canada for all of their lives, and 94% lived with their parents as opposed to foster care or other familial arrangements. While 44% of the students indicated that they were unsure of their future plans, 42% indicated that they planned to attend University in the future.

Survey forms were completed by 34 parents of primary-aged students, giving a parent return rate of 71%. The adult sample was comprised of 31 (91%) females. Thus, the parent responses should be considered primarily the views of mothers regarding the needs of their children. The majority of respondents spoke English as their first language (91%) and had lived in Canada for at least the past 10 years (90%).

Table 2

Distribution of Primary-Aged Students: Language, Length of Citizenship, Living Arrangements, and Future Plans

First Language	Grade						Total
	1		2		3		
	Male	Female	Male	Female	Male	Female	
English	5 (10.42%)	13 (27.08%)	4 (8.33%)	6 (12.5%)	8 (16.67%)	9 (18.75%)	45 (93.75%)
Other	2 (4.17%)	1 (2.08%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (6.25%)
Total	7 (14.58%)	14 (29.17%)	4 (8.33%)	6 (12.50%)	8 (16.67%)	9 (18.75%)	48 (100%)
Years in Canada							
All of life	5 (10.42%)	13 (27.08%)	4 (8.33%)	5 (10.42%)	8 (16.67%)	7 (14.48%)	42 (87.5%)
Less than 5 yrs.	2 (4.17%)	1 (2.08%)	0 (0%)	1 (2.08%)	0 (0%)	2 (4.17%)	6 (12.50%)
Total	7 (14.58%)	14 (29.17%)	4 (8.33%)	6 (12.50%)	8 (16.67%)	9 (18.75%)	48 (100%)
Living Arrangements							
With parents	7 (14.58%)	14 (29.17%)	4 (8.33%)	6 (12.50%)	7 (14.58%)	7 (14.58%)	45 (93.75%)
No response	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2.08%)	2 (4.17%)	3 (6.25%)
Total	7 (14.58%)	14 (29.17%)	4 (8.33%)	6 (12.50%)	8 (16.67%)	9 (18.75%)	48 (100%)
Future Plans							
University	4 (8.33%)	3 (6.25%)	2 (4.17%)	1 (2.08%)	4 (8.33%)	6 (12.50%)	20 (41.67%)
College-Tech	0 (0%)	0 (0%)	1 (2.08%)	0 (0%)	0 (0%)	0 (0%)	1 (2.08%)
Job	0 (0%)	2 (4.17%)	0 (0%)	0 (0%)	4 (8.33%)	0 (0%)	6 (12.50%)
Unsure	3 (6.25%)	9 (18.75%)	1 (2.08%)	5 (10.42%)	0 (0%)	3 (6.25%)	21 (43.75%)
Total	7 (14.58%)	14 (29.17%)	4 (8.33%)	6 (12.5%)	8 (16.67%)	9 (18.75%)	48 (100%)

Instrument Development

The “Primary Students Needs Survey” (PSNS) and the “Elementary Students Needs Survey” (ESNS) used in this study are modified forms of the “Health Needs Survey” developed by Collins (1993, 1998). The Collins instrument was developed as part of a comprehensive school health project, Partners for Healthy Living, involving a partnership between Calgary Health Services, Calgary Board of Education, and the University of Calgary. The Collins instrument was developed in two phases. The first phase involved an extensive literature review to generate an appropriate item bank. The survey was subsequently reduced in length and tailored for a high school population through a Delphi process. On the original instrument adequate test-retest reliability and a stable factor structure have been demonstrated (Collins, 1998; Collins & Hiebert, 1995; Hiebert et al., 1994). In addition, the instrument has been the source of many published studies (Cairns, Collins, & Hiebert, 1994; Collins & Angen, 1997; Collins & Hiebert, 1995; Hiebert et al., 1994, 1998).

Modifications to the “Health Needs Survey” for use in CGC programs was initially completed with junior-high students (Kemeny, 1993). Because this present study was part of a project to create a school wide CGC program, the Kemeny instrument was further tailored to create surveys for the junior-high, elementary, and primary populations in the school used in this project. These three instruments were constructed in parallel forms to permit the school to use the results for school-based programming by comparing results across grades. To ensure that the forms were parallel, a Steering Committee was established to oversee and assist in the modifications to the Kemeny instrument for use in all three divisions.

The Steering Committee consisted of seven students, six school staff, four parents, and three individuals from the University of Calgary research team. The committee met 13 times, for 2 hours each time immediately following the end of the school day. Working from the Kemeny instrument, the Committee began by tailoring the instrument for junior-high students. Items were revised, omitted, and added in order to make the survey appropriate for the school. The questions in the final junior-high survey were grouped into 16 subscales and further grouped into 3 main need areas; Services, Instruction or Skills, and Environment.

Following a successful pilot of the junior-high survey, the steering committee began tailoring the instrument for elementary students (grades 4-6). Modifications were made to increase the readability and appropriateness of the survey for the elementary population. Questions that were relevant to the elementary population were added, e.g., more outside sandboxes. Subscales that were common to two need areas were presented together within the elementary survey, i.e., services in physical needs was grouped with instruction in physical needs and printed together. This process was accompanied by a reduction in the item numbers from 230 to 161. Although the organization of items within the survey was changed, the items still loaded into the 16 subscales of the junior-high survey. Consequently, the basic structure of the original instrument remained the same in order to retain the psychometric properties of the Collins instrument. However, the resulting instrument looked quite different in format.

In tailoring the elementary survey to the primary population, a small sub-committee was established to complete the initial revisions. This committee consisted of an experienced elementary teacher, a graduate student with 6 years of teaching

experience at the kindergarten level, and a University of Calgary professor with experience in both education and comprehensive guidance and counselling programs. Upon completion of the initial stage, the instrument was further reviewed by the focus group and additional primary teachers at the school. Revisions included changes to the vocabulary, reduction in length, and a further simplification of the survey organization. In addition, the response scale was changed from a 5-point Likert scale to a 3-point Likert scale. The primary survey form used icons instead of words to indicate the response alternatives: ☺ indicated “yes”, ☹ indicated “no”, and ⊖ indicated “not sure”. In addition, the committee determined that the nuances between instruction and service needs in the area of sexuality were not meaningful at the primary grades. This resulted in the two areas being combined together into one subscale. The items in the health promotion and physical well-being subscales were also combined due to the similarities of these items for primary-aged students.

The primary survey was piloted with a purposeful sample of 12 students from the primary grades. Originally, the survey had been developed for use in kindergarten through to grade 3. Results from the pilot indicated that the survey instrument was too long and difficult for kindergarten students. Discussions with the focus group resulted in the omission of the kindergarten age group from the study. As well, frequency counts were completed on the responses to the pilot study. Questions that were left unanswered by a majority of the students were omitted from the final version (see Appendix B).

The focus group decided that the elementary survey should be given to the parents of the primary students, rather than an adult version of the primary survey. This was done primarily for political reasons in order to allow for later comparison of parental

responses across the entire elementary grades (1-6). In order to adapt the elementary survey to parents, item stems were changed from the first person to the third person. Parents were not asked to guess at how their child would respond to the questionnaire. Instead, parents were asked to give their (the parents') perceptions of their sons or daughters needs, e.g. "It is important for the school to provide my son or daughter with...". The extent to which each item represented a need for their child was indicated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree" (see Appendix B).

Dependent Variables

The resulting surveys consisted of 160 questions in the parent form and 93 in the student form. The final primary survey contained 14 subscales, while the parent survey contained 16 (see Table 3). In order to accurately compare the student and parent surveys, only parent data from those items occurring on both forms were used. In all 89 questions appeared on both the student and parent forms.

Procedure

Prior to the administration of the survey, an active campaign was coordinated by the students in the school's leadership team to promote student involvement in the needs assessment. Under the theme "Speak Out! It's your opportunity to have a voice!", posters were placed in the hallway and daily announcements were made on the school's public address system. During the campaign, consent forms were sent home to be signed. The leadership team and the classroom teachers encouraged the return of the consent forms.

The survey was administered to students in the primary grades who had returned signed consent forms. In the grade 1 class, the survey was group administered by 4 adults; the classroom teacher, an aide, and two university graduate students. In the grade 2 class, the survey was administered in small groups by three graduate students. The age and reading ability of the grade 3 students allowed for the survey to be administered by the classroom teacher. A brief orientation on the administration of the survey ensured consistency in administration.

Table 3

Comparison of Elementary & Primary Needs Assessment Survey

Area Needed	Number of Items	
	Elementary Survey	Primary Survey
Service Needs		
Physical Well-Being	6	4
Counselling	7	6
Sexuality	3	-
Family/Home Life	8	3
School Performance	14	9
Instruction or Skill Needs		
Academic	15	7
Health Promotion	2	-
Physical Well-Being	5	4
Mental/Emotional Health	11	6
Safety/Accident Prevention	7	5
Sexuality	6	4
Interpersonal Relationships	15	7
Environmental Needs		
School Building/Grounds	15	11
Involvement with students	13	7
Involvement with staff	15	9
Issues Outside of School	18	11
Total (excluding demographics)	160	93

At the beginning of the survey administration, all students were provided with an envelope containing both a parent and a student survey. Both forms in each envelope were assigned the same number in order to later match parent to student forms. No other identifying information was placed on the envelopes to ensure anonymity. Students were explicitly requested not to include their names on the answer sheets or envelopes.

Following the administration of the survey, the booklets were collected. Students placed the envelopes containing the parent surveys in their individual mailboxes to take home at the completion of the day. Parents were given two weeks in which to complete and return their surveys directly to the school, in the supplied envelopes.

Chapter IV

RESULTS

The purpose of this chapter is to explore the guidance-related and health-related needs of primary-aged (grades 1 to 3) students from both student and parent perspectives. Descriptive analyses and multivariate analyses have been used to report perceived needs and compare perspectives both within and across groups. The first sections will provide an examination of the self-reported needs of primary-aged children. The following section will explore differences in the perceptions of needs between students and their parents. Details of the data analyses are provided in the appendices, while a summary of the findings appears in this chapter. The following results are presented and discussed below in respect to each of the three research questions: 1) What are the needs of primary-aged students? 2) In what ways do the perceptions of needs differ across subgroups of students? 3) What are the differences between adult and student perceptions of the needs of primary-aged students?

Self-Reported Needs of Primary-Aged Students

Initially, the 14 subscale means from within the 3 cluster areas (i.e., service, instruction, and environment) were used to determine the most important student needs as identified by primary-aged students. Utilizing the mean score, rather than the total score, allowed for comparison across subscales that contained differing numbers of items. The descriptive statistics were generated using the scale 2 = 'agree', 1 = 'unsure', and 0 = 'disagree'. 'Unsure' was given the middle value of '1' because it was determined that uncertainty was, to some extent, an indication of a possible need. As the middle value of

I statistically encompasses the range of scores from 0.5 to 1.5, items students rated above 1.5 were considered to be important to very important items.

Based upon the mean score cut-off of 1.5, 5 of the 14 student subscales were identified by the students as being areas of need (see Figure 3). Four of the top five subscales (80%) were in the area of instructional needs, as opposed to service or environmental needs. The only two instructional subscales that were not rated highly by students were safety and accident prevention and academics. No service subscales had a mean score above 1.5, and only one subscale within the environment cluster had a mean score above 1.5.

Priority	Identified Areas of Need	Mean Score
1	Physical Well-Being (I)	1.69
2	Involvement with Other Students (E)	1.62
3	Mental/Emotional Health (I)	1.60
4	Interpersonal Relationships (I)	1.57
5	Sexuality (I)	1.51
6	Physical Well-Being (S)	1.48
7	Personal Counselling (S)	1.36
8	Family or Home Life (S)	1.35
9	School Building & Grounds (E)	1.35
10	Safety & Accident Prevention (I)	1.33
11	Academic Skills (I)	1.32
12	Involvement with Teachers (E)	1.24
13	School Performance (S)	1.22
14	Issues Outside of School (E)	1.00

Figure 3. Rank-ordered subscale scores from student responses, in the need areas of Services (S), Instruction (I), and Environment (E).

At the micro level, a descriptive analysis of the data was completed using frequencies and mean scores for each question item (see Appendix C). Through an examination of mean scores for individual question items, specific areas of student need emerged. Of the 93 questions on the PSNS, the primary students perceived 35% of these questions as areas of need, as indicated by a mean score equal to or greater than 1.5. Due to the number of needs identified, only the top twenty are presented in Figure 4.

Priority	Question Items	Mean Score
1	How to stand up for myself (I)	1.88
2	How to get along with children in other grades (I)	1.83
3	How to set goals (I)	1.79
4	How to take care of myself (S)	1.79
5	Information on how to prevent diseases (I)	1.78
6	Information on taking care of my skin, hair, etc (I)	1.77
7	Less bullying (E)	1.75
8	Stopping people from hurting my feelings (S)	1.71
9	Learning how to say 'no' to peer pressure (I)	1.71
10	Less fighting (E)	1.71
11	Stopping people from hurting my body (S)	1.69
12	Information to identify when getting sick (I)	1.67
13	Better washrooms (E)	1.67
14	How to feel good about myself (I)	1.66
15	How to help others belong (I)	1.65
16	Had more field trips (I)	1.65
17	Less garbage and litter around the school (E)	1.65
18	Equal opportunity for boys and girls (E)	1.65
19	Help knowing what to do when someone dies (S)	1.63
20	What to do if someone touches private parts (I)	1.60

Figure 4. Rank-ordered question items from student responses, in the cluster areas of Services (S), Instruction (I), and Environment (E).

Consistent with the subscale ratings, students reported a greater number of instructional needs, than service or environmental needs. Primary-aged students reported the greatest concerns in adjusting to their school experience (e.g., standing up for self,

getting along, setting goals) and basic health care (e.g., preventing diseases, daily hygiene).

When examining the question items in respect to the top five subscales, the specific items contributing to the general need areas emerge. In the area of physical well-being, students reported a need for more information on disease prevention, self care, and indicators of illness. Question items related to involvement with other students included less bullying, less garbage around the school, and equal opportunities for boys and girls. The students identified specific mental and emotional health needs, such as learning how to stand up for themselves, set goals, and feel good about themselves. Further instruction needs in the area of interpersonal relationships included learning how to get along better with other students, say "no" to peer pressure, and help other children belong. In the area of sexuality, only the need to learn what to do when someone touches your private parts emerged as a top twenty question item.

Within the top ten questions, five originated from subscales that had a mean score below 1.50. Students identified specific areas of needs related to services in both family/home life (e.g., taking care of myself) and counselling (e.g., help stop people from hurting my feelings and my body), environmental needs in the school building and grounds (e.g., better washrooms), and instructional needs in academics (e.g., more field trips).

Differences Within Student Subgroups

In order to explore the differences between student perceptions across the primary grades, an initial inferential analysis was conducted using the three need area clusters, service, instruction, and environment, as dependent measures and demographic variables

as independent measures. Collins (1993, 1998) demonstrated that analyzing these clusters increases the validity of the results, as these clusters have been shown to conceptually relate together.

On the PSNS students recorded demographic information which included gender, future plans, first language, living arrangements, and length of residency in Canada. However, due to small cell size within various demographic categories (Table 2), only grade and gender were examined for variances in perceptions of needs. These two areas were selected due to consistent findings in the literature of noteworthy differences between grade and gender in studies with older students. Furthermore, such information is invaluable from a practical standpoint as it serves to augment programming decisions.

Differences in Cluster and Subscale Scores

In order to explore the differences between student perceptions across the primary grades, a 2 (gender) X 3 (grade) MANOVA was employed, with the need area clusters serving as dependent measures. Only the cases with complete data were included in the analysis. Significant main effects were observed for grade, $F(6, 80) = 4.54, p < 0.01$, but not for gender. An examination of the univariate F tests revealed that only environment, $F(2, 40) = 7.56, p < 0.01$, appeared to be contributing to these multivariate differences. There was also a significant interaction effect between gender and grade, $F(6, 80) = 2.60, p = 0.02$. However, follow-up univariate tests failed to produce any significant results.

A subsequent analysis was performed in order to determine the specific subscales within the environment cluster that were contributing to the observed grade differences. A one-way MANOVA was performed using the three student groups as independent

variables and the four environment subscales as dependent measures. The results of the MANOVA revealed a significant main effect for all four environment subscales: 1) school building/grounds, $F(2, 84) = 4.72, p = .01$, (2) involvement with other students, $F(2, 84) = 2.12, p < .01$, (3) involvement with staff, $F(2, 84) = 3.93, p = .03$, and issues outside of school, $F(2, 84) = 8.40, p < .01$.

Post hoc Tukey tests indicated significant differences between grades in each of the four environment subscales (see Table 4). Grade 2 students reported greater needs than grades 1 and 3 students did in the school building/grounds subscale. Grades 2 and 3 students reported greater need than grade 1 students did for environmental changes related to involvement with other students. Grades 1 and 2 reported higher needs in issues outside of the home than did grade 3 students. Grade 2 students were higher than grade 1 students in the area of interactions with staff (grades 3 in the middle). Means and standard deviations for each subscale in this analysis are listed in Table 5.

Table 4

Results of Post Hoc Analyses of Differences Between Grades for Environment Subscale

Items

Environment Subscales	Group Combinations				
	All Groups		Grades 1&2	Grades 1&3	Grades 2&3
	F	p	Significance	Significance	Significance
School Building/Grounds	4.72	.01	* 1<2	-	*2>3
Involvement With Other Students	11.49	<.01	* 1<2	* 1<3	-
Involvement With School Staff	3.93	.03	*1<2	-	-
Issues Outside School	8.40	<.01	-	*1>3	*2>3

Note: Asterisks indicate significant differences, $p < 0.05$.

Table 5

Means and Standard Deviations by Grade for Environment Subscale Items

Environment Subscales	Group						F	p
	Grade 1		Grade 2		Grade 3			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
School Building/Grounds	1.22	.09	1.70	.13	1.31	.10	4.72	.01
Involvement With Other Students	1.40	.07	1.93	.10	1.72	.07	11.49	<.01
Involvement With School Staff	1.09	.10	1.56	.14	1.24	.11	3.93	.03
Issues Outside of school	1.22	.10	1.15	.14	.65	.11	8.40	<.01

Differences in Item Scores

The four environmental subscales where significant group differences were found were further analyzed in order to develop a clearer picture of the specific differences between the perceptions of needs across the three primary grades. MANOVAs were performed on each of the four subscales separately, using individual item responses as dependent measures and the three groups (grades 1, 2, 3) as independent measures.

School building/grounds. The analysis of the school building/grounds subscale items revealed several significant differences. The scores of students in grades 2 and 3 were significantly higher than students in grade 1 in their perception of need for physical improvements within the school, such as better washrooms and more seating in the lunchroom. Students in grade 3 expressed significantly higher need for better noise control when compared to the grade 1 students. Students in grade 2 reported a higher need than grade 3 students for a longer lunch break (see Table 6). Mean scores and standard deviations for questions within the school building/grounds subscale are presented in Table 7.

Table 6

Results of Post Hoc Analysis of Differences Between Grades for School BuildingGrounds Subscale Items

Environment Subscale: School Building/Grounds	All Groups		Group Combinations		
	F	p	Grades 1/2 Significance	Grades 1/3 Significance	Grades 2/3 Significance
A microwave that I could use	1.78	.18			
Better temperature control	2.98	.06			
Longer lunch break	3.70	.03			*2<3
More time to eat in lunchroom	.52	.60			
Appropriate desks and chairs	.97	.39			
<u>Better washrooms</u>	5.84	<0.01	*1<2	*1<3	
More outside sandboxes	3.01	.06			
<u>Outside steps to sit on</u>	.24	.79			
<u>Better noise control</u>	3.91	.03		*1<3	
Outside furniture	1.97	.15			
More seating in the lunchroom	12.06	<.01	*1<2	*1<3	

Note. Underlined items indicate item scored above 1.5. Asterisks indicate significant differences.

Table 7

Means and Standard Deviations by Grade for School Building/Grounds Subscale Items

Environment Subscale:	Group						F	p
	Grade 1		Grade 2		Grade 3			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
School Building/Grounds								
A microwave that I could use	1.29	.90	1.40	.97	1.80	.56	1.77	.18
Better temperature control	.81	.93	1.60	.70	.87	.92	.24	.79
Longer lunch break	1.38	.86	1.70	.67	.80	.94	3.70	.03
More time to eat in lunchroom	1.24	.89	1.50	.85	1.13	.92	.52	.60
Appropriate desks and chairs	1.14	.91	1.60	.84	1.20	.86	9.65	.39
Better washrooms	1.29	.96	2.00	.00	1.93	.26	5.84	<.01
More outside sandboxes	1.52	.81	1.80	.63	1.00	1.00	3.01	.06
Outside steps to sit on	1.62	.74	1.80	.63	1.67	.62	3.91	.03
Better noise control	1.24	.77	1.80	.63	1.80	.56	2.98	.06
Outside furniture	1.19	.93	1.50	.85	1.73	.59	1.97	.15
More seating in the lunchroom	.71	.78	2.00	.00	1.47	.83	12.06	<.01

Involvement with other students. Only two areas of significant differences were discovered in the involvement with other students subscale. Students in grades 2 and 3

reported the need for less spitting around the school and increased equal opportunities for boys and girls than students in grade 1 did (see Table 8). Mean scores and standard are presented in Table 9.

Table 8

Results of Post Hoc Analysis of Differences Between Groups for Involvement with Other Students Subscale Items

Environment Subscale: Involvement With Students	Group Combinations				
	All Groups		Grades 1/2	Grades 1/3	Grades 2/3
	F	p	Significance	Significance	Significance
<u>Less damage to school property</u>	.94	.40			
<u>Less garbage and litter</u>	3.26	.05			
<u>No spitting in/around school</u>	6.65	<.01	*1<2	*1<3	
<u>Equal opportunities for boys & girls</u>	17.31	<.01	*1<2	*1<3	
<u>Less bullying</u>	1.84	.17			
<u>Less fighting</u>	2.56	.09			
<u>Stealing/lying dealt with</u>	1.99	.15			

Note. Underlined items indicate item scored above 1.5. Asterisks indicate significant differences.

Table 9

Means and Standard Deviations by Grade for Involvement With Others Subscale Items

Environment Subscale: Involvement With Students	Group						F	p
	Grade 1		Grade 2		Grade 3			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Less damage to school property	1.43	.68	1.70	.67	1.67	.49	.944	.397
Less garbage and litter	1.38	.80	1.90	.32	1.80	.41	3.26	.05
No spitting in/around school	1.24	.70	2.00	.00	1.73	.59	6.65	<.01
Equal opportunities for boys & girls	1.33	.48	2.00	.00	1.93	.26	17.31	<.01
Less bullying	1.57	.75	2.00	.00	1.80	.56	1.84	.17
Less fighting	1.48	.81	2.00	.00	1.80	.56	2.56	.09
Stealing/lying dealt with	1.38	.80	1.90	.32	1.33	.90	1.96	.15

Involvement with staff. Grade 2 and 3 students expressed a greater need than did grade 1 students for more input into school rules. Grade 3 students were more likely to feel that it was important that their teachers were less stressed than did grade 1 students (see Table 10). Mean scores and standard deviations are presented in Table 11.

Table 10

Results of Post Hoc Analysis of Differences Between Groups for Involvement with Staff Subscale Items

Environment Subscale Involvement with Staff	All Groups		Group Combinations		
	F	p	Grades 1/2 Significance	Grades 1/3 Significance	Grades 2/3 Significance
Better communication teachers/parents	.98	.38			
Teachers feeling less stressed	5.70	.01		*1<3	
Teachers & students get along better	2.19	.13			
Teachers clear about behaviours	3.10	.06			
Less interruptions	.21	.82			
Student help make classroom rules	5.50	.01	*1<2	*1<3	
Students more choice in work	1.78	.18			
Clear consequences	2.83	.07			
Teachers treat students fairly	1.59	.22			
More activities lunch/after school	2.46	.10			

Note. Underlined items indicate item scored above 1.5. Asterisks indicate significant differences.

Table 11

Means and Standard Deviations by Grade for Involvement With Staff Subscale Items

Environment Subscale: Involvement With Staff	Group						F	p
	Grade 1		Grade 2		Grade 3			
	Mean	SD	Mean	S.D.	Mean	S.D.		
Better communication teachers/parents	1.14	.73	1.40	.84	.93	.92	.98	.38
Teachers feeling less stressed	.76	.83	1.30	.95	1.71	.73	5.70	.01
Teachers & students get along better	.90	.94	1.60	.84	.93	.92	2.19	1.25
Teachers clear about behaviours	1.48	.68	1.30	.95	.79	.89	3.10	.06
Less interruptions	1.38	.80	1.40	.84	1.21	.89	.21	.82
Student help make classroom rules	1.10	.62	1.80	.42	1.64	.74	5.50	.01
Students more choice in work	1.29	.64	1.80	.63	1.50	.85	1.78	.18
Clear consequences	1.14	.48	1.60	.70	.93	.92	1.59	.22
Teachers treat students fairly	.76	1.0	1.40	.84	.86	.95	2.83	.07
More activities lunch/after school	1.19	.75	1.80	.63	1.57	.85	2.46	.10

Issues Outside of School. In areas outside of school, the grade one students reported the need for more privacy and a greater understanding by parents of their workload. Grade 1 scores on both of these items were higher than for the other primary grade students, indicating that the grade one students saw these areas as more of a priority than did the grade 2 and 3 students. Students in grades 1 and 2 also perceived a greater need than did the grade 3 students for more money to meet their basic needs (see Table 12). Mean scores and standard deviations for questions within the issues outside of school subscale are presented in Table 13.

Table 12

Results of Post Hoc Analysis of Differences Between Grades for Issues Outside of School Subscale Items

Environment Scale Issues Outside of School	All Groups		Group Combinations		
	F	p	Grades 1/2 Significance	Grades 1/3 Significance	Grades 2/3 Significance
Enough money for basic needs	33.55	<.01		*1>3	*2>3
Fewer problems with alcohol, etc.	.39	.68			
More agreement about rules	1.84	.17			
Parents spend more time with me	.33	.72			
Less yelling and put-downs	2.34	.11			
People feeling less stressed	1.18	.32			
More understanding by adults about my workload/stress	5.77	.01		*1>3	
More privacy	3.42	<.01		*1>3	
More freedom to do things on own	2.33	.11			
Better relationship with parents	2.57	.09			
Better relationship with siblings	.42	.66			

Note. Underlined items indicate students scored the need above 1.5. Asterisks indicate significant differences.

Table 13

Means and Standard Deviations by Grade for Issues Outside of School Subscale Items

Environment Scale:	Group						F	p
	Grade 1		Grade 2		Grade 3			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Issues Outside of School								
Enough money for basic needs	1.80	.52	2.00	.00	.33	.78	33.55	<.01
Fewer problems with alcohol, etc.	.45	.69	.30	.67	.25	.62	.39	.68
More agreement about rules	1.05	.89	1.30	.95	.58	.90	1.84	.17
Parents spend more time with me	1.15	.88	1.20	.92	.92	1.00	.33	.72
Less yelling and put-downs	1.25	.79	1.20	1.03	.58	.90	2.34	.11
People feeling less stressed	1.40	.68	1.20	1.03	.92	1.00	1.17	.32
More understanding by adults about my workload/stress	1.50	.61	1.00	.82	.58	.90	5.77	<.01
More privacy	1.25	.79	1.20	.92	.50	.90	3.42	.04
More freedom to do things on own	1.65	.59	1.60	.84	1.08	.90	2.33	.111
Better relationship with parents	.85	.88	.60	.97	.17	.58	2.57	.09
Better relationship with siblings	.75	.79	1.00	.94	.67	.98	.42	.66

Differences Between Adult and Student Perceptions of Student Needs

A comparison of student and parent perception of student needs was initially conducted through both a descriptive analysis and an inferential analysis of the data. Because the PSNS contained 14 subscales, while the ESNS contained 16 subscales, only data from those items occurring on both forms were used in the comparison of student and parent responses. In all, 89 questions in 14 subscales were used in this later analysis. Appendix F contains a listing of the 89 student and parent question items, along with a master list of question items. Items in the master list are utilized in the following section in order to allow for comparison of parent and student responses that read differently between the two survey forms.

A Descriptive Look at Student and Parent Perspectives

As with the student data, a comparison of student and parent perspectives was initially conducted through a descriptive analysis of the mean scores of both the subscales and individual question items (see Appendix E). The different response categories in the PSNS and the ESNS were retained for the descriptive analysis. Consequently, student scores above 1.5 and parent scores above 2.5 were considered noteworthy in the analysis of both subscale and item mean scores. The subscale scores from students and parents are presented in Figure 5, rank-ordered within each group.

Priority	Students	Parents
1	Physical Well-Being (I) (1.69)	<u>Sexuality (I) (3.41)</u>
2	<u>Involvement with Other Students (E) (1.62)</u>	Safety and Accident Prevention (I) (3.35)
3	<u>Mental/Emotional Health (I) (1.60)</u>	<u>Mental/Emotional Health (I) (3.23)</u>
4	<u>Interpersonal Relationships (I) (1.57)</u>	<u>Interpersonal Relationships (I) (3.09)</u>
5	<u>Sexuality (I) (1.51)</u>	<u>Involvement with Other Students (E) (2.84)</u>
6	Physical Well-Being (S) (1.48)	Physical Well-Being (I) (2.73)
7	Personal Counselling (S) (1.36)	Physical Well-Being (S) (2.68)
8	Family or Home Life (S) (1.35)	Involvement with Teachers (E) (2.57)
9	School Building & Grounds (E) (1.35)	School Building & Grounds (E)(2.24)
10	Safety & Accident Prevention (I) (1.33)	Personal Counselling (S) (2.24)
11	Academic Skills (I) (1.32)	Family & Home Life (S) (1.93)
12	Involvement with Teachers (E) (1.24)	Academic Skills (I) (1.86)
13	School Performance (S) (1.22)	School Performance (S) (1.64)
14	Issues Outside of School (E) (1.00)	Issues Outside of School (E) (1.21)

Note. Maximum score for students is 2. Maximum score for parents is 4. Items ranked in top 5 by both groups are underlined.

Figure 5. Rank-ordered subscale scores from student and parent responses, in the need areas of Services (S), Instruction (I), and Environment (E).

The above data shows a large amount of agreement between the reports of students and parents. Four of the five top categories of need were common to both groups. Furthermore, both parents and students reported the highest areas of need in instruction, rather than service or environmental changes.

Still, important differences do exist, especially in the top-most items, as the number one priority for students is ranked sixth by parents, and the top item by parents is ranked fifth by students. The listing of highest priority subscales indicates that parents perceived student needs in a greater number of areas than did students. In total, 7 of the 14 subscales were identified as important areas by parents, as opposed to the 5 areas identified by students.

The differences between student and parent perceptions become more apparent when specific need areas are examined. Parents identified 48% of the questions as areas of need (indicated by mean scores at or above 2.5), while students identified 35% of the questions as areas of need (mean score at or above 1.5). Means and standard deviations for the top twenty priority items are summarized in Figure 6.

Of the top 20 items, only nine items are common to both groups. The top nine items identified by the parents are all from the instruction cluster. While students' responses also had an instructional focus, questions items within their top nine rankings also came from the service and environment subscales. Overall, students identified specific needs in adjusting to the school environment and personal care, while parents seemed more concern with the physical side of growing up. Parents identified areas such as avoiding and dealing with sexually inappropriate behaviour, avoiding conflict, and basic 'street smart' skills.

An Inferential Examination of Differences

A Multivariate Analysis of Variance (MANOVA) was performed in order to compare student and parent responses from an inferential perspective. As with the examination of within group differences, between group differences were initially analyzed using a 2 (gender) X 2(group) MANOVA, with the need area clusters, i.e., instruction, service, environment, as dependent measures and the demographic variables as independent measures. Conversion of the student responses to a four point scale was completed to allow for statistical comparison, with 4 = 'agree', 2 = 'unsure', and 0 = 'disagree'. As discussed in Chapter III, only the 89 questions that were common to both the parent and student surveys were used for the inferential analysis. Only the cases with complete data were used in each of the following analyses.

Differences in cluster and subscale scores. Significant main effects were observed for group, i.e., parents versus student, $F(3, 76) = 5.32, p < .01$, but not for gender. Univariate tests confirmed that the differences between student and parents were statistically significant in both the service, $F(1, 76) = 6.27, p < .01$, and environment, $F(1, 76) = 4.94, p = .03$, clusters. Post hoc Tukey tests revealed that students reported higher needs in both clusters.

Differences in subscale scores. Subsequent MANOVAs were performed on each subscale in clusters where statistically significant differences were found using the student and parent groups as independent variables and the subscale scores for each of the 2 clusters of service and environment as dependent variables.

Priority	Students	Parents
1	<u>How to stand up for myself</u> (I) (1.88)	Saying 'no' to touching in private parts (I) (3.66)
2	How to get along with children from other grades (I) (1.83)	<u>What to do if someone touches private parts</u> (I) (3.58)
3	<u>How to set goals for myself</u> (I) (1.79)	<u>How to stand up for myself</u> (I) (3.53)
4	How to take care of myself (S) (1.79)	How to deal with conflicts (I) (3.53)
5	Information on how to prevent diseases (I) (1.78)	Learn about car safety (I) (3.50)
6	Information on taking care of my skin, hair, etc (I) (1.77)	Street safety (I) (3.50)
7	<u>Less bullying</u> (E) (1.75)	<u>How to set goals for myself</u> (I) (3.48)
8	<u>Learning how to say 'no' to peer pressure</u> (I) (1.71)	<u>How to say 'no' to peer pressure</u> (I) (3.47)
9	<u>Less fighting</u> (E) (1.71)	<u>How to feel good about myself</u> (I) (3.45)
10	Help dealing with physical or emotional abuse (S) (1.70)	First aid for small injuries (S) (3.44)
11	Information to identify when getting sick (I) (1.67)	<u>How to be more accepting of others</u> (I) (3.35)
12	Better washrooms (E) (1.67)	<u>Less bullying</u> (E) (3.28)
13	<u>How to feel good about myself</u> (I) (1.66)	<u>Equal opportunities for boys & girls</u> (E) (3.27)
14	<u>How to be more accepting of others</u> (I) (1.65)	Learn about sports safety and safety equipment (I) (3.24)
15	Had more field trips (I) (1.65)	How to be more considerate and respectful (I) (3.18)
16	Less garbage and litter around the school (E) (1.65)	Learn how to protect personal privacy (I) (3.12)
17	<u>Equal opportunity for boys & girls</u> (E) (1.65)	Teachers feeling less stressed (E) (3.10)
18	Help learning how to cope with death (S) (1.63)	<u>Less fighting</u> (E) (3.07)
19	<u>What to do if someone touches private parts</u> (I) (1.60)	How to express feelings more honesty (I) (3.03)
20	Outside steps (E) (1.60)	How sexuality is part of personality (I) (3.03)

Note. Maximum score for students is 2. Maximum score for parents is 4. Items common to both groups are underlined.

Figure 6. Top 15 needs reported by primary-aged students and their parents.

The results of the 2 MANOVAs confirmed that reliable differences occurred between students and parents on certain subscales. The follow-up univariate tests indicated that the main effect for group in the environment cluster came from the school building and grounds, $F(1, 73) = 6.28, p < .01$, involvement with other students, $F(1, 73) = 5.12, p = .03$, and issues outside of school, $F(1, 73) = 14.00, p < .01$, subscales. In the service cluster, the main effect came from two subscales: family/home life, $F(1, 77) = 9.52, p < 0.01$, and school performance, $F(1, 77) = 12.19, p < 0.01$ (see Table 14).

Table 14

Results of Post Hoc Analysis of Differences Between Groups for Subscale Items

Subscale	F	p	Significance
Environmental Needs			
School Building/Grounds	6.28	<.01	*S>P
Involvement With Other Students	5.12	.03	*S>P
Involvement With School Staff	.45	.50	
Issues Outside School	14.00	<.01	*S>P
Service Needs			
Physical Well-Being	1.99	.16	
Counselling	3.43	.07	
Family/Home Life	9.52	<.01	*S>P
School Performance	12.19	<.01	*S>P

Note: Asterisks indicate significant differences, $p < 0.05$.

Overall, students reported greater needs than did parents in all of the identified subscales. Means and standard deviations for subscales scores are presented in Table 15 and 16.

Table 15.

Means and Standard Deviations by Service Subscales: Differences Between Groups

Service Subscales	Group				F	p
	Students		Parents			
	Mean	S.D.	Mean	S.D.		
Physical Well-Being	2.99	.13	2.68	.15	1.99	.16
Counselling	2.57	.12	2.24	.16	3.43	.07
Family/Home Life	2.71	.16	1.93	.19	9.52	<.01
School Performance	2.44	.15	1.64	.18	12.19	<.01

Table 16

Means and Standard Deviations for Environment Subscale Scores: Differences Between Groups

Environment Subscales	Group				F	p
	Students		Parents			
	Mean	S.D.	Mean	S.D.		
School Building/Grounds	2.74	.87	2.24	.79	6.28	<.01
Involvement With Other Students	3.25	.73	2.84	.84	5.12	.03
Involvement With School Staff	2.42	.97	2.57	.98	.45	.50
Issues Outside of school	2.00	1.02	1.14	.95	14.00	<.01

Differences in item scores. The five subscales where significant group differences were found were further analyzed in order to identify particular question items that contributed to the differences between the variance in perceptions between students and parents of primary-aged student needs. MANOVAs were performed on each of the five subscales using individual item responses as dependent measures and the two groups (students, parents) as independent measures. The results are presented in the following

series of tables. Items that scored 2.5 or higher by the students are underlined: items that scored 2.5 or higher by the parents are italicized.

Table 17

Results of Post Hoc Analysis of Differences Between Groups for Items in the Environment Subscales

Question Items (Environment)	All Groups		Significance
	F	p	
School Building/Grounds			
<u>Greater access to microwave</u>	4.25	.04	*S>P
<u>Better washrooms</u>	3.52	.07	
<u>Better temperature control</u>	1.58	.21	
<u>Longer lunch hours</u>	4.91	.03	*S>P
<u>Appropriate desks and chairs</u>	1.08	.30	
<u>More outside sandboxes</u>	6.27	.02	*S>P
<u>Outside furniture</u>	.79	.38	
<u>Outside steps to sit on</u>	12.19	<.01	*S>P
<u>Better noise control</u>	8.56	.01	*S>P
<u>Better lunchroom seating</u>	.07	.80	
Involvement with Other Students			
<u>Less damage to school property</u>	7.97	.01	*S>P
<u>Less garbage and litter</u>	6.44	.01	*S>P
<u>No spitting in/around school</u>	.61	.43	
<u>Equal opportunities for boys & girls</u>	.10	.76	
<u>Less bullying</u>	.58	.45	
<u>Less fighting</u>	1.24	.27	
<u>Crimes dealt with effectively</u>	1.49	.23	
Issues Outside of School			
<u>Enough money for basic needs</u>	22.38	<.01	*S>P
Fewer problems with alcohol, etc.	.17	.68	
More agreement about household rules	2.89	.09	
Parents spend more time with me	8.34	.01	*S>P
Less verbal & emotional abuse	10.15	<.01	*S>P
People feeling less stressed	5.24	.03	*S>P
More understanding about my workload/stress	9.27	<.01	*S>P
More privacy	10.25	<.01	*S>P
<u>More independence</u>	28.89	<.01	*S>P
Better relationship with parents	.04	.84	
Better relationship with siblings	.06	.81	

Note: Underlined items indicate students scored the need above 2.5; italicized items indicate the need was scored above 2.5 by parents. Asterisks indicate significant differences.

Table 18**Results of Post Hoc Analysis of Differences Between Groups for Items in the Service****Subscales**

Question Items (Service)	All Groups		Grades 1/2
	F	p	Significance
Family/Home Life			
<u>Counselling about how to cope with my parents' separation or divorce</u>	6.82	.01	*S>P
Help coping with family being separated	.04	.84	
<u>How to take care of myself</u>	38.47	<.01	*S>P
School Performance			
<u>Understood my work more easily</u>	12.94	<.01	*S>P
Had more help/tutoring with schoolwork	.68	.41	
Learned how to control my behaviour better	8.09	<.01	*S>P
Was able to reduce work anxiety	5.82	.02	*S>P
<u>Felt better about my academic abilities</u>	7.46	.01	*S>P
Did my school work more carefully	1.33	.25	
<u>Felt comfortable telling my teachers when I am having difficulty understanding their requirements</u>	.23	.63	
<u>Wasn't so hungry at school</u>	77.22	<.01	*S>P
Had my help with schoolwork at home	.08	.77	
Note: Underlined items indicate the need was scored above 2.5 by students, and italicized items were scored above 2.5 by parents. Asterisks indicate significant differences.			

When the data is examined at the item level, a general pattern emerges. In both the environment and service subscales, student scores were significantly higher than parent scores. On items related to the general physical structure of the school, such as better washrooms, more outside sandboxes, outside steps, and better noise control, student scores were higher than parent scores. Students also reported stronger needs than did the parents in less garbage, litter, and damage to the school property. While students and parents viewed the overall needs related to issues outside of school as quite low, students were more likely to score items within this area higher than did parents. As such, students scored higher than did parents the need for increased money, parental time,

understanding of workload/stress, privacy, and independence. As well, students scored higher on items pertaining to less verbal and emotional abuse and less feelings of stress by other people.

Within the family/home life and school performance subscales, students and parents scored the majority of items below 2.5. In most of the question items scored above 2.5 by the students but not by parents, the variance between scores was statistically significant. Student scores were higher than parent scores in services related to counselling, and learning how to take care of themselves. Students also saw a higher need for services to help them understand their work more easily, control their behaviour, reduce work anxiety, increase academic confidence, and reduce hunger at school.

Summary of Research Questions

Within this chapter the needs of primary-aged students were examined through descriptive and inferential analysis of both student and parent perspectives. The results suggest that both students and parents perceived primary-aged students to have numerous needs, predominately in the area of instructional needs. Although a large degree of congruence was found between the perceptions of parents and students, notable differences were also found. As well, students in the primary grades were not homogeneous in the needs they reported. The following chapter serves to present these results in a coherent framework by exploring various themes that emerge.

Chapter V

DISCUSSION

In the present study a needs assessment survey was administered to students and to their parents in order to obtain information on the guidance-related and health-related needs of primary-aged children. What emerged from the analysis was a picture of the needs of the primary-aged students in this study. The results from the previous chapter are summarized below, as they relate to the self-reported needs of students, within group differences, and finally parent and student perceptions. Both the results and implications from this study are discussed in relation to current literature in the area of needs assessments and CGC programs. The strengths and limitations of this study are presented, as are directions for future research.

Summary of Findings and Relationship to Previous Research

Self-Reported Needs of Primary-Aged Students

Overall, primary-aged students were found to be most concerned about learning how to take care of themselves and adjusting to their school experience. In particular, students expressed a need for more information on disease prevention, self care, and indicators of illness. They also reported a need to learn how to stand up for themselves, get along with others, and set goals. These results reflect a mature understanding by primary-aged students of their physical, emotional, and social growth and development, and their resulting increased independence. For many primary-aged students, school represents the first time they are grouped with other children, rather than with their parents, for a significant portion of the day. Thus, the student responses reflect not only

an increased recognition of their growing independence, but also reflect an understanding of the needs that are concomitant to adjusting to their school experience.

Previous studies into student needs have strongly supported the view that students are skill-orientated and proactive in the type of needs they report (Collins & Hiebert, 1995; Couture, 2000; Hiebert et al., 1994; Kemeny, 1997; Robinson, 1999). The preeminence given to instructional needs, rather than service or environment needs, within this study, suggests that primary-aged students are also skill-orientated and proactive in the types of needs they report. In particular, the emphasis on instructional needs suggests that these students are actively seeking the skills that will help them cope with future challenges. For example, students identified the need for more information in the areas of physical well-being, interpersonal relationships, mental/emotional health, and sexuality.

In addition to preparing for future challenges, the student responses also reflected a proactive approach by students in addressing present demands. Students identified the need to improve involvement between students by reducing bullying and fighting and ensuring equal opportunities for boys and girls. As well, students identified the need for environmental changes, i.e., better washrooms, and counselling services to help them deal effectively with other students.

Differences Between Students

Previous studies have consistently reported differences between the needs of females and males at the junior (Couture, 2000; Kemeny, 1997) and senior high (Collins, 1993; 1998) levels, but not at the elementary level (Robinson, 1999). The absence of significant gender differences within this study serves to substantiate that prior to junior

high there is overall agreement between boys and girls in reported areas of need. This finding has significant implications for program development in elementary schools. It suggests that boys and girls can be grouped together for program implementation.

While no statistically significant differences were found between boys and girls, there were differences between grades in the perception of needs related to home and school environments. This finding is divergent from previous research that has found minimal or no grade differences (Collins, 1993, 1998; Couture, 2000; Kemeny, 1997; Robinson, 1999). The differences in needs across the primary grades, and lack of differences at the upper grades, supports the view that the primary years, in particular, are a rapid period of socialization, cultural adjustment, and personal development. Consequently, the needs of children within this age group are not static: their needs change concomitantly with their maturational growth and development.

This developmental trend is particularly evident in examining the environmental needs of primary-aged students. Students in grades 1 and 2 expressed more concern than did grade 3 students in issues related to their family life (issues outside of school). In particular, students in grades 1 and 2 perceived a greater need than did the grade 3 students for their families to have more money to meet their basic needs. In addition, the grade 1 students saw the need for more privacy and for greater understanding of their workloads by their parents as more of a priority than did the grade 2 and 3 students. Conversely, students in the upper primary grades, grades 2 and 3, were more concerned with environmental needs within the school than were the students in grade 1. Students in grades 2 and 3 more likely to perceive the need for less spitting and increased opportunity for boys and girls within the school. They also ranked higher than the grade ones the need

for physical improvements within the school, i.e., better washrooms, more seating in the lunchroom, and involvement with school staff, i.e., more input into school rules. It appears, therefore, that as sources of influence broaden during the primary years (Rice 1997; Ross et al., 1996), the need focus shifts from the immediate family environment to the neighborhood and school: with students in the middle (grade 2) reporting the greatest needs in both environments.

Adult versus Student Perceptions of Primary-Aged Student Needs

A large degree of agreement was found between the reports of students and the perceptions of parents about the needs of their sons and daughters. Common to both groups were reports of need in the areas of involvement with other students, mental/emotional health, interpersonal relationships, and sexuality. Furthermore, both parents and students reported the highest areas of need in instruction, rather than services or environmental changes. However, students were more likely than parents to prioritize specific service needs related to academics (i.e., increased comprehension of schoolwork, greater academic self-confidence, decreased hunger) and family life (i.e., counselling for family problems, instruction on personal care) than were parents. Students also saw a greater need than did parents for environmental changes both at school (e.g., less bullying, less fighting, better washrooms, less garbage around school) and at home (e.g., more money for basic needs, more independence).

Furthermore, while there was general congruence between students and parents in the top five identified need areas, notable differences occurred in the ranking given to each of these items. While both students and parents identified sexuality as a need, it was ranked fifth by students and first by parents. Conversely, the top ranked area for students

(physical well-being) was ranked sixth by parents. Overall, these results suggest that while parents are likely to identify the general areas in which students themselves feel that they have needs, they are not as accurate in identifying the specific concerns or issues that students might have or the priority that students place on each of the items.

While an overall pattern of concordance was found among evaluations of need areas between student and parent reports, key differences were also evident. Congruent with other research in the area (Couture, 2000; Gordon, 2000), parents ranked a greater number of items as important than did students. Specifically, parents expressed more concern for safety than did the students. Parents identified areas such as avoiding and dealing with sexual abuse, avoiding conflict, and learning basic 'street smart' and safety skills as being important. For example, parents expressed the need for students to learn car, street, and sports safety. Given the prevalence of sexual abuse (Covell, 1995; Landy & Tam, 1998) and risk of hospitalization or death due to injury (Health Canada, 1997; SAGE Research Corporation, 1996; Statistics Canada, 1998) during the primary years, the parents' responses reflect an accurate awareness of potential risks and hazards. As such, adults' perceptions are important as they reflect a diverse array of knowledge, experience, and expertise.

Implications

In the past it has commonly been accepted that adults, rather than students themselves, are the individuals most knowledgeable about the needs and characteristics of students at the primary level. However, the results of this present study strongly suggest that, when given the opportunity, young children have the ability to identify and convey their needs. In fact, the results of this study refute the notion that children within

this age group have a limited ability to understand and complete needs assessments. In fact, their responses reflected a mature understanding of the unique challenges they face and developmental changes they experience.

The findings of this study also provide further empirical support to the plethora of research that has identified significant differences between the perceptions of student and adult groups in their perceptions of students needs (Collins, 1993, 1998; Couture, 2000; Hiebert et al., 1998; Robinson, 2000). For example, students, but not parents, indicated that increased comprehension of schoolwork, greater academic self-confidence, and less hunger were essential to greater school performance. Students were more likely than parents were to score specific academics, family life, and environmental needs as priority areas.

Among the needs reported by parents, but not by children, were safety and accident prevention needs such as; instruction in safety equipment, learning basic safety rules, and protecting personal privacy on the internet, on the phone, and at school. Furthermore, parents expressed the importance of learning how to deal with sexual assault as more of a priority than did students. These findings support the view that parents possess information about the long-term risks or potential dangers that children may not have due to their age, e.g., sexual abuse, injury or death due to accidents.

The assessment of multiple perspectives in this study facilitates an understanding of the differences between parents and students in the perceptions of student needs. The "realities" experienced by young children are not always the same as the "realities" that adults experience. Rather than view these differing "realities" as problematic, the results of this study suggest that such perceptions provide a more rich and comprehensive

understanding of the types of problems children are facing, and the magnitude and pervasiveness of such problems. It is imperative, therefore, that we listen to the perspectives of both students and parents voices when developing programs to meet the needs of primary-aged children.

A second major implication arising from this study relates to the fundamental importance of needs assessment in program development. As noted above, programs based on multiple perspectives of various stakeholder groups are more likely to address the most salient needs and reality of the service recipients. Consequently, such programs differ in their direction and goals from those programs in which a needs assessment was not an essential prerequisite to program planning. Comprehensive needs assessments result in less duplication or gaps in programs and services provided, and reduce the likelihood of inappropriate allocation of personnel and other resources (Heibert et al., 1999).

The results of this study strongly suggest that in the primary years, comprehensive guidance and counselling programs should have a strong instructional and preventative focus (Figure 2). Both parents and students within this study gave preeminence to instructional needs, rather than service or environmental needs. Primary-aged children are just beginning to discover and understand themselves and the world around them. As such, it can be argued that the need for information or direct instruction is generally higher at this age than is the need for services or environmental changes. Direct instruction provides children at this age with the information and skills base necessary to cope with both present and future demands, as well as provides them with the knowledge to determine if they do require additional services or environmental changes in the future.

The lack of grade differences in perceptions of student needs across the upper elementary (Robinson, 1999), junior high (Kemeny, 1997), and senior high (Collins, 1993, 1998; Gordon, 1997) grades suggests that school wide programs are viable options at each school level. However, this general congruence of needs within each school level is not apparent within the primary grades. Rather, as they progress through their early school years, primary-aged children are presented with distinct challenges. While issues related to the family environment were of greater concern to younger primary-aged children, beginning in grade 2 the needs of primary-aged students gradually began to shift towards concerns related more to their school and neighborhood. Thus, while students in grade 1 were more likely to express the need for more privacy and greater parental understanding related to workload, students in grade 3 were more likely to voice concern regarding equality between students and the need for physical improvements within the school. As such, program developers at the primary level must be cognizant of the rapid development of children within this age group and the concomitant changes to their needs. However, the absence of any significant gender differences, suggests that general agreement between boys and girls in reported areas of need across the primary grades. While schools will need to create different programs for meeting the needs of students in different primary grades, within each grade boys and girls can be grouped together when the programs are implemented.

A third major implication pertains to the importance of a strong developmental emphasis in determining the needs of primary-aged children and establishing appropriate programming. Many factors affecting young children, if not properly addressed, contribute to the development of risk behaviors, health deficits, mental health problems,

and poor educational performance in later years (Frank, 1994; Keating & Mustard, 1996; Landy & Tam, 1998; Ross et al., 1996). It is essential, therefore, that needs related to these factors are identified as early as possible. Furthermore, students require the skills necessary to effectively deal with these factors. For example, the development of strong social networks and healthy self attitudes, may serve to mediate risk factors students are presently facing and those they may experience in the future. Finally, a developmental perspective acknowledges that competency in a particular area is a result of attainment of previously learned skills throughout one's educational career (Diachuk et al., 1995). For example, areas related to career and life planning, which are seen as particularly relevant issues for students at both the junior high and senior high levels (Couture, 2000; Gordon, 2000), can initially be presented to younger students as career education and exploration (e.g., field trips, guest speakers).

This study addressed developmental issues in terms of identifying needs related to risk factors (e.g., help dealing with my parents separation or divorce), self development (e.g., how to stand up for myself), and skill development (e.g., more field trips), suggesting that such an approach is feasible with primary-aged children. However, it is the importance that the students gave to items in each of these areas that substantiates the necessity of developmental approaches during the early school years. Furthermore, the preventative and skills/competency focus that emerged from examining the student responses strongly supports that students are not only receptive to, but also capable of, identifying needs that are important to them both in the present and well into the future.

Strengths and Limitations of the Study

While considerable research is beginning to accumulate on the needs of senior high (Collins, 1993; 1998; Gordon, 2000), junior high (Couture, 2000; Kemeny, 1997), and even elementary (Robinson, 1999) students, the research into the needs of primary-aged students is negligible. Of the limited research that has been conducted in this area (Kelly & Ferguson, 1984; Strub, 1981), the assessment instruments have been limited in addressing the developmental and comprehensive nature of primary-aged students needs. A particular strength of this current study, therefore, was the development of an appropriate instrument for use with primary-aged students.

Beginning with a reliable and valid needs assessment instrument for high school students (Collins, 1998; Collins & Hiebert, 1995; Hiebert et al., 1994), the Collins (1993, 1998) instrument was adapted for the primary-aged population through a series of successive modifications. These successive modifications, which began at the junior high level and progressed to the primary level, ensured that key areas and concepts were presented at each school level in a developmentally appropriate manner. For example, while students at the high school and junior high levels were asked questions related to sexually transmitted diseases, pregnancy, and healthy sexual decisions, sexuality at the primary level was presented in terms of personality characteristics of being a boy or girl. While students from high school to upper elementary were asked if they required counselling services to help stop physical or emotional abuse, students at the primary grades were asked two separate questions dealing with people hurting their feelings and their bodies. Approaching instrument development in this manner, ensured that the final primary-aged instrument was both comprehensive and developmental in nature,

encompassing the same key concepts and areas that were addressed throughout each school level (i.e., upper elementary, junior high, senior high).

Another strength of this study was the inclusion of both parent and student perspectives in ascertaining the needs of primary-aged children. While some suggest that primary-aged children lack the ability to understand and complete needs assessments, the results of this study suggest otherwise. In particular, the responses of students in this study reflected an understanding of the needs that are associated with the maturational growth and development of the primary years. Limiting data collection to the views of parents would have missed valuable information about student needs for specific academic and family services and environmental changes. Conversely, limiting data collection to the views of students would have resulted in a lack of recognition of important safety issues. As such, ascertaining the needs of primary-aged children through multiple perspectives provided a more comprehensive picture.

Several limitations of this present study developed as a result of its inclusion in a larger school study addressing the development of a CGC program in kindergarten through to grade 9. One of the most significant limitations was the small primary population in the school from which the sample was drawn. While the student sample comprised 58% of the total primary-aged population within the school, the total number of students included in the study ($n=48$) was quite low. In particular, the number of students from grade 2 ($n=10$) made between grade comparisons problematic.

A second problem arose from the decision to use the ESNS (Elementary Student Needs Survey) with the parents of primary-aged children, rather than a parent form of the PSNS (Primary Student Needs Survey). While this decision was made to allow school

staff to later compare parental perceptions across the entire elementary grades, the result was a reduction in the utility of comparing mean scores between parent and student groups within the primary population. The utilization of similar rating scales on the two instruments would have increased the number of meaningful comparison that could have been made across these two groups. However, the use of the ESNS with the parent population was only problematic from a research perspective. From a program development perspective, the comparison of parent perceptions across the elementary grades was an important component to ensuring a responsive and appropriate school-wide program.

A potential limitation of this present study relates to the accuracy of a needs assessment with children this young. As noted earlier, many authors in the field have suggested that primary-aged children encounter too many difficulties in understanding and completing a needs assessment. While the specific responses of primary-aged students, and resulting patterns of need that emerged from those responses, strongly suggest that primary-aged students are capable of understanding and articulating their needs, children within this study had difficulty readily distinguishing between areas of need and important items. Although these two classification systems are virtually synonymous, the later term serves to connote a more general, rather than personal, area of need.

Furthermore, difficulty in ensuring that primary-aged students correctly articulated their needs was contributed to by the iconic response options that were utilized in the primary survey form. Although the iconic response options had great face validity for both adults and students, some problems were encountered with this method. For

example, the question, "It is important for me to have my parents spending more time with me", would be answered in the affirmative by students who felt that their parents were not spending enough time with them. As such, those students would answer by marking "☺", even though the situation was not happy. This created some confusion for students. However, because administration was done in small groups, the individuals administering the survey were able to address and provide reasonable assurances that the responses of the students matched how they actually felt. It is interesting to note that in a subsequent version of the instrument survey, the icons were replaced by "Y" for yes and "N" for no.

A final potential limitation of this study is that the findings may not necessarily reflect the expressed needs of all primary-aged students. As such, the results should not be generalized to represent the needs of all primary-aged children. However, this is only problematic if one fails to realize that needs assessments are premised on the belief that needs differ between each community and school (Collins, 1998; Rye & Sparks, 1991), and across various subgroups within a given population (Hiebert et al., 1999). Given the specificity of needs to a particular population, the need assessment results are most valid and useful for the specific population from which the needs were solicited.

Directions for Future Research

This current study provides empirical support for the necessity of soliciting the perceptions of primary-aged students themselves in order to develop school-based programs to address their needs. Although the results of such assessments are largely specific to individual populations, general themes emerge when the needs of similar student populations are repeatedly examined. For example, the numerous studies

completed with high school and junior high populations suggest that adolescents are generally proactive, future-orientated, and solution focused in the types of needs they report (Collins, 1998; Couture, 2000; Kemeny, 1997). Unfortunately, such general themes have not yet emerged for primary populations due to the limited research that has been conducted in this area. Continued examination of primary-aged populations is warranted, therefore, in order to determine if similar patterns of need emerge with younger students.

Given the increasing diversity of children within Canadian classes (CCSD, 1998; Lupart & Webber, 1996; Ross et al., 1996), it is necessary that future studies examine variances within subgroups of the primary populations being studied. Previous studies at the junior and senior high levels have found that the self-reported needs and challenges faced by adolescents differ depending on a number of different socioeconomic, linguistic, religious, cultural, gender, and cognitive factors (Bickham, Pizarro, Warner, Rosenthal, & Weist, 1998; Collins, 1998; Collins & Angen, 1997; Couture, 2000; Gordon, 2000). Similar findings at the primary level would hold significant programming implications.

There is also a need for further research to be conducted in which the needs of primary-aged students are examined not only through a comparison of parent and student perspectives, but also through examination of perspectives of school staff. This is essential at the primary grade levels, where the decisions for program planning usually lies with the individual teachers. While insight and expert judgement have traditionally been used as the basis for program design, particularly with primary-aged students, the key differences found between parents and students suggest that adults may not always be the individuals most knowledgeable about the "realities" that students themselves

perceive. Just as discrepancies exist between parents and students, it is likely that discrepancies also exist between the perceptions of teachers and students, as well as between teachers and parents. The need for research in this area is further supported by previous studies which have found significant differences between the perceptions of school staff and students (Collins & Hiebert, 1995; Gordon, 2000), as well as between school staff and parents (Couture, 2000; Gordon, 2000).

Owing to the early onset and probabilistic trajectory of many risk factors, the comprehensive guidance and counselling movement is viewed as an integral and mainstream part of the overall educational program from kindergarten through to grade 12. The results of this study suggest that students as young as grade one are capable of identifying and conveying their own felt needs. Consequently, more research needs to be done to determine if these findings can also be extended to students within the kindergarten, and even preschool, years.

Final Conclusions

Many of the societal and familial factors affecting today's children adversely affect their academic achievement and learning. In developing school-based programs to address these factors, insight and expert judgement have traditionally been used as the basis for program design, particularly with primary-aged students. However, a growing body of literature suggests the need for soliciting input from a variety of stakeholder groups. In particular, the felt needs of individuals for whom such programs are intended to serve should be central to program development (Hiebert et al., 1999). The results of this study support the utility and feasibility of administering needs assessments to both

student and parent populations in order to ascertain multiple perspectives on the needs of primary-aged students.

The primary-aged students in this study were found to be skill-orientated, future focused, and proactive in the types of needs they reported. They were most concerned about acquiring the information necessary to help them deal with both present and future challenges, such as taking care of themselves and adjusting to their school experience. Students also identified specific service needs in counselling (e.g., help stop people from hurting my feelings and body), as well as environment needs (e.g., better washrooms). As the sources of influence broaden during the primary years from the immediate family to the neighborhood and school, the concomitant needs of students also shift. Consequently, students in grade 1 placed more emphasis than older students on issues related to family life, while students in grades 2 and 3 expressed a higher need for more specific environmental changes within the school than did the grade 1 students.

When student and parent perceptions were compared, a large degree of congruence was found. Common to both groups were reports of need in the areas of involvement with other students, mental/emotional health, interpersonal relationships, and sexuality. However, while parents were likely to identify general areas in which students themselves felt they had needs, parents differed from students in the specific concerns or issues that they identified as well as the priority that they placed on each item. Students were more likely than parents to score specific academics, family life needs, and environmental needs as priority areas. Conversely, parents expressed more safety concerns than did students. Parents identified areas such as avoiding and dealing

with sexual abuse, avoiding conflict, and learning basic 'street smart' and safety skills as important needs.

The differences that existed between adult and student perceptions underscore the importance of assessing student needs from multiple perspectives. Rather than view any perspective as "accurate", such differences represent the "realities" of each stakeholder group. Including students in needs assessments ensures that the scope of comprehensive school programming is based on the realities of the service recipients, rather than solely on inferences of what others feel students need. Inclusion of parental input, particularly at the primary level, ensures that areas of potential risk or danger that children may not be cognizant of are also addressed within such programs. As such, needs assessments that solicit the views of various stakeholders serve to elucidate both the magnitude and pervasiveness of challenges that children face.

The primary years represent a distinct period, not only in terms of growth and development, but also in terms of need. If not properly addressed, these needs can contribute to the development of risk behaviours, health deficits, mental health problems, and poor educational performance in later years. Given the complexity and uncertainty of the lives of many Canadian children at the end of the twentieth century, it is incumbent for schools to assess student needs based upon a multitude of perspectives, including those of both parents and students.

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APPENDIX A

Student and Parent Consent Letter

Feb. 5, 1999

Dear Parent/Guardian,

SPEAK YOUR MIND! OSEZ PRENDRE LA PAROLE!

These slogans can now be seen throughout (school name) School. They have been made up by the (school name) leadership students on behalf of the (school name) Comprehensive Student Needs Assessment Project Steering Committee. In accordance with our School Improvement Plan goal to increase student voice, a survey has been developed to give you and your child a chance to provide us with input regarding the programs, services, and environmental changes needed at the school. We have engaged the services of a University of Calgary research team in the survey development, the compilation, and reporting of results. This is an opportunity for you to express your opinion, as the survey will provide us with the information to develop a comprehensive and collaborative program addressing (school name) student needs.

We are requesting consent for one adult parent per household to complete the survey to be sent home on February 16, 1999. On that same day, students in grades 1 to 3 will be asked to complete the student survey as a part of the same research project. Please note that in the next few weeks we will be conducting a similar survey for the primary students. Your consent is also required for your son/daughter in order to meet the university research standards. Please see the consent guidelines below.

I the undersigned, hereby give my consent for myself _____ and for my son/daughter _____, HOUSE # _____ to participate in a research project entitled "(school name) Elementary/Junior High School Comprehensive Student Needs Assessment". I understand that such consent means that myself and/or my child will complete a written Student Needs Survey. I understand that participation in this study is completely voluntary. I understand that this study will not involve any greater risks than those ordinarily occurring in daily life. I understand that the responses will be obtained anonymously and kept in strictest confidence. I understand that only group data will be reported in any published reports. I understand that if at any time I have question, I can contact Jacqueline Lessard at #777-7760, or Joy Robinson at #238-8192, and/or Dr. Bryan Hiebert at 220-7770 from the University; of Calgary.

YES/NO

Signature (Parent/Guardian)

Please return the signed consent form to the homeroom teacher by Wednesday, February 10th, 1999. Thank you for your cooperation.

Sincerely,

Jacqueline Lessard, Principal

APPENDIX B

Primary Student Needs Survey (PSNS)

(SCHOOL NAME) ELEMENTARY-JUNIOR HIGH SCHOOL

Student Needs Survey

(Grades 1 - 3)

We would like you to answer the questions in this book so that we know what students in this school need.

This survey is about **you**, but some of the items might not affect you personally.

- You can skip any questions that you feel uncomfortable answering.
- However, the more questions you answer, the more we will know about what the students at this school need.

The survey is anonymous.

You can skip uncomfortable questions

No one will know how you answered any of the questions

DO NOT WRITE YOUR NAME ON THIS BOOK

Background Information

This information will help the school decide if different groups of students have different needs.

Draw an "X" through the box that describes you.

Are you a boy or a girl?

1.

Boy	Girl
-----	------

How old are you?

2.

4	5	6	7	8
---	---	---	---	---

What grade are you in?

3.

K	1	2	3
---	---	---	---

What do you plan to do when you finish high school?

4.

University	College / Technica l school	Apprenticeship / Job Training	Job	Unsure
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What is your first language?

5.

English	French	Chinese	Punjabi	Arabic
Spanish	Vietnamese	Other		

Have you lived in Canada all your life?

6.

Yes If yes, go to question 7	No If no, answer the next question		
	<table border="1"><tr><td>6 to 10 years</td><td>Less than 5 years</td></tr></table>	6 to 10 years	Less than 5 years
6 to 10 years	Less than 5 years		

If no, how long have you lived in Canada?

Who are you currently living with?

7.

Parent(s)	Other relatives	Foster / group placement
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Instructions

1. Read each question carefully and mark the answer that best describes your reaction. Think about your **own personal reaction**. Do not think about how other people might answer the question.
2. For most of the questions, there are three possible answers. Place an "X" the answer that best describes **what you think**.



If you agree



If you disagree



If you are not sure

Here is a sample question:

Rate each item

Yes

No

Not sure

I think that it is important to go to school everyday:



This person thinks it is important to go to school every day

A. Seeking Help

At school it is **important for me** to have:

Rate each item

Yes

No

Not sure

8. Another student to talk to about my problems



9. Help stopping people from hurting my feelings



10. Help stopping people from hurting my body



11. Help knowing what to do when someone I know dies

































12. An adult to talk with who is not my teacher












B. Physical Health

At school it is **important for me** to have:






















	Rate each item		
	Yes	No	Not sure
13. Information on how to take proper care of my skin, hair, and teeth			
14. Information about the names of the parts of my body			
15. Someone to talk to about my weight			
16. Eye / hearing testing			
17. Information about how to tell when I am getting sick			
18. Information on how sleep affects my health and learning			
19. Information about how not to get diseases like the flu, colds, chicken pox, measles			
20. First aid for small injuries			
21. More intramural sports			
22. More sports programs after school			

C. Relationships with other people

At school, it is **important for me** to learn:



















	Rate each item		
	Yes	No	Not sure
23. How to work out problems or conflicts with others			
24. How to be more considerate and respectful of others			
25. How to belong with other children			

At school, it is **important** for me to learn:

	Rate each item		
	Yes	No	Not sure
26. How to help people who are different than me feel like they belong			
27. How to say "no" when my friends want me to do something that I don't want to do			
28. How to get along better with students from other grades			
29. How to get along better with parents and other adults			
30. How being a boy or girl is part of being who I am			
31. How to say "no" to touching in my private parts			
32. What to do if someone touches me in my private parts			










D.Mental / Emotional Health

At school it is **important** to me to learn:

	Rate each item		
	Yes	No	Not sure
33. What to do when I feel bad			
34. How to feel good about myself			
35. How to deal with thoughts of hurting myself			
36. How to talk about my feelings more			
37. How to set goals for myself			
38. How to stand up for myself			

E. Family or Home Life

Is it important for me that the school:

Is is important for me that the school:	Rate each item		
	Yes	No	Not sure
39. Help me deal with my parents' separation or divorce			
40. Help me deal with having some of my family living in another house			
41. Help me learn how to take care of myself when my parents are not home			

Remember
















You can skip uncomfortable questions.

No one will know how you answered any of the questions.



















F. Issues Outside of School:

(Please answer this question in terms of where you live right now! For example: with your family, in foster care, in a group home, etc.)

It is important for me to have:

It is important for me to have:	Rate each item		
	Yes	No	Not sure
42. Enough money in my family for the things we need like food, clothing, shelter, etc.			
43. Fewer problems with alcohol, drugs, or gambling			
44. More agreement about the rules in my home			
45. My parents spending more time with me			
46. Less yelling and put-downs where I live			

It is **important** for me to have:

	Rate each item		
	Yes	No	Not sure
47. People in my home feeling less stressed			
48. More understanding by adults about how many things I have to do			
49. More privacy for me at home			
50. More freedom to do things on my own			
51. A better relationship with my parents			
52. A better relationship with my brothers and / or sisters			

You have been working very hard.
















**Perhaps your teacher would give you a short
break now.**

Remember: You can skip uncomfortable questions.
No one will know how you answered any of the questions.

G. Safety and Accident Prevention



















In order to live a safe and accident free life,

It is **important** for me to learn:




























Rate each item			
	Yes	No	Not sure
53. To play safely			
54. About safety equipment like bike helmets, kneepads, etc).			
55. About safety in and around cars			
56. How to be safe on the street or in a public place			
57. How to protect my personal privacy, i.e., internet, on the phone, at home, etc.			

H. School Performance

I would do better in school if I ...
















Rate each item			
	Yes	No	Not sure
58. Found my classes more interesting			
59. Wasn't so hungry at school			
60. Understood my work more easily			
61. Got into less trouble			
62. Had more field trips			
63. Had more guest speakers in my class			

I would do better in school if I ...





































	Rate each item		
	Yes	No	Not sure
64. Felt better about how well I did in school			
65. Did my school work more carefully			
66. Felt comfortable telling my teacher when I don't understand what I have to do			
67. Had my parents give me more help with my schoolwork			
68. Was given more help with things I have trouble learning			
69. Understood what my teacher wants me to do			
70. Started to work more quickly on what the teacher asks me to do			
71. Had less trouble getting along with my partners and completing group projects.			
72. Found my school work less stressful			

I. What my school is like

It is important for me to have:


































	Rate each item		
	Yes	No	Not sure
73. Less damage to school property			
74. Less garbage and litter scattered around the school			
75. No spitting inside or around the school			
76. Equal opportunity for boys and girls to do things			
77. Less bullying			

What my school is like (continued)**It is important for me to have:**

	Rate each item		
	Yes	No	Not sure
78. Less fighting			
79. Things like stealing and lying dealt with in a better way			
80. Better communication between teachers and parents			
81. Teachers were less stressed			
82. Teachers and students got along better			
83. Teachers being clear about how they want me to behave			
84. Fewer things and people interrupting my work			
85. Students helping to make the classroom rules			
86. Students having more choice in the work they do			
87. Teachers treating all students more fairly			
88. More clear consequences for not following school rules			
89. More activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school			

J. School Buildings and Grounds

It is important for me to have:

	Rate each item		
	Yes	No	Not sure
90. A microwave that I could use at lunch			
91. Better washrooms			
92. Chairs and tables that fit me			
93. More outside sand boxes			
94. Outside furniture, like benches, tables, etc.			
95. Outside steps to sit on, like in the library			
96. Better temperature control in my classroom			
97. Better noise control in my classroom			
98. A longer break at lunchtime			
99. Better seating in the lunch room			
100. Longer time to eat my lunch in the lunch room			

Thank-you for taking the time to answer these questions!

APPENDIX C

Student Responses:

Frequency Distributions and Mean Rating Values Organized by Need Area

Service Cluster						
Physical Well-Being						
Item	Question	A	U	D	Mean	SD
22	More sports programs after school	25	15	8	1.35	.76
20	First aid for small injuries	33	10	5	1.58	.68
16	Eye / hearing testing	27	14	7	1.42	.74
21	More intramural sports	35	5	8	1.56	.77
Counselling						
Item	Question	A	U	D	Mean	SD
9	Help stopping people from hurting my feelings	3	4	5	1.71	.65
10	Help stopping people from hurting my body	3	3	6	1.6	.6
11	Help knowing what to do when someone I know dies	30	15	1	1.63	.53
12	An adult to talk with who is not my teacher	16	19	13	1.03	.78
8	Another student to talk to about my problems	24	19	5	1.40	.68
15	Someone to talk to about my weight	10	12	26	.67	.81
Family/Home Life						
Item	Question	A	U	D	Mean	SD
39	Help me deal with my parents' separation or divorce	19	18	6	1.30	.71
40	Help me deal with having some of my family living in another house	13	13	18	.89	.84
41	Help me learn how to take care of myself when my parents are not home	38	8	1	1.79	.46
School Performance						
Item	Question	A	U	D	Mean	SD
60	Understood my work more easily	30	11	7	1.48	.74
61	Got into less trouble	18	9	16	1.05	.90
64	Felt better about how well I did in school	23	16	8	1.32	.75
65	Did my school work more carefully	23	10	15	1.17	.88
66	Felt comfortable telling my teacher when I don't understand what I have to do	2	8	11	1.38	.84
67	Had my parents give me more help with my schoolwork	14	7	27	.73	.89
59	Wasn't so hungry at school	33	9	6	1.56	.71
68	Was given more help with things I have trouble learning	19	13	16	1.06	.86
72	Found my school work less stressful	22	14	12	1.21	.82

Instruction Cluster						
Academics						
Item	Question	A	U	D	Mean	SD
69	Understood what my teacher wants me to do	27	6	14	1.28	.90
84	Fewer things and people interrupting my work	28	10	10	1.38	.82
70	Started to work more quickly on what the teacher asks me to do	21	13	14	1.15	.85
71	Had less trouble getting along with my partners and completing group projects	21	16	10	1.23	.79
62	Had more field trips	36	7	5	1.65	.67

Item	Question	A	U	D	Mean	SD
63	Had more guest speakers in my class	22	13	13	1.19	.84
58	Found my classes more interesting	27	12	9	1.38	.79
Physical Well-Being						
Item	Question	A	U	D	Mean	SD
19	Information about how not to get diseases like the flu, colds, chicken pox, measles	38	6	2	1.78	.51
13	Information on how to take proper care of my skin, hair, and teeth	38	7	2	1.77	.52
14	Information about the names of the parts of my body	24	17	7	1.35	.73
17	Information about how to tell when I am getting sick	34	12	2	1.67	.56
18	Information on how sleep affects my health and learning	26	15	3	1.52	.63
Mental/Emotional Health						
Item	Question	A	U	D	Mean	SD
34	How to feel good about myself	35	8	4	1.66	.64
35	How to deal with thoughts of hurting myself	26	11	7	1.43	.76
36	How to talk about my feelings more	24	16	8	1.33	.75
37	How to set goals for myself	3	6	2	1.79	.51
38	How to stand up for myself	43	4	1	1.88	.39
33	What to do when I feel bad	30	14	4	1.54	.65
Safety/Accident Prevention						
Item	Question	A	U	D	Mean	SD
54	About safety equipment like bike helmets, kneepads, etc.	2	9	10	1.40	.82
55	About safety in and around cars	27	6	15	1.25	.91
56	How to be safe on the streets or in a public place	28	7	12	1.34	.87
57	How to protect my personal privacy, i.e., internet, on the phone, at home, etc.	25	7	10	1.36	.85
53	To play safely	30	3	14	1.34	.92
Sexuality						
Item	Question	A	U	D	Mean	SD
30	How being a boy or girl is part of being who I am	28	13	5	1.50	.69
31	How to say "no" to touching in my private parts	33	7	6	1.59	.72
32	What to do if someone touches me in my private parts	34	7	5	1.63	.68
Interpersonal Relationships						
Item	Question	A	U	D	Mean	SD
23	How to work out problems or conflicts with others	32	12	4	1.58	.65
24	How to be more considerate and respectful of others	33	7	7	1.55	.75
27	How to say "no" when my friends want me to do something that I don't want to do	39	4	5	1.71	.65
25	How to belong with other children	28	13	6	1.47	.72
26	How to help people who are different than me feel like they belong	33	13	2	1.65	.56
28	How to get along better with students from other grades	40	6	1	1.83	.43
29	How to get along better with parents and other adults	20	17	10	1.21	.78

Environmental Cluster						
School Building/Grounds						
Item	Question	A	U	D	Mean	SD
90	A microwave that I could use at lunch	33	4	10	1.49	.83
96	Better temperature control in my classroom	20	8	20	1.00	.92
98	A longer break at lunchtime	26	6	16	1.21	.92
92	Chairs and tables that fit me	26	8	14	1.25	.89
91	Better washrooms	39	2	7	1.67	.72
93	More outside sandboxes	31	3	14	1.35	.91
94	Outside furniture, like benches, tables, etc.	30	6	12	1.38	.87
95	Outside steps to sit on, like in the library	36	5	7	1.60	.74
97	Better noise control in my classroom	32	9	6	1.55	.72
99	Better seating in the lunch room	24	10	14	1.21	.87
100	Longer time to eat my lunch in the lunch room	25	8	15	1.21	.90
Involvement with Other Students						
Item	Question	A	U	D	Mean	SD
73	Less damage to school property	31	14	3	1.58	.61
74	Less garbage and litter scattered around the school	35	9	4	1.65	.64
75	No spitting inside or around the school	31	12	4	1.57	.65
76	Equal opportunity for boys and girls to do things	32	15	1	1.65	.53
77	Less bullying	40	4	4	1.75	.60
78	Less fighting	3	4	5	1.71	.65
79	Things like stealing and lying dealt with in a better way	30	8	9	1.45	.80
Involvement with Staff						
Item	Question	A	U	D	Mean	SD
80	Better communication between teachers and parents	20	16	12	1.17	.81
81	Teachers were less stressed	26	7	15	1.23	.90
82	Teachers and students got along better	23	7	18	1.01	.93
83	Teachers being clear about how they want me to behave	23	11	12	1.24	.85
85	Students helping to make the classroom rules	26	17	5	1.44	.68
86	Students having more choice in the work they do	28	13	6	1.47	.72
88	More clear consequences for not following school rules	16	22	9	1.15	.72
87	Teachers treating all students more fairly	19	17	22	.94	.93
89	More activities like clubs, games, crafts, sports, etc., offered at lunchtime or after school	29	9	10	1.40	.82
Issues Outside of School						
Item	Question	A	U	D	Mean	SD
42	Enough money in my family for the things we need like food, clothing, shelter, etc.	33	2	13	1.42	.90
43	Fewer problems with alcohol, drugs, or gambling	4	9	33	.37	.64
44	More agreement about the rules in my home	19	9	19	1.00	.91
45	My parents spending more time with me	20	8	19	1.02	.92
46	Less yelling and put-downs where I live	20	10	16	1.09	.89
47	People in my home feeling less stressed	25	11	12	1.27	.84
48	More understanding by adults about things I have to do	19	15	13	1.13	.82
49	More privacy for me at home	17	12	17	1.00	.87

Issues Outside of School (cont.)						
Item	Question	A	U	D	Mean	SD
50	More freedom to do things on my own	29	9	10	1.40	.82
51	A better relationship with my parents	11	5	32	.56	.85
52	A better relationship with my brothers and/or sisters	13	9	24	.76	.87

APPENDIX D

Elementary Students Needs Survey (ESNS)

(SCHOOL NAME) ELEMENTARY-JUNIOR HIGH SCHOOL

Parent Views of Student Needs Survey

(For parents of students in Grades 1 - 3)

The **purpose** of this survey is to develop a picture of the **needs of students**.

Please indicate your perception of the needs of your son or daughter.

- Feel free to omit any questions which you feel uncomfortable answering.
- However, the more questions you answer, the better picture we will have of what adults associated with this school think about these issues.

The survey is anonymous.

All answers will be strictly confidential.

Please fill in the number on the front of your envelope in the space for student number. DO NOT fill in your own name or student ID number

Instructions:

- Please answer questions by **filling in** the appropriate circle **on the answer sheet provided**. Please do not write in this booklet.
- Please do not write your name on the answer sheet.
- For the questions in this survey, please answer the way you personally feel. Please don't think about the needs of other students, tell us what you think about the needs of your son or daughter.
- Read the statement at the beginning of each question. Focusing on **your perception of the needs of your son or daughter**, fill in the appropriate circle **on the answer sheet provided**:
 - A If you strongly agree
 - B If you agree
 - C If you disagree
 - D If you strongly disagree
 - E If you don't feel strongly one way or the other (no opinion)

- Please use an **H.B. pencil.**

Example: If your response to question 1. was **B** (female), your answer sheet would look like this:

1.	A	B	C	D	E
	(A)	(B)	(C)	(D)	(E)

Please remember that this survey is anonymous.
All answers will be strictly confidential.

Background Information:

Are you male or female?

1.	A	B
	Male	Female

What is your association with the school?

2.	A	B	C
	Instructional staff	Support staff	Parent

Please do not make any marks for questions 3, or 4.

What is your first language?

5.	A	B	C	D	E
	English	French	Chinese	Punjabi	Arabic
OR 6.	A	B	C		
	Spanish	Vietnamese	Other		

How long have you lived in Canada?

7.	A	B	C	D
	All your life	More than 10 years	6 to 10 years	Less than 6 years

Please do not make any marks for question 8.

Please Remember

For the questions in this survey, please answer the way you personally feel. Please don't think about the needs of other students, tell us what you think about the needs of your son or daughter.

Read the statement at the beginning of each question. Focusing on your perception of the needs of your son or daughter, fill in the appropriate circle on the answer sheet provided:

- A If you strongly agree
- B If you agree
- C If you disagree
- D If you strongly disagree
- E If you don't feel strongly one way or the other (no opinion)

A. Physical Health

It is important for the school to provide my son or daughter with...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
9. Someone to talk to about their health	A	B	C	D	E
10. Special help for students with physical disabilities	A	B	C	D	E
11. Someone to talk to about their weight	A	B	C	D	E
12. First aid for small injuries	A	B	C	D	E
13. More intramural sports	A	B	C	D	E
14. More sports programs after school	A	B	C	D	E
15. Eye / hearing testing	A	B	C	D	E
16. Information about preventing diseases such as cancer or heart disease	A	B	C	D	E
17. Information on how sleep affects my health and learning	A	B	C	D	E
18. Information on contagious diseases like the flu, colds, chicken pox, measles, and others	A	B	C	D	E
19. Information on how to take proper care of their skin, hair, and teeth	A	B	C	D	E
20. Information on how their feelings affect their physical health	A	B	C	D	E
21. Information about how alcohol, drugs, and smoking affect their health	A	B	C	D	E
22. Information about how to tell when they are getting sick	A	B	C	D	E

Remember: Your answers are confidential.

You can skip questions you are uncomfortable with.

B. Seeking Help

It is important for the school to provide my son or daughter with...

23. Information about careers they are interested in
24. Information about getting in touch with, social workers, counsellors, or police officers
25. Help stopping physical or emotional abuse
26. Help learning how to deal with the death of someone they know
27. Another student to talk to about their problems
28. An adult to talk with who is not their teacher

Strongly Agree	Rate each item			Strongly Disagree	No Opinion
	Agree	Disagree			
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E

C. Mental / Emotional Health

It is important for my son or daughter to gain the following information or skills:

29. How to deal with bad feelings
30. How to feel good about themselves
31. How to deal with anger
32. How to deal with feeling sad
33. How to deal with thoughts of hurting themselves / suicide
34. How to find help to deal with their feelings
35. How to understand the way feelings affect how they act
36. How to talk about their feelings more honestly
37. How to set goals for themselves
38. How to stand up for themselves
39. How to accept their appearance

Strongly Agree	Rate each item			Strongly Disagree	No Opinion
	Agree	Disagree			
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E

D. Sexuality

It is important for my son or daughter to learn about...

40. Changes in their body and feelings as they grow up
41. How being a boy or girl is part of their personality
42. How to say "no" to touching in their private parts

Strongly Agree	Rate each item			Strongly Disagree	No Opinion
	Agree	Disagree			
A	B	C	D		E
A	B	C	D		E
A	B	C	D		E

It is important for my son or daughter to learn about...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
43. Time to talk alone with a trusted teacher about sex	A	B	C	D	E
44. How to stop sexual abuse or sexual assault	A	B	C	D	E
45. What to do if someone touches them in their private parts	A	B	C	D	E
46. Factual information about sex	A	B	C	D	E
47. How to make healthy decisions about sexual involvement	A	B	C	D	E
48. The risks involved in prostitution and how to deal with pressures to become involved	A	B	C	D	E

E. Family or Home Life

It is important to my son or daughter for the school to:

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
49. Help them cope with their parents' separation or divorce	A	B	C	D	E
50. Help them cope with step-family issues	A	B	C	D	E
51. Help them cope with having part of their family living in another place	A	B	C	D	E
52. Help them understand what their parents expect of them	A	B	C	D	E
53. Help them learn how to take care of themselves when their parents / guardians are not home	A	B	C	D	E
54. Help them in talking to their family about classmates and / or other friends	A	B	C	D	E
55. Help them in talking to their parents about sex	A	B	C	D	E
56. Help them deal with alcohol, drug, or gambling problems in their family	A	B	C	D	E

F. Interpersonal Relationships

It is important for my son or daughter to learn:

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
57. How to work out problems or conflicts with others	A	B	C	D	E
58. How to build healthy friendships / relationships	A	B	C	D	E
59. How to talk to their family and friends	A	B	C	D	E

It is important for my son or daughter to learn:

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
60. How to be more considerate and respectful of others	A	B	C	D	E
61. How to stand up for themselves in a group instead of being a follower all the time	A	B	C	D	E
62. How to say "no" when their friends pressure them	A	B	C	D	E
63. How to feel more accepted by others	A	B	C	D	E
64. How to be more accepting of people who are different than them	A	B	C	D	E
65. How to deal with unfair treatment because of race / sex / religion	A	B	C	D	E
66. How to be a better listener	A	B	C	D	E
67. How to help others deal with their problems	A	B	C	D	E
68. How to get along better with members of the opposite sex	A	B	C	D	E
69. How to get along better with members of the same sex	A	B	C	D	E
70. How to get along better with students from other grades	A	B	C	D	E
71. How to get along better with parents and other adults	A	B	C	D	E

G. Issues Outside of School:

(Please answer this question in terms of where you live right now!

For example: with your family, in foster care, in a group home, etc.)

In life of my son or daughter, the following changes are important:

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
72. Enough money in our family for the things we need like food, clothing, shelter, etc.	A	B	C	D	E
73. Less conflict where they live	A	B	C	D	E
74. Fewer problems with alcohol, drugs, or gambling	A	B	C	D	E
75. More agreement about the rules in their home	A	B	C	D	E
76. Their parents / guardians spending more time with them	A	B	C	D	E
77. People in our family should spend more time at home	A	B	C	D	E
78. Less violence where they live (physical or sexual abuse)	A	B	C	D	E
79. Less yelling and put-downs where they live	A	B	C	D	E

80. The adults they live with having more training as parents	A	B	C	D	E
81. People feeling less stressed	A	B	C	D	E
82. More caring, support, and respect towards each other	A	B	C	D	E
83. More understanding by adults about how many things they have to do outside of school	A	B	C	D	E
84. More privacy for them	A	B	C	D	E
85. Having someone that they could depend upon	A	B	C	D	E
86. Being allowed to do more things on their own	A	B	C	D	E
87. Fewer expectations placed on them at home	A	B	C	D	E
88. Better relationships with their parent(s) / guardian(s)	A	B	C	D	E
89. Better relationships with their brothers and / or sisters	A	B	C	D	E

H. Safety and Accident Prevention

In order to live a safe & accident free life, it is important that my son or daughter:

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
90. Learn about the law and how it applies to them	A	B	C	D	E
91. Learn to give first aid	A	B	C	D	E
92. Learn about sports safety and safety equipment	A	B	C	D	E
93. Learn about safety in and around cars	A	B	C	D	E
94. Learn outdoor and survival skills	A	B	C	D	E
95. Learn to be safe on the street or in a public place	A	B	C	D	E
96. Learn how to protect their personal privacy, i.e., internet, on the phone, at home, etc.	A	B	C	D	E

I. School Performance

My son or daughter would do better in school if they...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
97. Found their classes more interesting	A	B	C	D	E
98. Found their classes more challenging	A	B	C	D	E
99. Weren't so hungry at school	A	B	C	D	E
100. Understood their school work more easily	A	B	C	D	E
101. Were able to read better	A	B	C	D	E
102. Were given more special classes to help them with learning difficulties	A	B	C	D	E

103. Had more access to extra help for L.A., Math, etc.	A	B	C	D	E
104. Got into less trouble over their behaviour	A	B	C	D	E
105. Had better study skills (reading, note taking, writing tests, etc.)	A	B	C	D	E
106. Had fewer learning problems or difficulties	A	B	C	D	E
107. Worried less about writing tests	A	B	C	D	E
108. Understood English better	A	B	C	D	E
109. Had more field trips	A	B	C	D	E
110. Had more guest speakers in their classes	A	B	C	D	E
111. Felt better about how well they did in school	A	B	C	D	E
112. Did their school work more carefully	A	B	C	D	E
113. Felt comfortable telling their teachers when they don't understand what they have to do	A	B	C	D	E
114. Understood how the things they learn in school will be useful in their future	A	B	C	D	E
115. Had their parents give them more help with their schoolwork	A	B	C	D	E

Remember

Tell us your perception of the needs of your son or daughter.

Your answers are confidential.

You can skip questions you are uncomfortable with.

J. Academic Skills

My son or daughter would do better in school if ...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
116. They had a better idea of what their teacher wanted them to do	A	B	C	D	E
117. Their teachers told them why homework was important	A	B	C	D	E
118. There were fewer distractions in class	A	B	C	D	E
119. They did a better job of handing in their assignments on time	A	B	C	D	E
120. They got down to work more quickly on their assignments	A	B	C	D	E
121. They had more resources at school to do their schoolwork (i.e., computers, library, atlases, etc.)	A	B	C	D	E

122. They had less trouble getting along with their partners and completing group projects	A	B	C	D	E
123. They were more prepared for tests and quizzes	A	B	C	D	E
124. They found tests and quizzes less stressful	A	B	C	D	E
125. They took more interest in their learning	A	B	C	D	E

Please start a new answer sheet for the remaining questions

DO NOT fill in your name or student number

Instead

**Please make sure the number from the front of your envelope
is in the space for student number**

Remember

Tell us your perception of the needs of your son or daughter.

Your answers are confidential.

You can skip questions you are uncomfortable with.

K. School Atmosphere

The following changes to the school atmosphere are important to my child...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
1. Less damage to school property	A	B	C	D	E
2. Less garbage and litter scattered around the school	A	B	C	D	E
3. No spitting inside or around the school	A	B	C	D	E
4. Equal opportunities for boys and girls to do things	A	B	C	D	E
5. Less bullying	A	B	C	D	E
6. Less fighting	A	B	C	D	E
7. More acceptance of different racial or cultural groups	A	B	C	D	E
8. More respect for the fact that everyone is different	A	B	C	D	E
9. More friendliness towards one another	A	B	C	D	E
10. Sexual harassment dealt with in a better way by adults	A	B	C	D	E
11. Crimes like stealing dealt with in a better way	A	B	C	D	E
12. Crimes like destroying other students work dealt with in a better way	A	B	C	D	E
13. More control of visitors in the school by staff	A	B	C	D	E
14. Better communication between teachers and parents	A	B	C	D	E
15. Teachers feeling less stressed	A	B	C	D	E
16. Better teacher-student relationships	A	B	C	D	E
17. Teachers were more clear about how they wanted students to behave	A	B	C	D	E
18. More chances to be involved or active in school life (e.g., intramurals, school patrol, leadership, etc.)	A	B	C	D	E
19. More understanding by teachers about the problems students face outside of school	A	B	C	D	E
20. Students help to make the rules and discuss assignments	A	B	C	D	E

The following changes to the school atmosphere are important to my child ...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
21. Unfair treatment of students by teachers recognized and dealt with in a better way	A	B	C	D	E
22. Clear consequences for not following school rules	A	B	C	D	E
23. Teachers treated all students the same	A	B	C	D	E
24. More understanding by teachers about the amount of work they have to do	A	B	C	D	E
25. Extra help available more often	A	B	C	D	E
26. More agreement between teachers, students, and parents about school rules	A	B	C	D	E
27. More understanding of disabilities like deafness, learning disabilities, etc.	A	B	C	D	E
28. More activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school	A	B	C	D	E

L. School Building and Grounds

The following changes to the school environment are important to my son or daughter...

	Rate each item				No Opinion
	Strongly Agree	Agree	Disagree	Strongly Disagree	
29. Being able to use a microwave oven at lunch	A	B	C	D	E
30. Cleaner school building and grounds	A	B	C	D	E
31. Better washrooms	A	B	C	D	E
32. Chairs and tables that fit me	A	B	C	D	E
33. More outside sand boxes	A	B	C	D	E
34. Outside furniture, e.g., benches, tables, etc.	A	B	C	D	E
35. Outside steps to sit on, like in the library	A	B	C	D	E
36. Better temperature control	A	B	C	D	E
37. Better air quality	A	B	C	D	E
38. Better noise control	A	B	C	D	E
39. Better quality lighting	A	B	C	D	E
40. A longer break at lunch time	A	B	C	D	E
41. Better seating in the lunch room	A	B	C	D	E
42. Longer lunch room hours	A	B	C	D	E
43. Less pollution	A	B	C	D	E
44. A mid-morning break between classes	A	B	C	D	E

Thank you for taking the time to answer these questions!

APPENDIX E

Parent Responses:

Frequency Distributions and Mean Rating Values Organized by Need Areas

Service Cluster								
Physical Well-Being								
Item	Question	SA	A	N	D	SD	Mean	SD
14	More sports programs after school	6	11	6	9	2	2.29	1.22
12	First aid for small injuries	17	16	0	1	0	3.44	.66
15	Eye / hearing testing	7	15	0	9	3	2.41	1.33
13	More intramural sports	6	14	6	6	1	2.55	1.09
Counselling								
Item	Question	SA	A	N	D	SD	Mean	SD
25	Help stopping physical or emotional abuse	16	10	2	3	3	2.97	1.31
26	Help learning how to deal with the death of someone they know	4	14	3	7	4	2.22	1.29
28	An adult to talk with who is not their teacher	2	15	2	10	4	2.03	1.24
27	Another student to talk to about their problems	3	13	3	9	4	2.06	1.27
11	Someone to talk to about their weight	0	12	4	13	3	1.78	1.07
Family/Home Life								
Item	Question	SA	A	N	D	SD	Mean	SD
49	Help them deal with their parents' separation or divorce	2	10	7	6	7	1.81	1.28
51	Help them cope with having part of their family living in another place	1	11	7	6	7	1.78	1.24
53	Help them learn how to take care of themselves when their parents/guardians are not home	4	12	4	8	6	2.00	1.35
School Performance								
Item	Question	SA	A	N	D	SD	Mean	SD
100	Understood their school work more easily	6	7	1	10	10	1.68	1.53
104	Got into less trouble over their behaviour	2	4	2	9	16	1.00	1.27
111	Felt better about how well they did in school	3	12	0	9	9	1.73	1.44
112	Did their school work more carefully	2	16	0	9	7	1.91	1.36
113	Felt comfortable telling their teachers when they don't understand what they have to do	10	12	1	7	4	2.50	1.42
115	Had their parents give them more help with their schoolwork	5	4	0	16	8	1.45	1.39
99	Weren't so hungry at school	0	3	1	12	17	.70	.92
103	Had more access to help for L.A., Math (Q103)	8	7	1	9	9	1.88	1.59
107	Worried less about writing tests (Q107)	2	9	3	11	7	1.63	1.29

Instruction Cluster								
Academic								
Item	Question	SA	A	N	D	SD	Mean	SD
116	They had a better idea of what their teacher wanted them to do	7	6	2	11	7	1.85	1.50
118	There were fewer distractions in class	6	13	2	7	5	2.24	1.39
120	They got down to work more quickly on their assignments	4	11	3	13	3	2.00	1.26
122	They had less trouble getting along with their partners and completing group projects	2	6	4	13	8	1.42	1.23
109	Had more field trips	1	9	3	13	7	1.52	1.20
110	Had more guest speakers in their classes	1	9	6	11	6	1.64	1.17
97	Found their classes more interesting	8	8	3	8	6	2.12	1.49
Health Promotion								
Item	Question	SA	A	N	D	SD	Mean	SD
18	Information on contagious diseases like the flu, colds, chicken pox, measles, and others	4	21	2	7	0	2.65	.95
19	Information on how to take proper care of their skin, hair, and teeth	7	19	1	7	0	2.76	1.02
22	Information about how to tell when they are getting sick	6	18	4	6	0	2.71	.97
17	Information on how sleep affects my health and learning	6	20	4	3	1	2.79	.95
Mental/Emotional Health								
Item	Question	SA	A	N	D	SD	Mean	SD
30	How to feel good about themselves	15	18	0	0	0	3.45	.51
33	How to deal with thoughts of hurting themselves/suicide	11	13	1	2	3	2.90	1.27
36	How to talk about their feelings more honestly	10	17	2	2	1	3.03	.97
37	How to set goals for themselves	18	14	0	1	0	3.48	.67
38	How to stand up for themselves	18	16	0	0	0	3.53	.51
29	What to deal with bad feelings	8	20	2	2	1	2.97	.92
Safety/Accident Prevention								
Item	Question	SA	A	N	D	SD	Mean	SD
92	Learn about sports safety and safety equipment	11	21	1	1	0	3.24	.65
93	Learn about safety in and around cars	17	17	0	0	0	3.50	.51
95	Learn to be safe on the street or in a public place	17	17	0	0	0	3.50	.51
96	Learn how to protect their personal privacy, i.e., internet, on the phone, at home, etc.	12	16	3	1	1	3.12	.93

Sexuality								
Item	Question	SA	A	N	D	SD	Mean	SD
41	How being a boy or girl is part of their personality	9	19	3	1	1	3.03	.88
42	How to say "no" to touching in their private parts	21	11	0	0	0	3.66	.48
45	What to do if someone touches them in their private parts	19	14	0	0	0	3.58	.50
Interpersonal Relationships								
Item	Question	SA	A	N	D	SD	Mean	SD
57	How to work out problems or conflicts with others	18	16	0	0	0	3.53	.51
60	How to be more considerate and respectful of others	14	16	0	4	0	3.18	.94
62	How to say "no" when their friends pressure them	18	15	0	1	0	3.47	.66
63	How to feel more accepted by others	10	17	2	3	1	2.97	1.02
64	How to be more accepting of people who are different than them	15	17	1	1	0	3.35	.69
70	How to get along better with students from other grades	5	17	4	6	1	2.58	1.06
71	How to get along better with parents and other adults	7	13	5	6	2	2.52	1.20

Environment Cluster								
School Building/Grounds								
Item	Question	SA	A	N	D	SD	Mean	SD
29b	Being able to use a microwave oven at lunch	2	12	6	7	3	2.10	1.16
36b	Better temperature control	6	12	5	5	1	2.59	1.12
40b	A longer break at lunchtime	4	4	8	7	5	1.82	1.31
32b	Chairs and tables that fit me	4	9	5	6	3	2.1	1.27
31b	Better washrooms	9	11	3	4	2	2.72	1.25
33b	More outside sandboxes	2	9	0	14	3	1.75	1.24
34b	Outside furniture, like benches, tables, etc.	5	13	3	16	2	2.45	1.21
35b	Outside steps to sit on, like in the library	4	11	4	7	2	2.2	1.21
38b	Better noise control	4	9	6	7	2	2.21	1.20
41b	Better seating in the lunchroom	7	9	7	5	0	2.64	1.06
Involvement with Other Students								
1b	Less damage to school property	5	11	17	2	5	2.30	1.32
2b	Less garbage and litter scattered around the school	17	11	5	4	3	2.50	1.28
3b	No spitting inside or around the school	11	10	6	1	2	2.90	1.16
4b	Equal opportunity for boys and girls to do things	17	7	3	3	0	3.27	1.01

Involvement with Other Students (cont.)								
5b	Less bullying	15	9	3	2	0	3.28	.92
6b	Less fighting	12	11	2	4	0	3.07	1.03
11b	Things like stealing and lying dealt with in a better way	6	11	8	4	1	2.57	1.07
Environmental Needs: Involvement with Teachers								
Item	Question	SA	A	N	D	SD	Mean	SD
14b	Better communication between teachers and parents	8	13	1	6	2	2.63	1.27
15b	Teachers feeling less stressed	14	9	4	2	1	3.10	1.09
16b	Better teacher-student relationships	7	9	6	6	2	2.43	1.25
17b	Teachers were more clear about how they wanted students to behave	3	10	5		2	2.10	1.18
20b	Students helping to make rules & discuss assignments	3	12	3	9	2	2.17	1.20
22b	Clear consequences for not following school rules	8	16	2	3	1	2.90	1.03
23b	Teachers treating all students more fairly	10	9	2	6	3	2.57	1.41
28b	More activities like clubs, games, crafts, sports, etc., offered at lunchtime or after school	5	15	4	5	1	2.60	1.07
Issues Outside of School								
72	Enough money in my family for the things we need like food, clothing, shelter, etc.	1	6	2	12	12	1.15	1.20
74	Fewer problems with alcohol, drugs, or gambling	0	2	2	10	19	.61	.86
75	More agreement about the rules in their home	3	5	2	12	11	1.30	1.33
76	Their parents/guardians spending more time with them	1	5	2	15	10	1.15	1.12
79	Less yelling and put-downs where they live	1	4	2	16	11	.97	.95
81	People feeling less stressed	0	13	2	10	8	1.61	1.25
83	More understanding by adults about how many things they have to do outside of school	1	5	3	15	9	1.21	1.11
84	More privacy for them	0	4	2	16	11	.97	.95
86	Being allowed to do more things on their own	0	8	2	12	11	1.21	1.17
88	Better relationships with their parent(s)/guardian(s)	1	5	3	12	12	1.12	1.17
89	Better relationships with their brothers and/or sisters	2	9	3	11	9	1.53	1.31

APPENDIX F

Master Question List

Comparison of Parent and Student Questions

	Primary Question Item	Parent Question Item
Service Needs: Physical Well-Being		
Extra curricular physical fitness programs	More sports programs after school (Q22) More intramural sports (Q21)	More sports programs after school (Q14) More intramural sports (Q13)
First aid for small injuries	First aid for small injuries (Q20)	First aid for small injuries (Q12)
Eye/hearing testing	Eye/hearing testing (Q16)	Eye/hearing tests (Q15)
Service Needs: Counselling		
Help dealing with physical or emotional abuse	Help stopping people from hurting feelings (Q9) Help stopping people from hurting my body (Q10)	Help stopping physical or emotional abuse (Q25)
Help learning how to cope with death	Help knowing what to do when someone I know dies (Q11)	Help learning how to deal with the death of someone they know (Q26)
A counsellor to talk with	An adult to talk with who is not my teacher (Q12)	An adult to talk with who is not their teacher (Q28)
A peer counselling program	Another student to talk to about my problems (Q8)	Another student to talk to about their problems (Q27)
Help dealing with concerns about my personal appearance	Someone to talk to about my weight (Q15)	Someone to talk to about their weight (Q11)
Service Needs: Family/Home Life		
Counselling about how to cope with my parents' separation or divorce	Help me deal with my parents' separation or divorce (Q39)	Help them cope with their parents' separation or divorce (Q49)
Help coping with family being separated	Help me deal with having some of my family living in another house (Q40)	Help them cope with having part of their family living in another place (Q51)
How to take care of myself	Help me learn how to take care of myself when my parents are not home (Q41)	Help them learn how to take care of themselves when their parents/guardians are not home (Q53)
Service Needs: School Performance		
Understood my school work more easily	Understood my work more easily (Q60)	Understood their school work more easily (Q100)
Learned how to control my behaviour better	Got into less trouble (Q61)	Got into less trouble over their behaviour (Q104)
Felt better about my academic abilities	Felt better about how well I did in school (Q64)	Felt better about how well they did in school (Q111)
Did my school work more carefully	Did my school work more carefully (Q65)	Did their school work more carefully (Q112)
Felt comfortable telling my teachers when I am having difficulty understanding their requirements	Felt comfortable telling my teacher when I don't understand what I have to do (Q66)	Felt comfortable telling their teachers when they don't understand what they have to do (Q113)
Had more help with my schoolwork at home	Had my parents give me more help with my schoolwork (Q67)	Had their parents give them more help with their schoolwork (Q115)

Wasn't so hungry at school	Wasn't so hungry at school (Q59)	Weren't so hungry at school (Q99)
Had more help (tutoring) for core subjects	Was given more help with things I have trouble learning (Q68)	Had more access to extra help for L.A., Math, etc. (Q103)
Was able to reduce work anxiety	Found my school work less stressful (Q72)	Worried less about writing tests (Q107)
Instruction or Skills Needs: Academics		
I had a clearer idea of teacher expectations (e.g., deadlines, formats, behaviour, etc)	Understood what my teacher wants me to do (Q69)	They had a better idea of what their teacher wanted them to do (Q116)
There were fewer distractions in class	Fewer things and people interrupting my work (Q84)	There were fewer distractions in class (Q118)
I got down to work more quickly	Started to work more quickly on what the teacher asks me to do (Q70)	They got down to work more quickly on their assignments (Q120)
I had less trouble completing group projects	Had less trouble getting along with my partners and completing group projects (Q71)	They had less trouble getting along with their partners and completing group projects (Q122)
There were more field trips	Had more field trips (Q62)	Had more field trips (Q109)
There were more guest speakers in my classes	Had more guest speakers in my class (Q63)	Had more guest speakers in their classes (Q110)
I found my classes more interesting	Found my classes more interesting (Q58)	Found their classes more interesting (Q97)
Instruction or Skill Needs: Physical Well-Being		
Information on how to prevent disease	Information about how not to get diseases like the flu, cold, chicken pox, measles (Q19)	Information on contagious diseases like the flu, colds, chicken pox, measles, and others (Q18)
Information on how to take proper care of my skin, hair, teeth, etc	Information on how to take proper care of my skin, hair, and teeth (Q13)	Information on how to take proper care of their skin, hair, and teeth (Q19)
Information about how to tell when I am getting sick	Information about how to tell when I am getting sick (Q17)	Information about how to tell when they are getting sick (Q22)
Information on how to practice good sleep habits	Information on how sleep affects my health and learning (Q18)	Learning how sleep affects my health and learning (Q17)
Instruction or Skill Needs: Mental/Emotional Health		
How to feel good about myself	How to feel good about myself (Q34)	How to feel good about myself (Q30)
How to deal with thoughts of hurting myself	How to deal with thoughts of hurting myself (Q35)	How to deal with thoughts of hurting themselves/suicide
How to express my feelings more honestly	How to talk about my feelings more (Q36)	How to talk about their feelings more honestly (Q36)
How to set goals for myself	How to set goals for myself (Q37)	How to set goals for themselves (Q37)
How to stand up for myself	How to stand up for myself (Q38)	How to stand up for themselves (Q38)
How to cope with bad feelings	What to do when I feel bad (Q33)	How to cope with bad feelings (Q29)

Instruction or skill Needs: Safety/Accident Prevention		
Learn about sports safety and safety equipment	About safety equipment (Q54) To play safety (Q53)	Learn about sports safely and safety equipment (Q92)
Learn about car safety	About safety in and around cars (Q55)	Learn about safety in and around cars (Q93)
Learn to be "street smart"	How to be safe on the street or in a public place (Q56)	Learn to be safe on the street or in a public place (Q95)
Learn how to protect my personal privacy	How to protect my personal privacy, i.e., internet, on the phone, at home, etc. (Q57)	Learn how to protect their personal privacy, i.e., internet, on the phone, at home, etc. (Q96)
Instruction or Skill Needs: Sexuality		
How sexuality is part of my personality	How being a boy or girl is part of being who I am (Q30)	How being a boy or girl is part of their personality (Q41)
How to say "no" to touching in my private parts	How to say "no" to touching in my private parts (Q31)	How to say "no" to touching in their private parts (Q42)
What to do if someone touches me in my private parts	What to do if someone touches me in my private parts (Q32)	What to do if someone touches them in their private parts (Q45)
Instruction or Skill Needs: Interpersonal Relationships		
How to work out problems or conflicts	How to work out problems or conflicts with others (Q23)	How to work out problems or conflicts with others (Q57)
How to be more considerate and respectful	How to be more considerate and respectful of others (Q24)	How to be more considerate and respectful of others (Q60)
How to say "no" to peer pressure	How to say "no" when my friends want me to do something that I don't want to do (Q27)	How to say "no" when their friends pressure them (Q62)
How to feel more accepted	How to belong with other children (Q25)	How to feel more accepted by others (Q60)
How to be more accepting of others	How to help people who are different than me feel like they belong (Q26)	How to be more accepting of people who are different than them (Q64)
How to get along better with students from other grades	How to get along better with students from other grades (Q28)	How to get along better with students from other grades (Q70)
How to get along better with parents and other adults	How to get along better with parents and other adults (Q29)	How to get along better with parents and other adults (Q71)
Environmental Needs: School Buildings/Grounds		
Greater access to microwave	A microwave that I could use at lunch (Q90)	Being able to use a microwave at lunch (Q29b)
Better temperature control	Better temperature control in my classroom (Q96)	Better temperature control (Q36b)
Longer lunch hours	A longer break at lunchtime (Q98) Longer time to eat my lunch in lunch room (Q100)	Longer lunch room hours (Q40b)
Appropriate desks and chairs	Chairs and tables that fit me (Q92)	Chairs and tables that fit me (Q32b)

Better washrooms	Better washrooms (Q91)	Better washrooms (Q31b)
More outside sandboxes	More outside sandboxes (Q93)	More outside sandboxes (Q34b)
Outside furniture	Outside furniture, like benches, tables, etc (Q94)	Outside furniture, e.g., benches, tables, etc (Q34b)
Outside steps to sit on	Outside steps to sit on, like in the library (Q95)	Outside steps to sit on, like in the library (amphitheatre) (Q35b)
Better seating in lunchroom	Better seating in the lunchroom (Q99)	Better seating in the lunchroom (Q42b)
Better noise control	Better noise control in my classroom (Q97)	Better noise control in my classroom (Q38b)
Environmental Needs: Involvement with Other Students		
Less damage to school property	Less damage to school property (Q73)	Less damage to school property (Q1b)
Less garbage and litter	Less garbage and litter scattered around the school (Q74)	Less garbage and litter scattered around the school (Q2b)
No spilling inside or around the school	No spilling inside or around the school (Q75)	No spilling inside or around the school (Q3b)
Equal opportunities for sexes	Equal opportunity for boys and girls to do things (Q76)	Equal opportunity for boys and girls to do things (Q4b)
Less bullying	Less bullying (Q77)	Less bullying (Q5b)
Less fighting	Less fighting (Q78)	Less fighting (Q6b)
Crimes dealt with effectively	Things like stealing and lying dealt with in a better way (Q79)	Things like stealing dealt with in a better way (Q11b)
Environmental Needs: Involvement with Teachers and Staff		
Better communication between school and home	Better communication between teachers and parents (Q80)	Better communication between teachers and parents (Q14b)
Teachers feeling less stressed	Teachers were less stressed (Q81)	Teachers feeling less stressed (Q15b)
Better teacher-student relationships	Teachers and students got along better (Q82)	Better teacher-student relationships (Q16b)
Clear and consistent teacher expectations	Teachers being clear about how they want me to behave (Q83)	Teachers were more clear about how they wanted students to behave (Q17b)
More student input into rules and assignments	Students helping to make the classroom rules (Q85)	Students help to make the rules and discuss assignments (Q20b)
Clear consequences	More clear consequences for not following school rules (Q88)	Clear consequences for not following school rules (Q22b)
Less discrimination by teachers	Teachers treating all students more fairly (Q87)	Teachers treated all students the same (Q23b)
More extracurricular activities	More activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school (Q89)	More activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school (Q28b)

Environmental Needs: Issues Outside of School		
Enough money for basic needs	Enough money in my family for the things we need like food, clothing, shelter, etc. (Q42)	Enough money in my family for the things we need like food, clothing, shelter, etc. (Q72)
Fewer problems with alcohol, drugs, gambling	Fewer problems with alcohol, drugs, gambling (Q43)	Fewer problems with alcohol, drugs, gambling (Q74)
More agreement about household rules	More agreement about the rules in my home (Q44)	More agreement about household rules (Q75)
My parents spent more time with me	My parents spending more time with me (Q45)	My parents/guardian spending more time with me (Q16b)
Less verbal and emotional abuse	Less yelling and put-downs where I live (Q46)	Less yelling and put-downs where they live (Q79)
People feeling less stressed	People in my home feeling less stressed (Q47)	People feeling less stressed (Q81)
More understanding about my workload/stress	More understanding by adults about how many things I have to do (Q48)	More understanding by adults about how many things they have to do outside of school (Q83)
More privacy	More privacy for me at home (Q49)	More privacy for them (Q84)
More independence	More freedom to do things on my own (Q50)	Being allowed to do more things on their own (Q86)
Better relationship with parents	A better relationship with my parents (Q51)	Better relationships with their parent(s)/guardian(s) (Q88b)
Better relationships with sibling(s)	A better relationship with my brothers or sisters (Q52)	Better relationships with their brothers and/or sisters (Q89)

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