A Review Of

Native Counselling Services

In Ontario

Indian and Northern Affairs
Ontario Region
Education Program

Canadä

A Review of Native Counselling

Services in Ontario

Submitted by the

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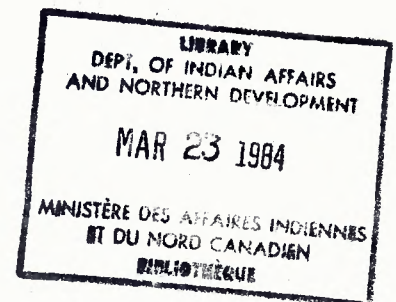Report Prepared by:

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Table of Contents

List of Tables

List of Figures

List of Figures (Continued)

Introduction

This study was initiated as a result of several discussions and questions arising within the Department (DIAND) and at the band level over a period of time concerning the counselling needs of students, the type of services being delivered, and the training and development needs of counsellors.

It seemed timely to review the counselling services in Ontario. The social counsellor program has now been in operation for 8-10 years. A survey of the services now being delivered by education and social counsellors could act as a basis for further investigation and discussion.

A previous study had been completed in late 1975 and yielded the following recommendations:

1. Social counsellors need additional training as a high priority.
2. Parents need to be more informed in respect to:

    (a) Pupil progress

    (b) Pupil problems

    (c) Vocational and educational opportunities.

3. Parents must be involved in the total educational program of their children. Counsellors need to stress this function.
4. There is a need for consistent job description for social counsellors.

Rather than duplicate this study to assess changes, it was decided to pursue another type of investigation.

The study was to have a developmental perspective. The results were intended to be used by counsellors and administrators to make improvements to existing conditions. No attempt was made to evaluate counselling services by office, band, or district, or counsellors on a group or individual basis. Not only was such a study clearly outside of our

mandate and resources, but also would not give us the type of base line data required to engage counsellors in discussions toward improvements. It was clearly recognized by the Steering Committee that improvements could only be made with the support and cooperation of counsellors and administrators.

Experience has indicated that the assessment of training needs through direct questions often yields vague or general replies. For the study it was decided to use a more structured approach consisting of a task analysis. It seemed more valuable to assess the major content of the counsellors' job, the expectations of the counsellors' potential clients and the expectations of administrators. This method would allow us to compare the expressed needs of clients with the services being delivered. This background information could then be used by management to decide which differences to address and those differences which are open to improvement by training.

The remainder of this report is used to describe the approach to the study, a description of the results obtained, a summary of the results, and a series of recommendations which are derived from the findings of the report.

The Approach

A commitment was made to implement a participative research design where the study would be directed to addressing some of the purposes and questions of the major study group, in this case, counsellors and administrators.

The study budget and schedule, the size of Ontario, and the size of the counselling group made it impossible to interact with most of the client group. As a result, it was decided to form a study steering committee representative of the client group. Within the general purposes of the study, this group was to have a direct role in determining the direction, content, and methods for the study. A Counselling Study Steering Committee was formed which consisted of a member of the research team, the Co-ordinator of Post-secondary Programs for DIAND, an education counsellor, two social counsellors, a District Superintendent of Education, and an Education Co-ordinator. Members came from southern, northern, and northwestern Ontario.

The budget for the study was also predicated on the expectation that staff employed by DIAND and bands would have to assist with the logistics of conducting the study. It was hoped that the Steering Committee would help to provide and to obtain this assistance.

The Steering Committee met twice to set directions for the study and assist in the development of instruments and the manner in which the survey was to be conducted. Periodic telephone consultation was required to complete the development and delivery of study instruments.

The Committee provided significant assistance in the design of the questionnaires and in the delivery and retrieval of survey instruments. The research team did not have the background information provided by the

Committee that strongly influenced the format and the content of the questionnaires. The Committee was to approve the final report.

We anticipated that the native population was becoming increasingly questionnaire shy. Members of this population often feel they are asked to complete a large number of questionnaires. The study proposal suggested a combined approach using questionnaires and interviews. After discussions with the Steering Committee, it was agreed that no appropriate group existed within DIAND to conduct the interviews. External interviewers created problems of their own and were not permitted within the study budget.

As a result, it was decided to interview parents of students and to send questionnaires to grade 7 and 8 students, high school students, post-secondary students, education and social counsellors, band administrators, teachers or school administrators, and District Superintendents of Education. It was recognized that completion rates for these questionnaires would be lower than for interviews but it was expected that we would achieve a sufficient return from each target group to make a useful contribution to the study.

The questionnaires and the parent interview schedules are included in Appendix A at the back of the report. They were designed to obtain the following information from the students:

1) What problems are they having including some unique needs of boarding students.

2) What general sources of help do they use for their problems.

3) What specific source of help do they or would they use for each of the problems listed.

4) What are the attributes of good and poor counsellors.

5) What improvements would they recommend in the counselling system.

The counsellor questionnaires were designed to obtain the following
information:

1) What tasks are they doing

2) What tasks should they be doing but are not now doing

3) What training do they need

4) What is the best way to obtain this training

5) What improvements would they recommend.

Band administrators and District Superintendents received the same
questionnaire designed to obtain the following information:

1) What tasks are social counsellors performing

2) What tasks should social counsellors be performing
   that they are not now performing

3) What tasks are education counsellors performing

4) What tasks should education counsellors be performing that
   they are not now doing

5) What improvements should be made in selected areas.

School Administrators, teachers, and in-school counsellors received a
questionnaire designed to obtain the following information:

1) What are the more common problems faced by students
   in school

2) What problems do they handle or refer elsewhere

3) What improvements would they recommend in the
   counselling service.

Some of the questionnaires were lengthy and some had parts that
were visually complicated but the length was adjusted to the expected
level of insight and tolerance of the client group. As well, most questions
involved placing a check mark beside chosen items and could be completed
fairly quickly. It was expected that the most lengthy questionnaires,
those for band administrators, Superintendents, and counsellors could be
completed in 30 - 45 minutes.

During the design of questionnaires, we encountered some
confusion with the terms education counsellor and social counsellor. In

most cases education counsellors are employed by DIAND and social counsellors
are employed by bands. However, in some cases, counsellors employed by
tribal councils refer to themselves as education counsellors. For the
purpose of this study, we asked counsellors to indicate whether their
employer was a band, tribal council, or DIAND. Only those employed by
DIAND were classified as education counsellors.

Early in our discussions of the design of the study, it was
decided to limit the scope of the investigation. The size of the target
groups of counsellors, District Superintendents of Education, and Band
Administrators allowed us to survey the entire group. However, there
were far too many students and parents to include all of them in the
survey. As well, we were not sure what information parents and students
could contribute. We decided to sample a small portion of students and
parents to see if further and more extensive investigation was warranted.
Table 1 is used to show the number of questionnaires sent and returned by
each group in the study.

Table 1.

The Number of Questionnaires
Sent to and Returned by Each Group
In the Study

Group	Number Sent	Number Returned	Percent Returned
Post-secondary students	600	133	22.1%
High school students	480	156	32.5%
Grade 7 and 8 students	350	105	30 %
Parents	150	48	32 %
District Superintendents	10	7	70 %
Band Administrators	15	11	73.3%
Teachers, administrators in-school counsellors	60	20	33.3%
Counsellors	115	54	46.9%

Some problems were encountered in the mailing of questionnaires. This resulted in our missing the deadline for sending questionnaires prior to the end of classes for some students. We also had to face the dilemma of asking people to complete questionnaires during late June or in the summer months. While this certainly adversely affected our returns, the excellent cooperation of several people allowed us to have a return rate that is still very useful. The cooperation of these individuals is appreciated. A reminder letter was sent to counsellors to increase the return rate.

The Results

The information obtained from the groups involved in the study is reported in this section of the report. Each group received a separate questionnaire with the exception of parents who were interviewed. The questionnaires were similar enough to enable informal comparisons between groups but the information was analyzed and is reported separately for each group of participants in the study.

Just before the results are presented, it is important to indicate that this study was conducted in a time of economic uncertainty. In spite of reassurances about confidentiality and the developmental perspective of the study, many questionnaires were received without names or demographic information. Even one senior Department official removed his name from the questionnaire. This factor of uncertainty is also believed to have interfered with the expected return rates for questionnaires.

The following sections are used to present the information obtained in the study:

1) Post-Secondary Students

2) High School Students

3) Grade 7 and 8 Students

4) Teachers, Administrators, and In-School Counsellors

5) Parents

6) Education and Social Counsellors

7) Superintendents and Band Administrators

Post-Secondary Students

There were 133 post-secondary students who responded to the survey. They ranged in age from 18 to 45 years of age with 65 percent being 23 years of age or younger. There were more female respondents than male with 49 or 37 percent being male and 83 or 63 percent being female. Males are under represented by about 10 percent in the sample.

Those involved in the study came from 51 different home communities. The communities were categorized on an east-west axis through the Sudbury District with the result that 37 or 33 percent came from the north and 75 or 67 percent came from the south. It was intended to have students from the north and the south in our sample. The total list of communities is contained in Appendix B.

Students who responded to the questionnaires were enrolled in 51 programs in 40 private and public post-secondary institutions with the largest number, 22 or 17 percent, being enrolled in General Arts and Science programs in Colleges. The largest number of responses, 21 or 17 percent, came from Confederation College. The complete list of programs and institutions is contained in Appendix C. Respondents ranged from 1 to 8 years as a post-secondary student with 94 percent being 4 years or less as a post-secondary student.

Figure 1 is used to illustrate the frequency of selected problems cited as a problem by post-secondary students in the study. The largest problem for 42 percent of the students in the study is getting cheques on time. This problem is also the source of the most scathing written comments. Other problems cited by 25 percent or more of the students are meeting other Native students on campus (28%), personal problems (27%), problems with family, friends, or other students (27%), getting books, materials, and equipment (25%).

Figure 1

Frequency of Selected Problems
Cited as Problems by Post-Secondary Students
Listed in Order of Decreasing Frequency

Problem Area	N^a	$\%^b$	Problem Area	N	%
1. Getting Cheques	56	(42)	9. Difficulties with Indian Affairs or other social agencies	19	(14)
2. Meeting other Native Students on Campus	37	(28)	10. Keeping in touch with family back home	16	(12)
3. Personal problems	36	(27)	11. Problems with school Administrators, teachers	12	(9)
4. Family, friends, other students	33	(25)	12. Completing registration forms	12	(9)
5. Getting books, material, or equipment	33	(25)	13. Completing forms for government assistance	7	(5)
6. Transportation to school or back home	32	(24)	14. Completing forms for Band assistance	3	(2)
7. Poor grades, incomplete or failed assignments and courses	30	(23)			
8. Choosing a career or program at College or University	29	(22)			

[a] In this figure and all other figures, N is number of respondents who selected the item

[b] In this figure and all other figures, % is percent of total number of respondents

In response to the opportunity to write in other problems, the following additional problems were listed:

- high cost of living   (n=12)
- late cheques   (n= 7)
- finding accommodation   (n= 4)
- family   (n= 4)
- heavy workload   (n= 3)
- interacting with non-native people   (n= 2)
- health   (n= 1)

When asked about sources of help they had used in the past year, post-secondary students listed the sources shown in Figure 2. By far, the most common source of help used by post-secondary students in the study is family, friends, other students (84%). Others include education and school counsellors (33%) and social counsellors (17%). Additional sources of help written in included special mention of two education counsellors, course instructors, career counsellors and Native Studies office staff. Only 13 or 10 percent of the respondents indicated they had not used a source of help in the past year.

Figure 2

Source of Help Used by
Post-Secondary Respondents in the Past Year

Source of Help	Number	(Percent)
1. Family, friends, other students	112	(84)
2. Education counsellor	44	(33)
3. School counsellor	44	(33)
4. Social counsellor	23	(17)

If students attended College or University away from home, they were asked to indicate whether they used counselling in their home area, school area, or both. Twenty-two or 17 percent used their home area counsellor, 41 or 31 percent used the school area counsellors, and 23 or 17 percent used both.

Respondents who attended school away from home listed the following areas of help for which they used the counsellor in their home area:

- financial help and advocacy   (n=19)
- filling out forms   (n=11)
- career choices   (n= 7)
- choosing educational   (n= 5)
  institutions
- encouragement   (n= 4)
- obtaining housing   (n= 2)

Part of the post-secondary questionnaire asked students to check the best source of help for selected problems. These results are shown in Table 2. The most frequent source of help chosen for each problem is underlined.

Students appear to use a variety of assistance. Family, friends, and other students are most often selected for family, personal, or transportation problems. Social counsellors are most often selected for difficulties with DIAND and other social agencies, and meeting other Native students on campus. Education counsellors are most often selected for administrative/funding problems as well as career counselling. School counsellors are selected for school related problems such as registration, grades, administrators and teachers.

Students were then asked for four of the more important qualities of a good counsellor and a poor counsellor. The qualities of a good

Table 2

Preferred Source of Help Chosen By
Post-Secondary Respondents for Selected Problems

Selected Problems	family friends		social counsellor		education counsellor		school counsellor	
	Na	%b	N	%	N	%	N	%
1. Problems with family, friends, other students	65	(52)	44	(35)	8	(6)	9	(7)
2. Problems with school administrators or teachers	6	(5)	11	(9)	46	(37)	62	(49)
3. Getting cheques	5	(4)	21	(17)	92	(73)	8	(6)
4. Getting books, materials or equipment	10	(8)	11	(9)	75	(60)	29	(23)
5. Personal problems	66	(54)	50	(40)	2	(2)	5	(4)
6. Forms for government assistance	4	(3)	19	(15)	85	(68)	17	(14)
7. Forms for Band assistance	7	(6)	49	(39)	65	(52)	4	(3)
8. Registration forms	9	(7)	9	(7)	50	(39)	61	(47)
9. Help with courses, assignments exams, etc.	24	(23)	5	(6)	16	(16)	66	(55)
10. Transportation to school or back home	56	(49)	21	(18)	31	(28)	6	(5)
11. Choosing a career or program at College or University	16	(14)	11	(9)	51	(42)	42	(35)
12. Difficulties with DIAND or other social agencies	16	(14)	48	(39)	46	(38)	11	(9)
13. Keeping in touch with family back home	88	(75)	21	(18)	7	(6)	1	(1)
14. Meeting other Native students on campus	25	(23)	31	(29)	24	(22)	28	(26)

a In this table and all other tables, N is number of respondents who selected the item

b In this table and all other tables, % is percent of total number of respondents

counsellor listed by respondents are as follows:

- caring, helpful   (n=100)
- understanding   (n= 77)
- knowledgeable about
    policies   (n= 70)
- outgoing, friendly,
    energetic   (n= 70)
- good listener   (n= 38)
- available   (n= 32)

The qualities of a poor counsellor are listed below and are often the opposite of the good qualities listed above.

- not interested   (n=99)
- not understanding   (n=66)
- unavailable   (n=64)
- not knowledgeable
    of policies   (n=45)
- puts students down   (n=24)
- not doing what they
    say they will do   (n=21)
- unprofessional dress,
    speech, manners   (n=10)

Post-secondary students in the study listed the following improvements that could be made to Native counselling services:

- Make contact with students   (n=28)
- Spend time with students   (n=25)
- More Native counsellors   (n=20)
- Better educated
    counsellors   (n=20)
- Meet with students and
    explain the services
    available   (n=20)
- More counsellors to
    increase availability   (n= 8)
- Private office for
    discussions   (n= 6)
- Start at 8:30 when students
    arrive   (n= 6)

The students also listed the following ways that counsellors could help students stay in school:

- Provide some encouragement   (n=26)
- Suggest alternatives   (n=14)
- Monitor student progress to anticipate difficulties   (n= 9)
- Provide guidance sessions which show the value of education   (n= 8)

When asked for any other suggestions or comments, the respondents made the following comments:

- Employ counsellors with a helpful attitude   (n=17)
- Provide funding on time   (n=16)
- Form a Native student's club   (n=12)
- Provide a community and school resource kit at beginning of year   (n= 8)
- Be able to find alternate funding   (n= 4)

High School Students

There were 156 high school students who responded to the survey. The respondents ranged in age from 14 to 21 years of age with 90% of the students being 18 years of age or younger. There were more females than males with 65 or 42 percent being male and 90 or 58 percent being female.

High school students in the survey were fairly evenly distributed among grades 9 to 12. Thirty-four or 23 percent were in Grade 9, 39 or 26 percent were in Grade 10, 37 or 25 percent were in Grade 11, 36 or 24 percent were in Grade 12, and 3 or 2 percent were in Grade 13.

Responses were received from 22 high schools with the greatest number, 21 or 14 percent received from Thames Secondary School. The complete list is reported in Appendix D.

Figure 3 is used to show the frequency that selected problems were cited as problems by high school students. Attendance and scholastic achievement are the two major problems listed by students in the study. Choosing a career or program in high school, friends or other students, and personal problems were the other problems listed by 25 percent or more of the students.

No remarkable problems were listed by students in the section dealing with the unique needs of boarding students. However, in the open ended question for boarding students, a few mentioned the problem of getting along with other students in the boarding home, no time for homework, and frequent complaints by boarding parents as difficulties.

When asked to list any personal problems they were having, the students who responded to this question listed depression, lonliness, drugs, and alcohol as the major problems. Others listed learning difficulties,

Figure 3

Frequency of Selected Problems
Cited by High School Students as Problems
Listed in Order of Decreasing Frequency

Problem Area	N	%	Problem Area	N	%
1. Attendance	62	(40)	9. Getting books, materials	27	(17)
2. Poor grades, incomplete assignments, failed courses	60	(39)	10. Choosing a career or program at University or College	22	(14)
3. Choosing a career or program in high school	49	(31)	11. Support and encouragement to complete school	19	(12)
4. Friends or other students	47	(30)	12. Understanding the high school credit system	16	(10)
5. Personal problems	39	(25)	13. Personal health or hygiene	13	(8)
6. Family	36	(23)	14. Completing high school option forms	11	(7)
7. Getting allowance cheques	35	(22)	15. Daily transportation	8	(5)
8. School administrators or teachers	33	(21)			

harassment from non-Indians, drinking parents, and no contact with parents as other problems.

There were more high school students in the study who did not participate in after school activities than those who did. Sixty-five or 44 percent indicated they did participate while 85 or 56 percent indicated they did not.

Those who did participate listed a total of 30 activities in which they participated. Dances, basketball, volleyball, football, cross country running, hockey, baseball, and broomball were the most frequently chosen activities in that order.

Those who did not participate in after-school activities listed transportation, not interested, heavy schedule, shyness, and part-time jobs, in that order, as reasons for not participating.

In response to the question concerning who helps them with their personal problems, high school students in the study gave the responses shown in Figure 4.

Figure 4

Source of Help for High School Students
In Order of Decreasing Frequency

Source of Help	N	%
Friends, other students	92	(59)
Family	90	(58)
School Counsellor	18	(12)
Teachers or teacher aides	18	(12)
Social counsellor	16	(10)
Education counsellor	10	(6)
Boarding parents	10	(6)

Other sources of help mentioned were the welfare worker, the pastor, and the counsellor in Options for Youth.

Students were then asked to select the best or the preferred source of help for selected problems. Their responses are shown in Table 3. The most frequent choice as a source of help is underlined. The most common source of help chosen is the family followed by school counsellors. Anywhere from 4 to 19 percent of the students indicated they were not sure of where to go for help with selected problems. For one of the most common problems of high school students, the family, 19 percent of the students are not sure where to get help.

Boarding students were asked to reply to the question concerning sources of help for selected unique problems of boarding students. For seasonal transportation the major source of help chosen was the family (36%), followed by social counsellor (29%), boarding parents (18%), and education counsellors (14%). One student was not sure where to go for help with this problem.

For problems with boarding home parents, 35 percent chose the social counsellor as a source of help, 19 percent chose family and friends respectively, 15 percent chose education counsellors and 8 percent chose boarding home parents as a source of help with this problem.

To keep in touch with their family back home, some boarding students would rely on their family (48%), friends (19%), and boarding parents (19%) to help with this problem. Social counsellors and education counsellors were mentioned by 7 percent and 4 percent of the boarding students, respectively, who replied to this question.

To get help with adjusting to living in a new community, respondents would use friends (48%), and social counsellors (20%) as the major sources of help. Twenty percent of those who answered this question

Table 3

Preferred Sources of Help Chosen By
High School Students for Selected Problems

Problem Area	Sources of Help							
	family	friends	social counsellor	education counsellor	boarding parents	school counsellor	teacher, teacher aid	not sure
	N %	N %	N %	N %	N %	N %	N %	N %
1. Family	50 (36)	44 (32)	12 (9)	1 (<1)	2 (1)	1 (<1)	4 (3)	26 (19)
2. Friends, other students	42 (32)	50 (43)	7 (5)	3 (2)	2 (1)	7 (5)	2 (1)	21 (16)
3. Teachers, administrators	30 (23)	4 (3)	10 (7)	15 (12)	0 (0)	28 (22)	19 (15)	22 (18)
4. Allowance cheques	25 (21)	3 (2)	31 (25)	21 (17)	3 (2)	18 (15)	0 (0)	21 (18)
5. Books, equipment	44 (34)	8 (6)	14 (11)	21 (16)	3 (2)	13 (10)	14 (11)	13 (10)
6. Personal problems	50 (43)	44 (33)	19 (14)	0 (0)	0 (0)	3 (2)	1 (<1)	17 (13)
7. Daily transportation	50 (43)	10 (8)	14 (12)	22 (22)	3 (2)	5 (3)	1 (<1)	11 (9)
8. Attendance	44 (37)	5 (4)	7 (6)	17 (15)	3 (2)	31 (26)	4 (3)	8 (7)
9. Post-secondary career	16 (19)	1 (<1)	2 (2)	22 (26)	0 (0)	28 (34)	3 (4)	12 (14)
10. Poor grades, failing	20 (17)	6 (5)	4 (4)	14 (12)	0 (0)	26 (23)	31 (27)	14 (12)
11. High school program	23 (19)	4 (3)	5 (4)	15 (12)	1 (<1)	50 (43)	16 (13)	10 (8)
12. Course requirements	6 (5)	6 (5)	4 (3)	19 (16)	0 (0)	60 (51)	18 (15)	6 (5)
13. Option forms	12 (10)	5 (4)	3 (3)	16 (14)	0 (0)	60 (52)	15 (13)	5 (4)
14. Support and encouragement	60 (50)	25 (21)	7 (6)	4 (3)	2 (2)	9 (7)	8 (6)	6 (5)

were not sure where to go for help with this problem.

When asked if they received counselling before they left home, 35 percent of the respondents had and 65 percent indicated they had not received this type of counselling.

Boarding students who answered the question would give the following advice to students before they leave home:

1. Work hard   (n=12)
2. Education is important   (n=9)
3. Attend all classes   (n=8)
4. Behave, follow rules   (n=8)
5. Tell students what is
   expected of them   (n=7)
6. Don't drink or take
   drugs   (n=4)
7. Don't be afraid   (n=4)
8. Avoid peer pressure   (n=4)

Students in the survey listed the following qualities of a good counsellor:

1. Friendly, co-operative   (n=58)
2. Understanding   (n=54)
3. Provides good advice   (n=27)
4. Is knowledgeable   (n=26)
5. Is a good listener   (n=24)
6. Is available   (n=15)
7. Makes you feel welcome   (n=14)
8. Is patient   (n= 7)
9. Comes to students   (n= 5)

Students in the study also list the following qualities of a poor counsellor:

1. Don't care or don't listen   (n=41)
2. Unavailable   (n=26)
3. Bad tempered, yell   (n=25)
4. Give poor information   (n=22)
5. Rushes you, makes you feel
    unwelcome   (n=21)
6. Doesn't understand students   (n=16)
7. Talks too fast, hard to
    understand   (n= 6)
8. Is prejudiced   (n= 5)
9. Drinking on the job   (n= 4)
10. Not keeping confidences   (n= 2)

When asked why students leave school the respondents to this question gave the following reasons:

1. Family problems   (n=48)
2. Other students   (n=37)
3. Drugs, alcohol   (n=32)
4. Peer pressure   (n=23)
5. School is boring   (n=20)
6. Not enough help with
    school work   (n=16)
7. No goals   (n=16)
8. Lonliness, depression   (n=15)
9. Need money for clothes   (n=12)
10. Got a job   (n=12)
11. No encouragement   (n=10)
12. Can't adjust to
    boarding   (n=10)
13. Absenteeism   (n= 9)
14. Academic ability   (n= 7)
15. Pregnancy   (n= 5)
16. Discrimination   (n= 5)
17. Health   (n= 3)

Students in the study also offered the following suggestions for ways in which counsellors could help students stay in school:

1. Offer encouragement   (n=33)

2. Stress importance of
   education   (n=25)

3. Ask students about
   their problems   (n=16)

4. Help students choose
   courses   (n=10)

5. Provide bigger
   allowances   (n= 5)

Finally, in response to a request for other comments about the counselling they received, several indicated they received good counselling while a few resented the intrusion into their personal lives rather than dealing with current problems.

Grade 7 and 8 Students

There were 105 responses to the Grade 7 and 8 questionnaire.
The ages of the respondents vary from 12 to 16 years of age with 91
percent being in the 13 to 15 years old group. There are more females
than males in this group with 46 or 44 percent being male and 58 or 56
percent being female.

Completed questionnaires were received from 5 public schools
with J. C. Hill representing 48 percent of the respondents, Webequie -
25 percent, Woodside - 18 percent, Wellington - 5 percent and Lakefield -
5 percent.

Figure 5 is used to show the frequency of responses to selected
problems faced by students in the school year.

Figure 5

Frequency of Selected Problem Cited by
Grade 7 and 8 Students in the School Year
Listed in Order of Decreasing Frequency

Problem Area	Number	(Percent)
Other students	43	(41)
Poor grades, failing tests or assignments	32	(31)
Friends	24	(23)
Family	21	(20)
School administrators, teachers	18	(17)
Personal problems	18	(17)
Health, hygiene	13	(12)
Grade 8 students only		
Understanding high school credit system	20	(19)
Completing high school option sheets	13	(12)
Choosing a career or program in high school	30	(29)

Only three problems are selected by 25 percent or more of the respondents. These are other students (41 percent), poor grades, failing tests and assignments (31 percent), and choosing a career or program in high school (29 percent).

The grade 7 and 8 students in the study gave the following when asked to list their personal problems.

1. depression   (n=10)
2. loneliness   (n=9)
3. alcohol   (n=4)
4. drugs   (n=3)
5. health   (n=3)
6. dealing with other students   (n=3)

When asked if they participated in after-school activities, 73 percent indicated they did and 27 percent did not.

Those who participated in after-school activities listed baseball, dances, volleyball, basketball, soccer, badminton, hockey, football, floor hockey, track and field, cross country running, and parlour games in that order.

Those who did not participate in after-school activities gave not interested, transportation home, homework, helping parents, family problems, and shyness, in that order, as reasons why.

These students were asked to indicate who helps them with their problems. Figure 6 lists the frequency that selected sources of help were chosen by respondents to the question.

Figure 6

Source of Help Chosen by Grade 7 and 8 Students
Listed in Order of Decreasing Frequency

Source of Help	Number	(Percent)
Family	64	(61)
Friends	41	(39)
Teachers	16	(15)
School counsellors	8	(8)
Social counsellor	5	(5)
Education counsellor	2	(2)

The following suggestions were made by respondents for ways in which counsellors can help students:

Help solve problems	(n=42)
Help students think about the future	(n=18)
Listen to students	(n=13)
Talk about drugs and alcohol	(n=12)
Help with school work	(n=11)
Encourage students to do better	(n=9)
Be available	(n=6)
Be considerate and understanding	(n=6)
Ask students if they need help	(n=5)
Interview students and parents	(n=3)
Help students to care about others and themselves	(n=3)

Finally, these students were asked what they like and don't like about school. Reasons for liking school are listed as follows:

Getting knowledge and education	(n=35)
Meeting friends	(n=24)
School trips and activities	(n=15)

PD days, recess, lunch	(n=15)
Some of the subjects	(n=13)
Passes the time	(n=4)
Music lessons	(n=3)

Reasons for not liking school are listed as follows:

Too much academics	(n=21)
Pushy teachers and students	(n=15)
Starts too early, afternoons are better	(n=12)
Homework	(n=7)
Exams	(n=6)
Teasing and prejudice	(n=5)
Too many boring days	(n=5)
Recesses are too short	(n=4)

Administrators, Teachers, In-School Counsellors

Questionnaires for Administrators or Teachers or In-School Counsellors were sent along with the questionnaires for Grade 7 and 8 and high school students. This group was asked to list up to six common problems faced by students in their classes, whether they would handle the problem or refer the student elsewhere, and list the improvements in counselling services for native students they have seen.

Figure 7 is used to show the problems listed and the source of help used. Teachers generally prefer to handle problems themselves if they can. If not, they use the resources in the school such as principals, vice-principals, counsellors etc or resources in the community such as liaison officers, social counsellors, public health nurses, attendance counsellors, and police. Other problems listed by fewer than five administrators, teachers, or in-school counsellors include shyness, integration, vandalism, child abuse, course selection, travel long distances to school, and after-hour supervision for boarding students.

With respect to improvements this group seemed about equally split between seeing improvements and noticing little change. The most common improvement suggested, by far, was an increase in the amount of counsellor time in the school and in contact with students. Some wanted more involvement from the parents but actually saw the level of involvement declining. Some also wanted specialized services in the areas of reading and speech therapy. Another fairly common request was the need for more contact and cooperation between counsellors and teachers. Where improvements were mentioned they involved the provision of part-time or full-time counselling to the school.

Figure 7

Problems Listed by Administrators, Teachers and In-School Counsellors
Listed in Order of Decreasing Frequency
Along With the Common Source of Help

	Student Problem		Source of Help
1.	No interest in school achievement	(n=14)	teacher, parents, liaison officer, social counsellor, pychometrist
2.	Attendance	(n=11)	teacher, vice-principal, principal, liaison officer, attendance counsellor
3.	Completing homework and assignments	(n=10)	teacher, vice-principal, principal, parents
4.	Family problems	(n=8)	principal, social counsellor, public health nurse
5.	Goals	(n=6)	teacher, in-school counsellor, parents
6.	Study skills	(n=5)	teacher, principal, in-school counsellor
7.	Discipline	(n=5)	teacher, vice-principal
8.	Alcoholism, boredom, depression, suicide	(n=4)	social counsellor, police, public health nurse

Parents

It was decided to use an interview process to obtain opinions from this group. The interview is included in Appendix A and was used to complete 48 interviews.

Answers given by parents to the question concerning the most common problems faced by their children or other children in their community are listed below. Some of the more common problems mentioned include attendance, "our children have no problems", interest in school, racial discrimination by other students and some teachers, discipline and using the English language.

- Attendance (n=10)
- No problems at this time (n=7)
- Interest in school (n=6)
- Racial discrimination (n=6)
- Learning English (n=4)
- Discipline (n=4)
- Teasing/problems with other students (n=3)
- Homework (n=2)
- Adjustment to living in the city (n=2)
- Teachers who won't give extra help (n=2)
- Drugs (n=1)
- Sickness (n=1)
- Losing boots and shoes at school (n=1)
- Reading (n=1)
- Getting cheques on time (n=1)
- Bus transportation leaves too early for sports (n=1)

Sources of help that are used or would be used as reported by parents are listed below. By far the most common source is the counselling service with about equal mention of in-school counsellors and social

counsellors. Other answers include "no one", teachers, school committees, and principal.

-Student/Social/School Counsellor (n=33)

-Teachers or teacher aids (n=10)

-Don't know/none (n=9)

-School committee (n=4)

-Other parents/friends (n=3)

-Chief (n=3)

-Principal (n=3)

-Police (n=2)

When asked about sources of help used by their children, parents gave in-school or social counsellors, themselves, teachers, and don't know as the most common responses. The responses obtained are listed as follows:

-Social/Student Counsellors (n=20)

-Their parents (n=16)

-Teachers (n=14)

-Don't know/no one (n=11)

-Friends (n=4)

-Principal (n=4)

-Extended family (n=2)

Many parents indicated that they have expectations that their children will complete school. Grade 12, College, children's choice, and University were the most common replies. Their responses are listed below.

-Grade 12 (n=25)

-College (n=15)

-University (n=14)

-Up to their children (n=12)

The majority of parents interviewed indicated they were not involved in the school. As shown below, those that were involved, attended or helped with after school events, mainly sports, fund raising for student activities, parent-teacher meetings, and School Committee meetings, in that order. Others mentioned much less often were participation as aids in the school and in adult recreation activities.

-None (n=18)

-After school events (mostly sports) (n=14)

-Student fund raising activities (n=11)

-Parent-teacher meetings (n=7)

-Attend School Committee meetings (n=7)

-Serve as parent classroom aids (n=3)

-Adult recreation at school (n=3)

The list of improvements below shows that the most common suggestion for improvement in the counselling services concerned a significant increase in the time available from counsellors for home visits, school visits and organizing evening activities. The next most common reply was "no answer" or "no comment". Other improvements suggested, much less often, were more group discussions with children, use elders to help, provide encouragement to stay in school, start with younger children, be better trained, and help parents accept more responsibility. Two parents specifically mentioned the requirement for more career counselling.

-More visits to home/school (n=18)

-Increase hours of availability (n=16)

-No comment (n=14)

-Concentrate on younger children (n=7)

-Increase training for counsellors (n=6)

-Help parents accept more responsibility (n=5)

-Have children in regular group meetings with counsellor (n=4)

-Use elders to help children (n=3)

-Encourage children to stay in school (n=2)

-Careers days/career counselling (n=2)

-Drug abuse counselling (n=2)

Education and Social Counsellors

Responses were received from 51 counsellors as of August 22,1983, of which 38 or 74 percent were classified as social counsellors and 13 or 26 percent were education counsellors. Of those respondents who were social counsellors, 37 were employed in large part by bands but also by Boards of Education and Cultural Centres and one was employed a tribal council.

Counsellors who responded to the survey worked in a total of 35 locations of which 24 were north of an east-west axis through the Sudbury district and 27 were south.

The length of employment for counsellors in the study varied from less than one year to 20 years with 50 percent of the respondents being employed for six years or less.

Figure 8 is used to show the highest level of formal education reported by counsellors in the study. The levels vary considerably with the largest group (33%) being university graduates of which 8 have post graduate degrees. Counsellors in the study have also taken a large number of shorter courses, seminars, and workshops including Native Counsellors Program, interviewing techniques, early childhood education, crisis counselling, counselling, DIAND workshops, Quetico Centre workshops, and native language seminars.

The case loads for counsellors vary considerably. Thirty-six or 75 percent have elementary students, 42 or 88 percent have high school students, 31 or 65 percent have post-secondary students, and 23 or 48 percent have students in occupational skill programs. When asked to list the number of students they were working with or their case load, some respondents listed the potential number while others listed the actual number because reported total case loads vary from 43 to 1607.

Figure 8

Highest Level of Formal Education
Reported by Counsellors in the Study

Level of Formal Education	Number	(Percent)
Public School	6	(12)
Grade 10	6	(12)
Grade 11	3	(6)
Grade 12	8	(15)
Grade 13	1	(2)
Some College	2	(4)
College	7	(14)
University	16	(33)
Other	1	(2)

The average caseloads reported are 97 elementary students, 52 high school students, 37 post-secondary students, and 18 occupational skills students. In addition, some counsellors had special education students, deaf students, families, home study students, and pre-school children in their case load.

Counsellors were then asked to describe their job by choosing, from a fairly extensive list of possible tasks, tasks which they performed 5 percent or more of their time. It was important to compare the emphasis in counsellors' jobs with client expectations and find the major tasks of counsellors for the purpose of designing training to fit these tasks.

If respondents strictly followed the 5 percent inclusion guideline, each would have a maximum of 20 tasks. However, most of the respondents listed over 20 tasks. There was a range of 14 to 37 tasks checked by respondents with an average of 24 tasks per person which is just over our guideline and still useful for isolating major tasks.

Counselling Students

Figure 9 is used to show the tasks selected by counsellors in the general area of counselling students. All of these tasks are selected an average of 40 percent or more with helping with personal problems, agency advocacy and referral, and providing support and encouragement as the three most frequently selected tasks.

Figure 9

Frequency of Tasks Selected by Counsellors
In the General Area of Counselling Students
Listed in Order of Decreasing Frequency

Tasks for Counselling Students	Number	(Percent)
1. Helping with personal problems	48	(96)
2. Referrals or advocacy with other agencies	46	(93)
3. Contact to provide support and encouragement	45	(88)
4. Student career counselling	40	(80)
5. Review progress reports with students	37	(73)
6. Visits to community homes or boarding homes	34	(69)
7. Arranging for tutorials and special education	28	(56)
8. Counselling non-funded students	25	(49)
9. Liaison between parents and boarding students	23	(46)
10. Liaison between school and boarding students	20	(40)

The counsellors were asked to select sample personal problems with which they help students. Figure 10 is used to show the counsellors responses.

Figure 10

Personal Problems
With Which Counsellors Help Students
Listed in Order of Decreasing Frequency

Personal Problems	Number	(Percent)
1. Problems with friends or other students	40	(82)
2. Family problems	39	(80)
3. Depression, lonliness	29	(60)
4. Drugs, alcohol	21	(43)
5. Health, hygiene	20	(41)

The counsellors as a group list each of these problems as those that are most common or frequent in their work. The only other problem written in with some frequency is birth control.

The agencies that counsellors deal with are shown in Figure 11. Other agencies reported include Ministry of Education, Salvation Army, Attendance Counsellors, Drug and Alcohol Prevention Counsellors, Friendship Centres, Bands, and Northern Nishanabe Education Council.

A few counsellors in the study checked each of the tasks except helping students with personal problems as tasks that require more attention. Three tasks requiring more attention were checked more often than others. These were reviewing school progress reports with students, home visits, and contacting students to provide support and encouragement.

Figure 11

Frequency That Counsellors
Identify Agencies That They Work With
Listed in Order of Decreasing Frequency

Agencies	Number	(Percent)
1. Manpower	41	(83)
2. DIAND	37	(75)
3. Medical Services	37	(75)
4. Probation	36	(73)
5. FACS/CAS	36	(73)
6. Native Organizations	34	(69)
7. Welfare	32	(65)
8. Police	25	(50)
9. Courts	21	(42)
10. Voc Rehab	14	(29)
11. Detox Centres	6	(13)

Counselling Parents

The frequency with which counsellors in the study select tasks in the general area of counselling parents is shown in Figure 12.

Figure 12

Frequency That Tasks are Selected by Counsellors
In the General Area of Counselling Parents
Listed in Order of Decreasing Frequency

Tasks for Counselling Parents	Number	(Percent)
1. Provide information to parents about educational programs	38	(77)
2. Home visits	34	(69)
3. Discussing student progress reports with parents	31	(63)
4. Family counselling	16	(32)

Several counsellors suggested that each of the parent counselling tasks require more attention. Other tasks included by a few respondents were more parent-teacher meetings, and more on reserve visits.

Administration

Counsellors were then asked to select tasks which they performed in the area of administration. Figure 13 is used to show the frequency of that selection. Administering student allowances and funds is one of two most frequently selected tasks in the study. The other is maintaining contact with students to provide support and encouragement. Just over half of the administration tasks are being done by more than 50 percent of the counsellors in the study. Additional tasks reported by a few counsellors include channeling training requests, data base submissions, obtaining and recording student reports, providing assistance to school committees, bookkeeping, filing and clerical work, completing student option sheets, and arranging annual group discussions with parents.

A sample list of duties involved in administering student allowances and funds was provided to counsellors to indicate the duties they provide. The frequency of their selection is shown in Figure 14. Other activities in this area reported by a few counsellors include rent subsidies, shelter payments, child care payments, documentation for post-secondary assistance program, finding extra or contingency funds, and shopping with students.

Four administration tasks were selected by some counsellors as tasks that they should be doing but are not now doing. These are 1) arranging recreational activities for students and adults, 2) obtaining and approving boarding homes, 3) obtaining resource people to assist band councils, and 4) arranging student field trips.

Figure 13

Frequency That Administration Tasks Are Selected By
Counsellors Listed in Order of Decreasing Frequency

Administration Task	Number	(Percent)	Administration Task	Number	(Percent)
1. Administering student allowances and funds	43	(88)	10. Arranging student field trips	18	(36)
2. Interpreting DIAND regulations and guidelines	39	(79)	11. Arranging seasonal transportation	18	(36)
3. Student summer employment	34	(69)	12. Obtaining and approving boarding homes	17	(35)
4. Providing transportation for students and adults	33	(66)	13. Obtaining resource people to assist band councils	14	(29)
5. Budget preparation	33	(66)	14. Arranging recreational activities for students and adults	12	(24)
6. Arranging for bus transportation	31	(63)	15. Arranging family moves	5	(9)
7. Maintaining the nominal role for K-13	29	(58)			
8. Maintaining the CEIS	29	(58)			
9. Transferring students to or from other districts	21	(41)			

Figure 14

Frequency of Counsellor Selection Of
Types of Help Provided
In Administering Student Allowances and Funds
Listed in Order of Decreasing Frequency

	Number	(Percent)
1. Books, supplies, etc.	38	(77)
2. Travel	38	(77)
3. Allowance cheques	35	(71)
4. Curriculum/cultural enrichment	31	(63)
5. Tuition payments	27	(54)
6. Clothing	24	(48)

Agency Liaison or Advocating

Sample tasks in the area of agency liaison and advocating were given to counsellors to assess their involvement in this area. Figure 15 is used to show the frequency that these tasks were selected by counsellors in the study. Most counsellors perform a number of tasks in the agency liaison or advocating area.

Figure 15

Frequency That Tasks in the General Area Of
Agency Liaison and Advocating Were Selected by
Counsellors Listed in Order of Decreasing Frequency

Agency Liaison/Advocating Tasks	Number	(Percent)
1. Liaison with other agencies to keep abreast of changes	40	(81)
2. Providing information to schools	39	(79)
3. Providing information to Band Councils	38	(77)
4. On reserve visits to help students with special needs	30	(60)
5. Liaison with colleges or universities	30	(60)
6. Continuing education programs sponsored by other agencies	28	(56)
7. Providing information to school boards	18	(37)
8. Helping students with landlords	13	(27)

Teaching and Advising

Sample tasks were provided to counsellors to assess their level of involvement in teaching and advising. Figure 16 is used to show the frequency that tasks were selected. Only two tasks in this area are done by about half or more of the respondents. These tasks are advising bands about educational programs and coordination or support for school committees.

Figure 16

Frequency That Teaching and Advising
Tasks Were Selected by Counsellors
Listed in Order of Decreasing Frequency

Teaching and Advising Tasks	Number	(Percent)
1. Advising bands about educational programs	29	(58)
2. Coordination or support for school committees	24	(47)
3. Conducting student field trips	14	(29)
4. Coaching or conducting recreational activities	10	(19)
5. Arranging for in-service counsellor training	9	(18)
6. Supervise tutorials, group study, night classes, etc.	7	(15)
7. Teaching assistance and teacher training	6	(12)
8. Teaching guidance classes	4	(8)
9. Spare teaching	3	(6)

Additional Information

The tasks selected by education counsellors were compared with the tasks selected by the group of counsellors by calculating the percent of the education counsellors that selected each task and comparing this to the percent of the total group that selected each task.

In general, little difference exists between tasks selected by education counsellors and the total counselling group. Where differences do exist, they are generally small in size and expected.

Education counsellors tend to do less liaison between the school and boarding students, arranging for bus transportation and student field trips, students' summer employment, providing transportation for students and adults, and arranging for tutorials and special education than social counsellors. On the other hand, education counsellors tend to do more student career counselling, budget preparation, interpreting DIAND regulations, arranging family moves, and arranging for counsellor in-service training than social counsellors.

Counsellors were asked to make an approximate estimate of the amount of time they spent on each of the counselling areas. For counselling students, estimates range from 5 to 85 percent with an overall average of 42 percent of counsellors' time spent in this area.

Counsellors spend an average of 8 percent of their time counselling parents with a range of 5 to 30 percent reported. Time spent on administration was reported to range from 5 to 95 percent with an overall average of 32 percent. Agency liaison is assigned a range of 5 to 25 percent by respondents with an average of 10 percent, while teaching/advising estimates range from 5 to 25 percent with an average of 8 percent.

Counsellors in the study were asked to list up to 5 areas for their own training and development. There were forty-two different items listed as areas for training and development. The training items reported can be loosely grouped into the counselling areas used in the task analysis portion of the questionnaire plus another section for personal development.

a) Counselling Students
- counselling methods and techniques refresher (n=19)
- career counselling (n=8)
- goal identification and psychological testing (n=4)

- techniques for motivation (n=4)
- crisis counselling (n=3)
- managing interpersonal relationships
- negotiating skills (n=3)
- social counsellor training program
- drug and alcohol counselling

b) Counselling Parents

- group leadership and family counselling (n=10)

c) Administration

- accountable contributions
- budget and data base preparation (n=6)
- Ontario Education Act - Administration section (n=3)
- DIAND budgetary and policy changes
- CEIS/nominal role review (n=3)
- E-12 interpretation
- completing student documentation forms
- changes in provincial and federal education policies
- proposal and report writing
- developing policy manuals
- basic financial management - accounting and bookkeeping
- computer fundamentals
- entrance requirement for post-secondary and occupational
  skills programs

d) Agency Liaison/Advocating

- information about the courts
- information about FACS programs
- information about Social Services programs
- information about school boards

e) Teaching/Advising

- curriculum development
- how to assist school committees

f) Personal Development

- assertiveness training
- public speaking
- a university degree
- a series of requests which appear to be directed to
  self-management, getting organized or acquiring basic
  administration skills. (n=6)

As well as training topics, counsellors were asked to identify their preference for general methods to learn. Their replies are summarized as follows:

- seminars or workshops (n=40)
- meetings with other counsellors (n=38)
- credit courses at college or university (n=28)
- regional conferences (n=24)
- reading materials (n=18)
- home study courses (n=9)

The final section of the questionnaire asked counsellors to make suggestions about specific topics and general areas for improvements. These suggestions are listed as follows:

a) Access to training

- make better use of summer months
- few courses are available in some districts
- training must be decentralized
- more emphasis on short term courses
- much more in-service is required
- need financial assistance or recognition on salary grid

b) Work load

- some counsellors are satisfied but they tend to have help with the administrative load
- amount of time for administration is considered to be too high
- some potential case loads are very high
- some feel they only have time for crisis intervention
- heavy load can mean that adults get passed by

The following quote is included as a sample of several comments on workload and distribution.

> "Our department is bogged down with so
> much administrative work, we do not
> have time to spend one-to-one with our
> students. I feel guilty in this manner
> as at one time, the children looked
> forward to my visit with them at school-
> now they don't see much of me around.
> Even the teachers hardly ask or inform
> our office - as they know we have a lot
> of office responsibilities. So...Where
> is the problem, how can we overcome this?
> Perhaps Band Councils should be made aware
> of our primary function. ???
>
> Help!!!"

c) Job descriptions or guidelines

- several respondents seem satisfied
- some wanted to participate in the preparation of their job description
- some wanted a greater emphasis on counselling
- some wanted more specificity while others indicated the job description must reflect local differences
- one respondent thought the job description should contain some responsibility for placing graduates in jobs

d) Interpreting DIAND policies and guidelines

- several respondents have great difficulty with this task
- some respondents had been in DIAND workshops concerning this topic in the past year but most respondents had not
- some requested refinement of the post-secondary assistance guidelines and the guidelines for CEIS

e) Documentation or funding for students

- some complaints were made about cheques being consistently late
- some felt the budgetary requirements were difficult to understand
- most of the respondents recognized the necessity of documentation but some indicated that clerical help would be of great assistance
- one respondent indicated that CEIS seemed very expensive to maintain

e) Obtaining professional help for special student needs

- most respondents indicated that help was available or you could find it if you looked
- some indicated that special education services in federal schools are well behind those in provincial schools
- part-time tutorial assistants could make a significant contribution
- funding is needed to make psychometric assessments of special cases

f) Additional comments

- funding for occupational skills programs is
  inadequate especially for off-reserve students
- a summer school program for students could add
  enrichment and more opportunity
- alternative schools are urgently required if
  we are going to succeed with many high school
  drop-outs
- it is better to have counsellor offices in the
  school rather than in the band office
- annual meetings with other counsellors would
  be very helpful especially if they contained
  time to informally share information and
  experience
- updating of guidelines would help as some are
  now several years out of date
- we could be more successful if we made better
  use of school committees
- it is difficult to obtain staff for some
  locations
- specific programs are needed for off-reserve
  adjustment including family relocation help.

Superintendents and Band Administrators

This section is directed to reporting the information obtained
from the District Superintendents of Education and Band Administrators.
For the purpose of this section, education counsellors are seen to report
to Superintendents and social counsellors are seen to report to Bands.

The questionnaires for both groups were the same except for
title. The majority of the questionnaire was devoted to ascribing similar
lists of tasks to education counsellors or to social counsellors. In
addition, the tasks could be described as those being done now or those
which should be done but are not being done now. From the information,
we intended to determine task expectations for counsellors and any
differences in expectations between District Superintendents of Education
and Band Administrators.

There were 7 out of 10 Superintendents and 11 out of 15 Band
Administrators who replied to the survey.

Counselling Students

Figure 17 lists social counsellor tasks in the area of counselling
students selected by half or more of the Superintendents and Band Administrators
who responded to the question. Figure 18 provides the same type of
information except it is for education counsellors.

Superintendents and Band Administrators select similar tasks for
social counsellors in the area of counselling students except liaison duties
with boarding students. This is expected as Band Administrators do not
normally have boarding students in their area.

For education counsellors, half or more of the Superintendents
select all of the counselling student tasks. While half or more of the

Band Administrators select none of the counselling student tasks for
education counsellors. However, Superintendents indicated that social
counsellors should be doing more reviewing of progress reports with
students, arranging for tutorials and special education, and maintaining
student contact for support and encouragement. No change in tasks was
indicated for education counsellors by half or more of the Superintendents.

The majority of Band Administrators did not select any item as
requiring more attention from either social counsellors or education
counsellors.

Figure 17

Tasks of Social Counsellors
In the Area of Counselling Students
Selected by Half or More of
Superintendents and Band Administrators

Superintendents		Band Administrators	
Helping with personal problems	(5)	Student career counselling	(9)
Community or boarding home visits	(5)	Providing support and encouragement	(9)
Referrals with other agencies	(5)	Referral to other agencies	(9)
Liaison between parents and boarding students	(4)	Helping with personal problems	(8)
Liaison between school and boarding students	(4)	Tutorial, special education	(7)
Student career counselling	(4)	Review school progress reports	(7)
Providing support and encouragement	(4)	Community and boarding home visits	(6)

Figure 18

Tasks of Education Counsellors
In the Area of Counselling Students
Selected by Half or More of
Superintendents and Band Administrators

Superintendents		Band Administrators
Review progress reports	(7)	None of these tasks were selected by half or more of the Band Administrators who responded to this question.
Help with personal problems	(6)	
Providing support and encouragement	(6)	
Referrals to other agencies	(6)	
Arranging tutorials and special education	(5)	
Student career counselling	(5)	
Liaison between parents and boarding students	(4)	
Liaison between school and boarding students	(4)	
Visits to community and boarding homes	(4)	
Counselling non-funded students	(4)	

When replies for example student problems are compared, the Superintendents selected drugs or alcohol, depression or lonliness, family problems, and friends or other students on an equal basis as problems with which both social and education counsellors provide assistance. Band Administrators selected family problems, problems with friends or other students, and depression or lonliness most often as areas for social and education counsellor assistance. Few members of either group saw health and personal hygiene as a problem for education or social counsellor help.

For referral agencies, half or more of the Superintendents report that social counsellors are involved with DIAND, Probation, F.A.C.S., Medical Services, Native organizations, and Welfare. Half or more of the Band Administrators indicated that social counsellors deal with Manpower, DIAND, Welfare, Probation, and F.A.C.S. Superintendents place slightly more emphasis on Native Organizations and Medical Services as a contact for social counsellors. Band Administrators place more emphasis on Manpower as an agency contact for social counsellors than Superintendents.

With respect to education counsellors, no agency was selected by half or more of the Superintendents as a source for referrals by education counsellors. Half or more of the Band Administrators selected Manpower, and DIAND as a source for referrals by education counsellors.

Counselling Parents

The tasks selected by half or more of the Superintendents and Band Administrators as being done by social and education counsellors in the area of counselling parents are shown in Figure 19. Superintendents and Band Administrators in the study share similar perceptions of tasks being done by social counsellors. However, Band Administrators in the study do not report the contribution made by education counsellors that is indicated by the Superintendents. Neither group indicated that education counsellors should be doing more in this area. Superintendents indicated that social counsellors should be doing more student progress reviews with parents and more home visits. Band Administrators indicated that social counsellors should be doing more family counselling.

Figure 19

Tasks Selected by Half or More of
Band Administrators and Superintendents
And Being Done by Social and Education Counsellors
In the Area of Counselling Parents

Social Counsellors	
Superintendents	**Band Administrators**
Program information to parents (6)	Review student progress reports (9)
Review student progress reports (5)	Home visits (7)
Home visits (4)	Program information to parents (6)

Education Counsellors	
Superintendents	**Band Administrators**
Program information to parents (6)	No tasks were selected as being done by half or more of the Band Administrators
Home visits (4)	

Administration

The administrative tasks selected by half or more of the
Superintendents or Band Administrators is shown in Figures 20 and 21.

There appears to be general agreement between Superintendents
and Band Administrators concerning administrative tasks for social
counsellors. Superintendents selected "arranging bus transportation" as
a task for social counsellors more often than Band Administrators. Band
Administrators selected the tasks of "interpreting DIAND regulations and
guidelines, maintaining the CEIS, and budget preparation" more often for
social counsellors than did Superintendents in the study.

Figure 20

Administrative Tasks of Social Counsellors
As Selected by Half or More of the
Superintendents and Band Administrators
in the Study

Selected by Superintendents		Selected by Band Administrators	
Student allowances and funds	(6)	Interpreting DIAND regulations and guidelines	(9)
Arranging bus transportation	(6)	Student allowances and funds	(8)
Maintaining K-13 nominal role	(5)	Maintaining the CEIS	(8)
Student summer employment	(5)	Budget preparation	(7)
Transferring students to or from districts	(4)	Maintaining K-13 nominal role	(6)
		Student summer employment	(6)
		Transferring students to and from districts	(6)

Figure 21

Administrative Tasks of Education Counsellors
As Selected by Half or More of the
Superintendents and Band Administrators
In the Study

Selected by Superintendents		Selected by Band Administrators	
Maintaining the CEIS	(7)	Student allowance and funds	(6)
Interpreting DIAND regulations and guidelines	(7)	Interpreting DIAND regulations and guidelines	(6)
Transferring students to and from districts	(7)		
Maintaining K-13 nominal role	(6)		
Budget preparation	(5)		
Bus transportation	(4)		
Obtaining boarding homes	(4)		
Seasonal transportation	(4)		
Providing transportation for students and adults	(4)		

The administrative tasks selected for education counsellors vary
considerably. Superintendents ascribe a much greater number of tasks to
education counsellors as shown in Figure 21. While half or more of the
Band Administrators in the study indicate that education counsellors are
also interpreting DIAND regulations and guidelines, the only other task
they feel education counsellors are doing is administering student
allowances and funds.

There were no tasks that Superintendents indicated that social
counsellors should be doing with the possible exception that three
Superintendents indicated that social counsellors should be arranging
student field trips. They did indicate, however, that education counsellors
should be doing more of obtaining resource people to assist Band Councils.

These last points above are also the only tasks that the majority
of Band Administrators felt education counsellors should be doing but are
not now doing. No changes in social counsellors administrative tasks were
indicated by Band Administrators.

Agency Liaison/Advocating

The agency liaison and advocating tasks selected as being done by
half or more of the Superintendents and Band Administrators are shown in
Figures 22 and 23.

Half or more of the Band Administrators in the study indicate that
more agency liaison or advocating tasks are being done by social counsellors
than is indicated by Superintendents.

Superintendents, on the other hand, indicate that all of the
agency liaison or advocating tasks are being done by education counsellors
while half or more of the Band Administrators do not indicate that any
of these tasks are being done regularly by education counsellors.

Figure 22

Agency Liaison or Advocating Tasks
Of Social Counsellors as Selected
By Half or More of The
Superintendents or Band Administrators
In the Study

Selected by Superintendents		Selected by Band Administrators	
Providing information to schools	(4)	Providing information to Band Councils	(10)
Helping students with special needs	(4)	Providing information to schools	(10)
		Keeping up with changes in regulations, services or funding	(8)
		Helping students with special needs	(7)
		Liaison with Colleges or Univ.	(7)

Figure 23

Agency Liaison or Advocating Tasks
Of Education Counsellors as Selected
By Half or More of The
Superintendents or Band Administrators
In the Study

Selected by Superintendents		Selected by Band Administrators
Keeping up with changes in regulations, services or funding	(7)	No agency liaison tasks are selected as being done by education counsellors by half or more of the Band Administrators in the study.
Liaison with Colleges or Univ	(7)	
Continuing Education programs sponsored by other agencies	(7)	
Provide information to Band Councils	(6)	
Helping student with special needs	(6)	
Providing information to schools	(5)	
Providing information to School Boards	(5)	
Helping students with landlords	(5)	

No changes in agency liaison or advocating tasks for either
social or education counsellors was indicated by half or more of the
respondents.

Teaching/Advising

No teaching or advising tasks are reported as being done by
social counsellors by half or more of the Superintendents. Although not
listed by the majority, three Superintendents reported that social
counsellors are giving support to school committees.

Half or more of the Band Administrators did not select any
teaching or advising as being done by social counsellors. Although,
slightly less than half indicated that social counsellors are advising
Bands about educational programs, supervising tutorials, group study night
classes, etc. and are providing support for school committees. No change
in the level of involvement of social counsellors in teaching or advising
is recommended by more than half of either administrative group.

Three teaching or advising tasks are selected by Superintendents
as being done by education counsellors; 1) advising bands about educational
programs (6), 2) arranging for in-service counsellor training (4), and
3) providing support for school committees (4). Half or more of the Band
Administrators in the study do not indicate that any teaching or advising
tasks are being done by education counsellors. No majority of either
administrative group suggests any change in the level of involvement in
these tasks for education counsellors.

Additional Information

The relative amount of work in the general counselling areas
such as counselling students, counselling parents, administration, etc.
performed by social counsellors or education counsellors can be examined
by reporting the total number of tasks selected in each counselling task
area by either Superintendents or Band Administrators. Table 4 is used
to show this comparison. This table contains all the information given

Table 4

Number of Selections of Tasks in General Counselling Areas
For Tasks Which are Being Done and the Sum of Tasks
Which are Being Done and Should Be Done By
Education and Social Counsellors as Selected By
Superintendents and Band Administrators

Counselling Task Areas	Education Counsellors				Social Counsellors			
	Superintendents		Band Administrators		Superintendents		Band Administrators	
	are doing	are and should be doing	are doing	are and should be doing	are doing	are and should be doing	are doing	are and should be doing
1. Counselling Students	51[a] (26)[b]	64[c] (28)[d]	34 (39)	38 (28)	39 (29)	62 (31)	67 (27)	68 (26)
2. Counselling Parents	15 (8)	20 (9)	4 (4)	8 (7)	18 (14)	27 (13)	26 (11)	29 (11)
3. Administration	59 (31)	67 (29)	28 (30)	37 (28)	41 (31)	54 (27)	80 (33)	82 (32)
4. Agency Liaison/Advocating	47 (25)	51 (22)	16 (16)	27 (20)	26 (20)	40 (20)	53 (22)	57 (22)
5. Teaching/Advising	20 (10)	27 (12)	10 (11)	23 (17)	8 (6)	19 (9)	17 (7)	23 (9)
TOTALS	192 (100)	229 (100)	92 (100)	134 (100)	132 (100)	202 (100)	243 (100)	259 (100)

[a] total number of selections of tasks in general counselling task area

[b] percent of column [a] total

[c] total number of selections of are doing and should be doing in general counselling task area

[d] percent of column [c] total

by one or more respondents without the requirement that items be chosen by half or more of the respondents.

In general, Superintendents do not indicate much difference between the current (are doing) and the desirable (are and should be doing) roles for education counsellors. Band Administrators, on the other hand, generally indicate a reduced role in counselling students, an increased role in agency liaison or advocating, and an increased role in teaching or advising between the current and desirable role for education counsellors.

Neither Superintendents nor Band Administrators indicate much change in the role of social counsellors between current and desirable job content.

The three major areas of job content which account for 75% or more of the tasks for social counsellors and education counsellors are counselling students, administration, and agency liaison or advocating.

The questionnaire for Band Administrators and Superintendents also contained open ended questions concerning their role in the provision of counselling services and improvements they would recommend.

Most of the Superintendents see their role as coordinating student services in their district. Other comments received were:
- ensure DIAND guidelines and policies are followed
- ensure Bands allocate sufficient funds for counselling
- ensure preparation of CEIS and nominal role
- provide assistance to counsellors in special cases
- provide professional development for social and education counsellors.

Band Administrators who responded to this question generally have a support role to social counsellors and assist with referrals. Some appear to have

little involvement in the activity.

Superintendents who replied concerning training for counsellors generally indicate formal training is adequate but wished for more specific or applied in-service training. Band Administrators who replied to the question also wanted more in-service training for counsellors.

With respect to work load, Superintendents indicate that the administrative work load of counsellors detracts from contact with students and families. It was suggested that expectations for family counselling should be brought into focus and clarified. As well, Band Councils may need training in the requirements and value of a good counselling program.

Job descriptions were seen to be either basically adequate or too vague by respondents. Some clarification and updating was required but the job description itself does not seem to inhibit the assignment of extraneous administrative duties to counsellors.

With respect to policies, guidelines and documentation for funding, more guidance from the regional office was requested as some policies and the requirements of the CEIS system made documentation sometimes difficult to complete on time.

The few comments concerning special student needs indicated that the availability of help was satisfactory or unsatisfactory depending on the degree of geographical proximity to the resources.

The only other suggestions for improvements concerned the establishment of a salary grid which encourages professional development and the need for more active relationships between district offices and Bands in the district.

Summary and Discussion of Results

Summary

This study was initiated as a result of several discussions and questions arising within the Department (DIAND) and at the band level over a period of time concerning the counselling needs of students, the type of services being delivered, and the training and development needs of counsellors.

Generally, all three levels of students, grade 7 and 8 or high school or post secondary, have similar problems and seek help from similar sources. Friends or family or other students as well as poor grades are frequent sources of difficulty students have in common. Post-secondary students appear to have more problems with getting cheques, meeting other native students on campus and personal problems. High school students appear to have more problems with attendance and career choices. It is interesting to note that personal problems such as drugs, alcohol, lonliness, or depression are not listed as a major source of difficulty by either high school or public school students.

Family and friends are listed by all three student groups as the most frequent source of help. Post-secondary students tend to use educational, school, and social counsellors as a source of help that appears consistent with the respective duties of the counsellors. High school and public school students appear to make more use of teachers and in-school counsellors. There are four common problems listed by high school students where over 20 percent of those listing the problem are not sure where to get help. As well, 65 percent of the boarding students indicated they had not received counselling about adjusting to a new community before they left home.

Administrators, teachers, or in-school counsellors report

problems of high school and public school students similar to the self reports of these student groups, although, these problems are seen from the school perspective. The major problems include interest in school, attendance, homework, and family problems. For this group, as well, personal problems of students are not a more common source of difficulty.

Teachers report that they usually make attempts to address student problems, then use resources in the school or use resources in the community. A number of outside resources are reported and include social counsellors, liaison officers, attendance counsellors, public health nurses, police, Chiefs, and psychometrists.

Some members of the administrators, teachers, or in-school counsellors group report increases in the amount of counsellor time available but some report little change. Generally, this group indicates that it supports more counsellor availability, more contact with parents, and more access to special education services. As well, some members of this study group wanted more information about students with problems so that they could cooperate with or be part of the counselling program for the students.

Parents involved in the study list a wide variety of problems their children or other children in the community experience. Parents in the study indicate that counsellors are a prime source of assistance with their childrens' problems. Although, a few seem unsure of where to get help or where their children get help. Most of the parents had expectations that their children would complete grade 12, high school, or university but some prefer to leave this choice to their children.

In general, the parent group wanted a significant increase in the time available from counsellors for home visits, school visits, and organizing evening activities. Parents do not indicate that personal problems such as drugs, depression, alcohol or loneliness are a major

problem. They also do not report that they are aware that their children see their familites as a common source of difficulty.

Counsellors in the study appear to have a range of educational qualifications with about one third, having one or more University degrees. They have also participated in a fairly wide variety of short courses, seminars, and workshops.

Their case loads vary considerably with the group average consisting of 97 elementary students, 52 high school students, 37 post-secondary students, and 18 occupational skills students. A few potential case loads exceed 1,000 students.

Counsellors perform a number of tasks in the area of counselling students with the four most common tasks being; helping with personal problems, referral or advocacy with other agencies, student contact to provide support and encouragement, and student career counselling. The two most common personal problems of students encountered by Counsellors are problems with friends or other students, and family problems. Counsellors report a group average of 42 percent of their time spent on this activity.

Counsellors also deal with parents and the most common tasks in this area are providing information to parents about educational programs, home visits, and discussing student progress reports with parents. However, counsellors report a group average of only 8 percent of their time spent on this activity.

Counsellors are assigned a large number of administrative tasks. The group average for time spent in this activity is 32 percent but it clearly detracts from the other areas of counselling. Students, teachers and parents are frequently concerned about counsellor availability where time spent on administrative duties or "office work" is the most frequently mentioned cause. Some counsellors want more training in this area to

make more effective use of their time and several would like clerical help.
Some counsellors indicate the bands need more information about counselling
needs and programs in order to reestablish counselling priorities.

Most counsellors perform a variety of tasks in the area of agency
liaison and advocacy although the group average for time spent in this
activity is 10 percent. The task most often performed in this area by
counsellors in the study is maintaining contact with other agencies
to keep abreast of changes in funding, regulations and policies. One
of these agencies is reported to be DIAND as several counsellors indicate
they feel out of touch with changes in funding and policies at DIAND.

Only two major tasks are performed by counsellors in the area of
teaching and advising. These are advising Bands about education programs
and coordination or support for school committees. The group average for
time spent on this task is 8 percent.

There do not appear to be significant or major differences in
the duties of education or social counsellors that cannot be accounted for
by reason of training, work location, and Department association in the
case of education counsellors.

Counsellors list a number of improvements and comments which
are described in detail in the section on results in this report. One area
of comment, training, is discussed at this point for its relevance to the
study.

It appears that the formal education of counsellors is proceeding
although there are several requests to decentralize this training and
possibly, make opportunities available throughout the year. Access to
formal training is reported to be limited by geography and the lack of
development incentives.

Training and development methods which combine individual home study with group meeting discussions or district in-service training are one solution with significant potential for decentralizing the training process and reducing the limitations of geographical isolation.

There were several comments received concerning incentives for training which involve financial support for attending programs or a salary grid which recognizes professional development. Both appear to be lacking in many cases and detract from the motivation to pursue professional development. Salary grid modifications are slightly more recommended than financial assistance.

For methods of training, most respondents prefer district meetings and conferences which involve opportunity to share knowledge and experience with others. This interchange may reduce the distance that is reported to be between some education counsellors and some social counsellors. It may also serve as a vehicle to make more effective use of the training completed by education counsellors which in most cases is considerable.

The greater demand for training appears to be in the area of workshops or seminars that are specifically job or task related.

Superintendents and Band Administrators tend to see similar tasks being completed by education or social counsellors as the counsellors report themselves. There are some differences in the frequency of tasks selected by administrators for education and social counsellors. As is expected, superintendents are more aware of education counsellor tasks whereas band administrators are more aware of social counsellor tasks.

The major area of difference in task perception is the very limited role assigned by or assumed to be played by, education counsellors in the view of band administrators. Some counsellors indicate that the

overall counselling service would be enriched by more contact between these groups of administrators and their respective counselling staffs.

This group of administrators would generally agree to emphasize job related in-service training; that the level of administrative duties detracts from the provision of counselling services; the requirement for salary grid professional development incentives; the requirement to inform Band Councils about counselling services; and the need for focussing efforts in the area of family counselling.

Discussion of Results

The majority of counsellor time appears to be spent with a minority of students who have personal problems. The majority of students obtain most of their help from friends, other students, or the family. Counsellors may wish to consider a change in or an additional focus to the current one. This new focus should strengthen the family as a resource. As well, group counselling techniques could also be used to maintain more counsellor contact with students and help students help each other.

Boarding parents are almost a negligible source of help to students in this study. Some further investigation or discussion may be warranted toward providing boarding parents with more skills and information, or finding alternate methods to provide much higher levels of support in residential accommodations. The apparent lack of use of boarding parents is likely aggravated by the relatively large number of students who do not receive information or counselling before they leave their home community.

Administrators at the Department and band level may find it useful to examine the percentages of time spent in the various counselling areas. It seems evident that time spent on administrative duties affects the availability of counsellors for interaction with students. Some administrative duties appear necessary. However, with the commonly expressed student

problem of getting cheques on time, the sometimes large percentage of
counsellor time spent on administration does not appear to be yielding
the desired results. Further time allocated to administration would
further inhibit student interaction. More counsellor training in using
current systems or a change in the administrative systems may warrant
further investigation and discussion. The CEIS is most often singled out
as a problem.

The results of the study seem to indicate that the future focus
of training should include decentralized training programs which emphasize
specific job related training. The counsellors in the study indicate that
formal university or college courses fill a minority of their needs.
Administrators of counselling programs at the band and department level
may find it useful to participate in training or information programs which
assist their decision-making and allocation of resources. Further assistance
to administrators seems especially important in setting goals and priorities
for counselling, supporting the professional development of counsellors, and
making full use of education and social counsellors in any District.

Recommendations

The Counselling Study Steering Committee submits the following recommendations for further discussion:

I Use and Implementation of the Study Results

The Committee recommends that:

1. The study be used as a beginning point to generate and focus attention on the issues affecting counselling services for native students.

2. The Department actively facilitate discussion of the delivery of counselling services and professional development with Department employees concerned with counselling.

3. Native organizations and associations, tribal councils, treaty organizations, and band councils actively facilitate discussion of the delivery of counselling services and professional development in their jurisdiction.

4. A committee consisting of representatives of the Department, Indian government, and counsellors be struck to guide, recommend, and support the further discussion of the delivery of counselling services and suggest mechanisms to satisfy the requirements for further information and investigation.

II The Delivery of Services

The Committee recommends that:

1. Employers of counsellors examine the allocation of time devoted to the general counselling tasks by their counsellors to determine if the goals or objectives of the counselling program are likely to be met.

2. In addition to the current emphasis or focus on individual crisis counselling, that greater emphasis be placed on group counselling techniques.

3. Greater emphasis be placed on providing support
   and information to the family in its major role
   of providing support to the student.

4. Counsellors should use a variety of means to provide
   information to students in areas such as community
   or school resource kits, career counselling, helping
   friends or fellow students, and family relationships.

5. Students who are leaving home to attend school in
   urban settings should receive an orientation to
   urban living before and during their adjustment
   period.

6. More mechanisms should be developed to prepare boarding
   home parents to be a source of help to boarding students.
   It may be necessary to investigate alternatives to the
   use of boarding homes as the prime source of high
   school student residential accommodation.

7. Continued support and active encouragement should be
   provided to school committees to maximize the
   beneficial effects of an active, interested school
   committee to parents, teachers, students, and counsellors.

8. Administrative procedures, especially the Continuing
   Education Information System, must be modified to
   reduce the time required of counsellors for this
   function.

III Professional Development

The Committee recommends that:

1. Counsellors who are hired should possess the basic
   requisite skills for the position acquired through
   a combination of post-secondary training and on-the-job
   or related experience.

2. Salary grid incentives should be created to recognize
   significant professional development.

3. The identification of development needs should be
   redirected to the district or local level by
   establishing local counselling resource groups of
   band and department counsellors to provide focus
   and continuity.

4. Use be made of the local counselling resource
   groups to arrange for the delivery of development
   programs that are more accessable to local
   counsellors and are based on locally identified
   needs.

5. Specific short-term seminars should be provided
   to those who have the responsibility of
   managing counselling services at the local
   level.

APPENDIX A

The Questionnaires
And Parent Interview Schedule
Used in This Study

COUNSELLING SERVICE QUESTIONNAIRE

FOR

POST-SECONDARY STUDENTS

A. Please provide the following information about yourself.

1. Name _____ Age _____
    (provide your name only if you wish)

2. Male ☐   Female ☐

3. Your home community _____

4. The name of the course or program you are taking _____

    _____

5. The college or university you are attending _____

6. The number of years you have been a post-secondary student _____

B. Below is a list of problems often faced by students in College or University. Which, if any, of the following became a problem for you during the past year at school?

Place a check (✓) beside the appropriate statement.

☐ Problems with family, friends or other students.
☐ Problems with school administrators, teachers.
☐ Getting your cheques.
☐ Getting your books, materials, or equipment.
☐ Personal problems (for example - drugs, alcohol, loneliness)
☐ Completing forms for assistance from the government.
☐ Completing forms for assistance from the band.
☐ Completing registration forms for college or university.
☐ Poor grades, incomplete or failed assignments and courses.
☐ Transportation to school or back home.
☐ Choosing a career or a program at college or university.
☐ Difficulties with Indian Affairs or other social agencies.
☐ Keeping in touch with your family back home.
☐ Meeting and getting together with other Native students on campus.
☐ Other (please describe) _____

_____

_____

☐ Other (please describe) _____

_____

_____

C. 1. Which, if any, of the following sources of help did you use in the past year?
        Check (✓) one or more of the following:
        ☐ family, friends, other students.
        ☐ education counsellor - usually provided by the Department of Indian Affairs.
        ☐ social counsellor - usually provided by the Band.
        ☐ school counsellor - provided by the College or 'University for all students.

        ☐ other (please describe) _____

        _____

        ☐ none.

2. If you attend college or university away from home:
   Did you use a counsellor in your home area or in the college or university area, or both?
   Please check (✓) one answer.
   ☐ counsellor in home area
   ☐ counsellor in college or university area
   ☐ counsellors in both areas
   If you used a counsellor in your home area, what problems did he or she help you with?

   (i) _____

   _____

   (ii) _____

   _____

   (iii) _____

   _____

D. Select the type of help you think would be the best for each of the following problems.
   Check (✓) one source of help for each problem.
   1. Problems with family, friends, other students.

☐	☐	☐	☐
Family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

   Problems with school administrators or teachers.

☐	☐	☐	☐
family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

   3. Getting your cheques.

☐	☐	☐	☐
family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

   4. Getting your books, materials, or equipment.

☐	☐	☐	☐
family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

   5. Personal problems (for example - drugs, alcohol, loneliness)

☐	☐	☐	☐
family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

   6. Completing forms for assistance from the government.

☐	☐	☐	☐
family, friends	social counsellor	education counsellor	school counsellor

   Other (please describe) _____

E. 1. List up to four (4) of the more important qualities of a good counsellor.

1. _____

2. _____

3. _____

4. _____

2. List up to four (4) of the qualities of a poor counsellor.

1. _____

2. _____

3. _____

4. _____

3. What improvements could be made to native counselling services?

_____

_____

_____

_____

_____

4. If you are leaving school before you have finished your program describe how a counsellor may have helped you finish college or university.

_____

_____

_____

_____

_____

5. Any other suggestions or comments.

_____

_____

_____

_____

_____

Please place your completed questionnaire in the stamped, addressed envelope and mail. Thank you for your help.

7. Completing forms for assistance from the band.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

8. Completing registration forms for college or university.

☐ family, friends   ☐ social, counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

9. Help understanding course materials, completing assisgnments, passing exams, etc.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (such as tutors, senior students, etc.) _____
_____

10. Transportaion to school or back home.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

11. Choosing a career or a program at college or university.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

12. Difficulties with Indian Affairs or other social agencies.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

13. Keeping in touch with your family back home.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

14. Meeting and getting together with other native students on campus.

☐ family, friends   ☐ social counsellor   ☐ education counsellor   ☐ school counsellor

Other (please describe) _____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

NATIVE HIGH SCHOOL STUDENTS

A. Please provide the following information about yourself.

Name: _____ Age:_____
         (provide only if you wish)

Male: ☐   Female: ☐

Grade:_____

Name of School: _____

B. Below is a list of problems often faced by students. Which, if any, became a problem for you this school year?
Place a check (✔) beside any problems you had.

☐ Problems with my family.

☐ Problems with friends or other students.

☐ Problems with school administrators or teachers.

☐ Getting my allowance cheques.

☐ Getting my books, materials or equipment.

☐ Personal problems (for example - drug, alcohol, loneliness, depression)

☐ Daily transportation to and from school.

☐ Attendance

☐ Choosing a career or program in high school.

☐ Poor grades, incomplete assignments, failed courses.

☐ Choosing a career or program at college or university. (for Gr. 12 & 13 students only)

☐ Understanding high school credits and course requirements.

☐ Completing high school course option forms.

☐ Problems with personal health or hygiene.

☐ Getting support and encouragement to complete school.

For Boarding Home Students

☐ Transportation to school community or back home.

☐ Problems with boarding home parents.

☐ Keeping in touch with my family back home.

☐ Adjusting to living in a new community.

Other _____

_____

Other _____

_____

Please list any personal problems you are having or had such as depression, loneliness, health, drugs, alcohol.

_____

_____

Did you get involved in school activities after school such as sports, dances, clubs, etc.?

Yes ☐   No ☐

If yes, please list the activities you joined or attended this school year.

_____

_____

_____

If you did not participate in any after school activities, please tell us why.

_____

_____

_____

C. Who helps you with your problems?

☐ Family

☐ Friends or other students

☐ Boarding parents

☐ Social counsellor - usually provided by your band

☐ Education counsellor - usually provided by the Department of Indian Affairs.

☐ School Counsellor - provided by the school for all students.

☐ Teachers or teacher aides.

☐ Other sources of help (please describe)_____

D. Select the source of help you think would be **the best** for each of the following problems.

Check (✔) one source of help for each problem.

Please answer each question.

1. Problems with my family

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

family   friends   social   education   boarding   school   teacher or   not sure where
                        counsellor   counsellor   parents   counsellor   teacher aide   to go for help

2. Problems with friends or other students.

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

family   friends   social   education   boarding   school   teacher or   not sure where
                        counsellor   counsellor   parents   counsellor   teacher aide   to go for help

3. Problems with school administrators or teachers.

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

family   friends   social   education   boarding   school   teacher or   not sure where
                        counsellor   counsellor   parents   counsellor   teacher aide   to go for help

4. Getting my allowance cheques.

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

family   friends   social   education   boarding   school   teacher or   not sure where
                        counsellor   counsellor   parents   counsellor   teacher aide   to go for help

5. Getting my books, materials, or equipment.

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

family   friends   social   education   boarding   school   teacher or   not sure where
                        counsellor   counsellor   parents   counsellor   teacher aide   to go for help

6. Personal problems (for example - drug, alcohol, loneliness, depression).

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

7. Daily transportation to and from school.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

8. Attendance.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide not sure where to go for help

9. Choosing a career or program at college or university. (For Grade 12 and 13 students only.)

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

10. Poor grades, incomplete assignments, failed courses.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

11. Choosing a career or program in high school.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

12. Understanding high school credits and course requirements.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

13. Completing high school option forms.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

15. Getting support and encouragement to complete school.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

For Boarding Home Students

16. Transportation to school community or back home.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

17. Problems with boarding home parents.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

18. Keeping in touch with my family back home.

☐ family ☐ friends ☐ social counsellor ☐ education counsellor ☐ boarding parents ☐ school counsellor ☐ teacher or teacher aide ☐ not sure where to go for help

19. Adjusting to living in a new community.

☐ family   ☐ friends   ☐ social counsellor   ☐ education counsellor   ☐ boarding parents   ☐ school counsellor   ☐ teacher or teacher aide   ☐ not sure where to go for help

20. Did a counsellor talk to you about adjusting to a new high school or living in a new community **before** you left home?

Yes ☐   No ☐

21. What is important to tell students before they leave home for school?

_____

_____

_____

E. (a) List up to four (4) of the more important qualities of a good counsellor.

1 _____

2 _____

3 _____

4 _____

(b) List up to four (4) of the qualities of a poor counsellor.

1 _____

2 _____

3 _____

4 _____

(c) What do you think are the most common reasons that students leave school? Please list up to five (5) reasons.

1 _____

2 _____

3 _____

4 _____

5 _____

(d) How could counsellors help students stay in school?

_____

_____

_____

(d) Do you have any other comments about the counselling services you have recieved? Please describe.

_____

_____

_____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

GRADE 7 & 8 STUDENTS

A.   Please provide the following information about yourself.

Name: _____ Age:_____
       (provide only if you wish)

Male: ☐   Female: ☐

Grade:_____

Name of School: _____

B.   1. (a)   Below is a list of problems often faced by students. Which, if any, became a problem for you this school year? Place a check (✓) beside any problems you had.

☐ Problems with family

☐ Problems with friends

☐ Problems with other students

☐ Problems with school adn inistrators or teachers.

☐ Personal problems (for example - drugs, loneliness , depression, alcohol)

☐ Poor grades, failing tests or assignments.

☐ Problems with your health or hygiene.

   (b)   For Grade 8 Students.

☐ Understanding the high school credit system and course requirements.

☐ Completing course option sheets for high school.

☐ Choosing a career or program in high school.

Other_____

_____

2.   If you had personal problems such as health, depression, loneliness, drugs, alcohol, please list them.

_____

_____

_____

3.   Did you join any teams or clubs at school or go to any dances?

Yes ☐   No ☐

If yes, please list the activities you took part in during the school year.

_____

_____

_____

4. If you did not participate in any activities after school please tell us why.

_____

_____

_____

c. Who helps you with your problems?

☐ Family

☐ Friends or other students

☐ Boarding parents

☐ Social Counsellor - usually provided by your band.

☐ Education Counsellor - usually provided by the Department of Indian Affairs.

☐ School Counsellor - provided by the school for all students.

☐ Teachers or teacher aides

Other sources of help (please describe) _____

_____

_____

D. How can a counsellor help students in school? Please list up to four (4) ways a counsellor can help.

1. _____

2. _____

3. _____

4. _____

(b) What do you like about school?

_____

_____

_____

_____

(c) What don't you like about school?

_____

_____

_____

_____

NATIVE STUDENT COUNSELLING QUESTIONNAIRE

FOR

ADMINISTRATORS, TEACHERS OR IN-SCHOOL COUNSELLORS

A. Please list up to six (6) of the most common problems faced by students in your class or in your school (grade 7 and up).

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

B. Given a fairly common range of difficulty or severity of student problems, describe which problems listed above you would try to handle yourself or refer elsewhere.

Describe your referral by giving positions or titles such as principal, vice-principal, in-school counsellor, social counsellor, names of other agencies, etc.

For each of the above problems, describe your source of help. Please make the item number for your referals correspond to the problem number above.

For problem #1 _____

_____

For problem #2 _____

_____

For problem #3 _____

_____

For problem #4 _____

_____

For problem #5 _____

_____

For problem #6 _____

C. Counselling is available for students funded by the Department of Indian Affairs. Please suggest any improvement in this service that would help you.

For each suggestion, also specify if any improvement has been made in the last 2 years.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

PARENTS

1. What are the most common problems that your children or other children have in school?

_____

_____

_____

2. Where do you or other parents go to get help for your (their) children?

_____

_____

_____

3. Where do your children or other children go to get help?

_____

_____

_____

4. How far do you expect your children to go in school?

_____

_____

_____

5. How are you or other parents involved in school activities?

_____

_____

_____

6. What improvements would you make for student counselling services?

_____

_____

_____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

NATIVE STUDENT COUNSELLORS

Please provide the following information about yourself.

1. Name: _____
    <div style="text-align:center">(provide only if you wish)</div>

2. Position (title): _____

3. Employer: Band ☐   Tribal Council ☐   DIAND ☐

4. Work Location: _____

5. Length of employment as a counsellor:_____
    If you have been a counsellor for less than 2 years, what was your previous position?

    _____

6. What is the highest level of school, college, or university you have completed?

    _____

    What other training courses in the area of counselling have you taken?

    (a) _____

    (b) _____

    (c) _____

    (d) _____

7. Please list the number of students you are working with or your case load in each of the follwing categories.

    Elementary students   _____

    Secondary school students   _____

    Post-secondary students   _____

    Occupational skills   _____

    Other (please describe)   _____

    _____

B. 1. Counsellors provide a wide range of services to their employers and to students. This question is used to describe the tasks you are doing and to describe the tasks you feel you should be doing.
        The following is a list of services that counsellors might provide. It is a list of possible duties. It does not mean that you should be doing all or even most of these tasks.

        Please describe your job by checking (✓) using the squares ☑ any of the following tasks which take about 5% or more of your time.

        Only check tasks which take 2 - 3 hours per week, or 1 or 2 days per month or 10 days per year, OR MORE.

        Please complete the "are doing" column only at this stage. You will have a chance to complete the "should be doing" at a later stage.

(a) Counselling Students

1. Helping students with personal problems .... ☐ ○
   Below are some example personal problems. Check (✓) any problems that you help with.
   - ☐ drugs, alcohol
   - ☐ depression, loneliness
   - ☐ family problems
   - ☐ problems with friends or other students
   - ☐ health and personal hygiene
   - ☐ Other _____

   - ☐ Other _____

2. Liaison between parents and boarding students .... ☐ ○
3. Liaison between the school and boarding students .... ☐ ○
4. Arranging for tutorials, special education .... ☐ ○
5. Reviewing school progress reports with students .... ☐ ○
6. Visits to community homes and / or boarding homes .... ☐ ○
7. Student career counselling .... ☐ ○
8. Maintaining contact with students to provide support and encouragement ..... ☐ ○
9. Counselling non-funded students .... ☐ ○
10. Referrals or helping students with other agencies .... ☐ ○

    Please check agencies that you deal with.
    - ☐ Manpower   ☐ Courts
    - ☐ Welfare   ☐ Police
    - ☐ Voc Rehab   ☐ Medical Services
    - ☐ DIAND   ☐ Detox Centres
    - ☐ Probation   ☐ Native Organizations
    - ☐ Family and Children's Services or Children's Services
    - ☐ Other _____

11. Other _____
    _____ ☐ ○

12. Other _____
    _____ ☐ ○

Please review the list above and place an "X" beside student problems which are most common or frequent.

(b) Counselling Parents.

1. Provide information to parents about educatonal programs..................... ☐ ○
2. Family counselling .... ☐ ○
3. Discussing student progress reports with parents .... ☐ ○

4. Home visits . . . . ☐   O

5. Other (please describe) . . . . ☐   O

_____

_____

6. Other (please describe) . . . . ☐   O

_____

_____

(c) Administration.

1. Administering student allowances and funds . . . . ☐   O

Please check (✔) any of the following types of help you provide.

☐ allowance cheques

☐ tuition payments

☐ books, supplies, etc.

☐ travel

☐ clothing

☐ curriculum / cultural enrichment

☐ other_____

_____

2. Arranging for bus transportation . . . . ☐   O

3. Arranging student field trips . . . . ☐   O

4. Arranging recreational activities for students and adults . . . . ☐   O

5. Maintaining the nominal role for K-13 . . . . ☐   O

6. Maintaining the Continuing Education Information System . . . . ☐   O

7. Budget preparation . . . . ☐   O

8. Interpreting DIAND regulations and guidelines . . . . ☐   O

9. Obtaining and approving boarding homes . . . . ☐   O

10. Transferring students to or from other districts . . . . ☐   O

11. Arranging transportation for boarding students (seasonal) . . . . ☐   O

12. Obtaining resource people to assist band councils . . . . ☐   O

13. Student summer employment . . . . ☐   O

14. Providing transportation for students or adults . . . . ☐   O

15. Arranging family moves . . . . ☐   O

16. Other . . . . ☐   O

_____

_____

17. Other . . . . ☐   O

_____

_____

(d) Agency Liaison / Advocating.

		are doing	should be doing
1.	Liaison with other agencies to keep abreast of changes in regulations, services, or funding	☐	○
2.	Providing information to Band Councils	☐	○
3.	Providing information to schools	☐	○
4.	Providing information to school boards	☐	○
5.	On-reserve visits to obtain help for students with special needs	☐	○
6.	Liaison with colleges or universities	☐	○
7.	Continuing education programs sponsored by other agencies	☐	○
8.	Helping students with landlords	☐	○
9.	Other (please describe)	☐	○

_____

_____

Other (please describe).. ☐ ○

_____

_____

Teaching / Advising

		are doing	should be doing
1.	Advising bands about educational programs	☐	○
2.	Conducting student field trips	☐	○
3.	Coaching or conducting recreational activities	☐	○
4.	Spare teaching	☐	○
5.	Teaching guidance classes	☐	○
6.	Arranging for in-service counsellor training	☐	○
7.	Teacher assistance and teacher training	☐	○
8.	Supervise tutorials, group study, night classes, etc.	☐	○
9.	Coordination or support for school committees	☐	○
10.	Other (please describe)	☐	○

_____

_____

11. Other (please describe) .... ☐ ○

_____

_____

(f) Please review the tasks in section B and place a check (✓) in the circle ∅ for tasks you feel you should be doing. Check tasks you think would provide the best service to students. They may be tasks you are or are not doing now.

C. 1. Please make an estimate of the amount of time you spend on the following categories of work (10%, 15%, 20%, etc.)

(a) Counselling students _____%

(b) Counselling parents _____%

(c) Administration _____%

(d) Agency Liaison _____%

(e) Teaching / Advising _____%

(f) Other (please describe) _____%

_____

(g) Other (please describe) _____%

_____

2. (a) Please think about your duties and identify up to five (5) of the more important areas for your own training and development.

1. _____

2. _____

3. _____

4. _____

5. _____

(b) What is the best way for you to learn some of these skills? Please check (✔) any of the following.

☐ Regional conferences   ☐ Credit courses at College or University

☐ Seminars or workshops   ☐ Meeting with counsellors in other districts.

☐ Reading materials

☐ Home study courses in your community

☐ Other (please describe) _____

D. The following may help or hinder you to do your job.

Please examine each item and make specific suggestions for any item you wish. Please add additional items if you wish.

(a) Access to training_____

_____

_____

(b) Work load (amount or distribution) _____

_____

_____

_____

(c) Job description or guidelines _____

_____

_____

_____

(d) Interpreting DIAND policies or guidelines _____

_____

_____

(e)   Documentation or funding for students _____

_____

_____

_____

(f)   Obtaining professional help for special student needs _____

_____

_____

_____

(g)   Other (please describe) _____

_____

_____

_____

(h)   Other (please describe) _____

_____

_____

_____

(i)   Other (please describe) _____

_____

_____

_____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

DISTRICT SUPERINTENDENTS OF EDUCATION

Name:_____

Position (title):_____

Work location: _____

Number of counsellors reporting to you: _____

We would like to determine what counsellors are doing now, what they should be doing in your view, and what distinction you make between the role of education counsellors (Department employed) and social counsellors (band employed).

Counsellors provide a wide range of services to students and to their employers.

The following question contains a list of possible duties for counsellors. The list does not imply that any one counsellor should be doing all or even most of these tasks.

There are two similar lists of tasks. One for social counsellors and one for education counsellors.

Review the following list of tasks for social counsellors and check (✔) using the ☑ tasks which take 5% or more of counsellors' time. Only check tasks which you think take 2-3 hours per week or 1 - 2 days per month or 10 days per year OR MORE.

POSSIBLE TASKS FOR SOCIAL COUNSELLORS

	are doing	should be doing
(a) Counselling Students		
1. Helping students with personal problems	☐	○
Below are some example personal problems. Check (✔) any problems that counsellors help with.		
☐ drugs, alcohol		
☐ depression, loneliness		
☐ family problems		
☐ problems with friends or other students		
☐ health and personal hygiene		
☐ Other _____		
☐ Other _____		
2. Liaison between parents and boarding students	☐	○
3. Liaison between the school and boarding students	☐	○
4. Arranging for tutorials, special education	☐	○
5. Reviewing school progress reports with students	☐	○
6. Visits to community homes and / or boarding homes	☐	○
7. Student career counselling	☐	○
8. Maintaining contact with students to provide support and encouragement	☐	○
9. Counselling non-funded students	☐	○
10. Referrals or helping students with other agencies	☐	○

Please check agencies that counsellors deal with.

- [ ] Manpower
- [ ] Welfare
- [ ] Voc Rehab
- [ ] DIAND
- [ ] Probation
- [ ] Courts
- [ ] Police
- [ ] Medical Services
- [ ] Detox Centres
- [ ] Native Organizations
- [ ] Family and Children's Services or Children's Aid Services.
- [ ] Other _____

11. Other _____ ☐ ○

12. Other _____ ☐ ○

Please review the list above and place an "X" beside student problems which are most common or frequent.

(b) Counselling Parents.

1. Provide information to parents about educatonal programs..................... ☐ ○
2. Family counselling ☐ ○
3. Discussing student progress reports with parents .... ☐ ○
4. Home visits .... ☐ ○
5. Other (please describe).. ☐ ○

6. Other (please describe).. ☐ ○

(c) Administration.

1. Administering student allowances and funds .... ☐ ○

Please check (✓) any of the following types of help counsellors provide.

- [ ] allowance cheques
- [ ] tuition payments
- [ ] books, supplies, etc.
- [ ] travel
- [ ] clothing
- [ ] curriculum / cultural enrichment
- [ ] other_____

2. Arranging for bus transportation .... ☐ ○
3. Arranging student field trips .... ☐ ○

4.   Arranging recreational activities for students and adults . . . . ☐   O

5.   Maintaining the nominal role for K-13 . . . . ☐   O

6.   Maintaining the Continuing Education Information System . . . . ☐   O

7.   Budget preparation . . . . ☐   O

8.   Interpreting DIAND regulations and guidelines . . . . ☐   O

9.   Obtaining and approving boarding homes . . . . ☐   O

10.   Transferring students to or from other districts . . . . ☐   O

11.   Arranging transportation for boarding students (seasonal) . . . . ☐   O

12.   Obtaining resource people to assist band councils . . . . ☐   O

13.   Student summer employment . . . . ☐   O

14.   Providing transportation for students or adults . . . . ☐   O

15.   Arranging family moves . . . . ☐   O

16.   Other . . . . ☐   O

_____

_____

17.   Other . . . . ☐   O

_____

_____

(d)   Agency Liaison / Advocating.

1.   Liaison with other agencies to keep abreast of changes in regulations, services, or funding ☐   O

2.   Providing information to Band Councils . . . . ☐   O

3.   Providing information to schools . . . . ☐   O

4.   Providing information to school boards . . . . ☐   O

5.   On-reserve visits to obtain help for students with special needs . . . . ☐   O

6.   Liaison with colleges or universities . . . . ☐   O

7.   Continuing education programs sponsored by other agencies . . . . ☐   O

8.   Helping students with landlords . . . . ☐   O

9.   Other (please describe) . . . . ☐   O

_____

Other (please describe) . . . . ☐   O

_____

_____

Teaching / Advising

1.   Advising bands about educational programs . . . . ☐   O

2.   Conducting student field trips . . . . ☐   O

3.   Coaching or conducting recreational activities . . . . ☐   O

4.   Spare teaching . . . . ☐   O

5.   Teaching guidance classes . . . . ☐   O

	are doing	should be doing
6. Arranging for in-service counsellor training	☐	○
7. Teacher assistance and teacher training	☐	○
8. Supervise tutorials, group study, night classes, etc.	☐	○
9. Coordination or support for school committees	☐	○
10. Other (please describe)	☐	○

_____

_____

review the above list and check (✓) using the circles ⊘ which tasks **should** be taking 5% or more of a social counsellor's time.

Repeat the same assessment for the following list of possible tasks for education or Department counsellors.

	are doing	should be doing
(a) Counselling Students		
1. Helping students with personal problems	☐	○

Below are some example personal problems. Check (✓) any problems that you help with.

☐ drugs, alcohol

☐ depression, loneliness

☐ family problems

☐ problems with friends or other students

☐ health and personal hygiene

☐ Other _____

_____

☐ Other _____

_____

	are doing	should be doing
2. Liaison between parents and boarding students	☐	○
3. Liaison between the school and boarding students	☐	○
4. Arranging for tutorials, special education	☐	○
5. Reviewing school progress reports with students	☐	○
6. Visits to community homes and / or boarding homes	☐	○
7. Student career counselling	☐	○
8. Maintaining contact with students to provide support and encouragement	☐	○
9. Counselling non-funded students	☐	○
10. Referrals or helping students with other agencies	☐	○

Please check agencies that counsellors deal with.

☐ Manpower ☐ Courts

☐ Welfare ☐ Police

☐ Voc Rehab ☐ Medical Services

☐ DIAND ☐ Detox Centres

☐ Probation ☐ Native Organizations

☐ Family and Children's Services or Children's Services

		are doing	should be doing
9.	Obtaining and approving boarding homes.................................	☐	O
10.	Transferring studvnts to or from other districts	☐	O
11.	Arranging transportation for boarding students (seasonal).............	☐	O
12.	Obtaining resource people to assist band councils	☐	O
13.	Student summer employment	☐	O
14.	Providing transportation for students or adults	☐	O
15.	Arranging family moves...	☐	O
16.	Other	☐	O

_____

_____

		are doing	should be doing
17.	Other	☐	O

_____

_____

(d) Agency Liaison / Advocating.

		are doing	should be doing
1.	Liaison with other agencies to keep abreast of changes in regulations, services, or funding	☐	O
2.	Providing information to Band Councils...............................	☐	O
3.	Providing information to schools	☐	O
4.	Providing information to school boards	☐	O
5.	On-reserve visits to obtain help for students with special needs.......	☐	O
6.	Liaison with colleges or universities	☐	O
7.	Continuing education programs sponsored by other agencies...........	☐	O
8.	Helping students with landlords	☐	O
9.	Other (please describe)	☐	O

_____

_____

	are doing	should be doing
Other (please describe)...	☐	O

_____

_____

Teaching / Advising

		are doing	should be doing
1.	Advising bands about educational programs..........................	☐	O
2.	Conducting student field trips......................................	☐	O
3.	Coaching or conducting recreational activities	☐	O
4.	Spare teaching...	☐	O
5.	Teaching guidance classes	☐	O
6.	Arranging for in-service counsellor training	☐	O
7.	Teacher assistance and teacher training	☐	O
8.	Supervise tutorials, group study, night classes, etc.	☐	O
9.	Coordination or support for school committees	☐	O

☐ Other _____

_____

11. Other _____   ☐   O

_____

12. Other _____   ☐   O

_____

Please review the list above and place an "X" beside student problems which are most common or frequent.

(b) Counselling Parents.

1. Provide information to parents about educatonal programs . . . . ☐   O
2. Family counselling   ☐   O
3. Discussing student progress reports with parents . . . . ☐   O
4. Home visits . . . . ☐   O
5. Other (please describe) . . . . ☐   O

_____

_____

6. Other (please describe) . . . . ☐   O

_____

_____

(c) Administration.

1. Administering student allowances and funds . . . . ☐   O

Please check (✓) any of the following types of help counsellors provide.

☐ allowance cheques

☐ tuition payments

☐ books, supplies, etc.

☐ travel

☐ clothing

☐ curriculum / cultural enrichment

☐ other_____

_____

2. Arranging for bus transportation . . . . ☐   O
3. Arranging student field trips . . . . ☐   O
4. Arranging recreational activities for students and adults . . . . ☐   O
5. Maintaining the nominal role for K-13 . . . . ☐   O
6. Maintaining the Continuing Education Information System . . . . ☐   O
7. Budget preparation . . . . ☐   O
8. Interpreting DIAND regulations and guidelines . . . . ☐   O

	are doing	should be doing
10. Other (please describe)	☐	O
_____		
_____		
11. Other (please describe)	☐	O
_____		
_____		

Review the above list and check (✔) using the circles ☐ which tasks **should** be taking 5% or more of an education counsellor's time.

C. Please describe your role in the provision of counselling services to native students.

_____

_____

_____

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_____

D. What improvements would you suggest for the provision of counselling services. Please specify what improvements have been made and / or could be made for each item.

(a) Access to training_____

_____

_____

(b) Work load (amount or distribution) _____

_____

_____

_____

(c)   Job description or guidelines _____

_____

_____

(d)   Interpreting DIAND policies or guidelines _____

_____

_____

(e)   Documentation or funding for students _____

_____

_____

(f)   Obtaining professional help for special students needs _____

_____

_____

(g)   Other   (please describe) _____

_____

_____

(h)   Other (please describe) _____

_____

_____

(j)   Other (please describe) _____

_____

_____

(k)   Other   (please describe) _____

_____

_____

COUNSELLING SERVICE QUESTIONNAIRE

FOR

BAND ADMINISTRATORS

A. Name:_____

Position (title):_____

Work location: _____

Number of counsellors reporting to you: _____

B. We would like to determine what counsellors are doing now, what they should be doing in your view, and what distinction you make between the role of education counsellors (Department employed) and social counsellors (band employed).

Counsellors provide a wide range of services to students and to their employers.

The following question contains a list of possible duties for counsellors. The list does not imply that any one counsellor should be doing all or even most of these tasks.

There are two similar lists of tasks. One for social counsellors and one for education counsellors.

Review the following list of tasks for social counsellors and check (✓) using the ☑ tasks which take 5% or more of counsellors' time. Only check tasks which you think take 2-3 hours per week or 1 - 2 days per month or 10 days per year OR MORE.

POSSIBLE TASKS FOR SOCIAL COUNSELLORS

Complete the "are doing" column first. You will have a chance to complete the "should be doing" column at a later stage.

(a) Counselling Students

	are doing	should be doing
1. Helping students with personal problems .... Below are some example personal problems. Check (✓) any problems that counsellors help with.	☐	O
☐ drugs, alcohol		
☐ depression, loneliness		
☐ family problems		
☐ problems with friends or other students		
☐ health and personal hygiene		
☐ Other _____		
☐ Other _____		
2. Liaison between parents and boarding students	☐	O
3. Liaison between the school and boarding students	☐	O
4. Arranging for tutorials, special education	☐	O
5. Reviewing school progress reports with students	☐	O
6. Visits to community homes and / or boarding homes	☐	O
7. Student career counselling	☐	O
8. Maintaining contact with students to provide support and encouragement	☐	O
9. Counselling non-funded students	☐	O
10. Referrals or helping students with other agencies	☐	O

Please check agencies that counsellors deal with.

- ☐ Manpower
- ☐ Welfare
- ☐ Voc Rehab
- ☐ DIAND
- ☐ Probation
- ☐ Courts
- ☐ Police
- ☐ Medical Services
- ☐ Detox Centres
- ☐ Native Organizations
- ☐ Family and Children's Services or Children's Aid Services.
- ☐ Other _____

_____

	are doing	should be doing
11. Other _____	☐	O
12. Other _____	☐	O

Please review the list above and place an "X" beside student problems which are most common or frequent.

(b) Counselling Parents.

	are doing	should be doing
1. Provide information to parents about educatonal programs	☐	O
2. Family counselling	☐	O
3. Discussing student progress reports with parents	☐	O
4. Home visits	☐	O
5. Other (please describe)	☐	O

_____

_____

	are doing	should be doing
6. Other (please describe)	☐	O

_____

_____

(c) Administration.

	are doing	should be doing
1. Administering student allowances and funds	☐	O

Please check (✓) any of the following types of help counsellors provide.

- ☐ allowance cheques
- ☐ tuition payments
- ☐ books, supplies, etc.
- ☐ travel
- ☐ clothing
- ☐ curriculum / cultural enrichment
- ☐ other _____

_____

	are doing	should be doing
2. Arranging for bus transportation	☐	O
3. Arranging student field trips	☐	O

4. Arranging recreational activities for students and adults . . . . □ O
5. Maintaining the nominal role for K-13 . . . . □ O
6. Maintaining the Continuing Education Information System . . . . □ O
7. Budget preparation . . . . □ O
8. Interpreting DIAND regulations and guidelines . . . . □ O
9. Obtaining and approving boarding homes . . . . □ O
10. Transferring studvnts to or from other districts . . . . □ O
11. Arranging transportation for boarding students (seasonal) . . . . □ O
12. Obtaining resource people to assist band councils . . . . □ O
13. Student summer employment . . . . □ O
14. Providing transportation for students or adults . . . . □ O
15. Arranging family moves . . . . □ O
16. Other . . . . □ O

_____

_____

17. Other . . . . □ O

_____

_____

(d) Agency Liaison / Advocating.

1. Liaison with other agencies to keep abreast of changes in regulations, services, or funding □ O
2. Providing information to Band Councils . . . . □ O
3. Providing information to schools . . . . □ O
4. Providing information to school boards . . . . □ O
5. On-reserve visits to obtain help for students with special needs . . . . □ O
6. Liaison with colleges or universities . . . . □ O
7. Continuing education programs sponsored by other agencies . . . . □ O
8. Helping students with landlords . . . . □ O
9. Other (please describe) . . . . □ O

_____

_____

Other (please describe) . . . . □ O

_____

_____

Teaching / Advising

1. Advising bands about educational programs . . . . □ O
2. Conducting student field trips . . . . □ O
3. Coaching or conducting recreational activities . . . . □ O
4. Spare teaching . . . . □ O
5. Teaching guidance classes . . . . □ O

	are doing	should be doing
6. Arranging for in-service counsellor training	☐	○
7. Teacher assistance and teacher training	☐	○
8. Supervise tutorials, group study, night classes, etc.	☐	○
9. Coordination or support for school committees	☐	○
10. Other (please describe)	☐	○

_____

_____

review the above list and check (✔) using the circles ⊘ which tasks **should** be taking 5% or more of a social counsellor's time.

Repeat the same assessment for the following list of possible tasks for education or Department counsellors.

	are doing	should be doing
(a) Counselling Students		
1. Helping students with personal problems	☐	○

Below are some example personal problems. Check (✔) any problems that you help with.

- ☐ drugs, alcohol
- ☐ depression, loneliness
- ☐ family problems
- ☐ problems with friends or other students
- ☐ health and personal hygiene
- ☐ Other _____

_____

- ☐ Other _____

_____

	are doing	should be doing
2. Liaison between parents and boarding students	☐	○
3. Liaison between the school and boarding students	☐	○
4. Arranging for tutorials, special education	☐	○
5. Reviewing school progress reports with students	☐	○
6. Visits to community homes and / or boarding homes	☐	○
7. Student career counselling	☐	○
8. Maintaining contact with students to provide support and encouragement	☐	○
9. Counselling non-funded students	☐	○
10. Referrals or helping students with other agencies	☐	○

Please check agencies that counsellors deal with.

- ☐ Manpower
- ☐ Welfare
- ☐ Voc Rehab
- ☐ DIAND
- ☐ Probation
- ☐ Family and Children's Services or Children's Services
- ☐ Courts
- ☐ Police
- ☐ Medical Services
- ☐ Detox Centres
- ☐ Native Organizations

	are doing	should be doing

☐ Other _____

_____

11. Other _____

_____ ☐ O

12. Other _____ ☐ O

_____

Please review the list above and place an "X" beside student problems which are most common or frequent.

(b) Counselling Parents.

1. Provide information to parents about educatonal programs........................... ☐ O
2. Family counselling ☐ O
3. Discussing student progress reports with parents .... ☐ O
4. Home visits .... ☐ O
5. Other (please describe) .... ☐ O

_____

6. Other (please describe) .... ☐ O

_____

_____

(c) Administration.

1. Administering student allowances and funds .... ☐ O

Please check (✓) any of the following types of help counsellors provide.

☐ allowance cheques
☐ tuition payments
☐ books, supplies, etc.
☐ travel
☐ clothing
☐ curriculum / cultural enrichment
☐ other

_____

_____

2. Arranging for bus transportation .... ☐ O
3. Arranging student field trips .... ☐ O
4. Arranging recreational activities for students and adults..................... ☐ O
5. Maintaining the nominal role for K-13................................... ☐ O
6. Maintaining the Continuing Education Information System .... ☐ O
7. Budget preparation... ☐ O
8. Interpreting DIAND regulations and guidelines .... ☐ O

	are doing	should be doing

9. Obtaining and approving boarding homes. . . . . ☐   O

10. Transferring studvnts to or from other districts . . . . ☐   O

11. Arranging transportation for boarding students (seasonal). . . . . ☐   O

12. Obtaining resource people to assist band councils . . . . ☐   O

13. Student summer employment . . . . ☐   O

14. Providing transportation for students or adults . . . . ☐   O

15. Arranging family moves. . . . . ☐   O

16. Other . . . . ☐   O

_____

_____

17. Other . . . . ☐   O

_____

_____

(d) Agency Liaison / Advocating.

1. Liaison with other agencies to keep abreast of changes in regulations, services, or funding ☐   O

2. Providing information to Band Councils. . . . . ☐   O

3. Providing information to schools . . . . ☐   O

4. Providing information to school boards . . . . ☐   O

5. On-reserve visits to obtain help for students with special needs. . . . . ☐   O

6. Liaison with colleges or universities . . . . ☐   O

7. Continuing education programs sponsored by other agencies. . . . . ☐   O

8. Helping students with landlords . . . . ☐   O

9. Other (please describe) . . . . ☐   O

_____

Other (please describe). . . . . ☐   O

_____

_____

Teaching / Advising

1. Advising bands about educational programs. . . . . ☐   O

2. Conducting student field trips. . . . . ☐   O

3. Coaching or conducting recreational activities . . . . ☐   O

4. Spare teaching. . . . . ☐   O

5. Teaching guidance classes . . . . ☐   O

6. Arranging for in-service counsellor training . . . . ☐   O

7. Teacher assistance and teacher training . . . . ☐   O

8. Supervise tutorials, group study, night classes, etc. . . . . ☐   O

9. Coordination or support for school committees . . . . ☐   O

	are doing	should be doing
10. Other (please describe)	☐	O
11. Other (please describe)	☐	O

Review the above list and check (✓) using the circles ☐ which tasks **should** be taking 5% or more of an education counsellor's time.

. Please describe your role in the provision of counselling services to native students.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

D. What improvements would you suggest for the provision of counselling services. Please specify what improvements have been made and / or could be made for each item.

(a) Access to training _____
_____

(b) Work load (amount or distribution) _____
_____
_____

(c)   Job description or guidelines _____

_____

_____

_____

(d)   Interpreting DIAND policies or guidelines _____

_____

_____

_____

(e)   Documentation or funding for students _____

_____

_____

_____

(f)   Obtaining professional help for special students needs _____

_____

_____

_____

(g)   Other   (please describe) _____

_____

_____

_____

(h)   Other (please describe) _____

_____

_____

_____

(j)   Other (please describe) _____

_____

_____

_____

(k)   Other   (please describe) _____

_____

_____

_____

APPENDIX B

Home Communities
Of Post-Secondary Students
Involved in This Study

Home Communities

Attawapiskat	New Credit Reserve
Big Trout Lake	Nicickousemenecaning
Birch Island	Northwest Angle
Cape Croker Reserve	Oakville
Caughnawaga, Quebec	Ohsweken
Collingwood	Parry Island
Couchiching Reserve	Peterborough
Curve Lake	Rankin Reserve
Fort Albany	Restigouche, Quebec
Fort Erie	Sachigo Lake
Fort Frances	St. Catherines
Garson	Sarnia
Guelph	Saskatoon
Gull Bay	Saugeen Band (Chippewa Hill)
Heron Bay	Sault Ste. Marie (Garden River)
Kettle Point	Shoal Lake
Kenora	Sioux Lookout
London (Oneida)	Thunder Bay
Longlac	Toronto
Manitoulin Island	Unionville
Maniwaki, Quebec	Walpole Island
Moose Factory	Wheatley
Moravian Reserve	Whitefish River
Muncey	Wikwemikong
Nestor Falls	Windsor
	Woodstock
	Wunnumin Lake

APPENDIX C

Programs and Institutions
Of Post-Secondary Students
Involved in This Study

Colleges and Universities

Algoma University College	Niagara County Community College
Algonquin College	Oakland University
University of Arizona	Onandaga Community College
Carleton University	University of Ottawa
Centennial College	Queen's University
Conestoga College	Radio College of Canada
Confederation College	Rainy River Community College
Ethel Gould Business College	Ray-Vogue College
Fanshawe College	Ryerson
Hairstyling School	St. Clair College
Hertzing Institute	Sault College
Humber College	Seneca College
George Brown College	Sheridan College
Georgian College	Sir Sanford Fleming
Ivan R. Sales	University of Toronto
Lakehead University	Trebas Institute of Recording Arts
Lake Superior State College	Trent University
Lambton College	University of Western Ontario
McMaster University	University of Windsor
University of Michigan	York University

Courses or Programs

General Arts and Science

Early Childhood Education (Child Care Worker)

General Drama

Art Fundamentals

Introduction to Television

Business Accounting

Secretarial

Native Studies

Computer Programming

Political Science

Engineering Technology

Business Equipment Servicing

English

Tool and Die

Drafting Technician

Chemical Technology

Recording Engineer

Graphic Design

Design Arts

Bachelor of Science

Film Studies

Coaching Technique

Audio-Visual Technician

Nursing

Hospitality Management

Major Appliance Servicing Technician

Hairdressing

Survey Technology

Engineering

Heavy Equipment Construction Techniques

Outdoor Recreation Technician

Engineering Technician

Safety Engineering Technology

Addiction Counsellor

Criminal Justice/Law

Behaviour Modification Psycholog

Social Work

Fashion Merchandising

Jewelry Arts

Academic Upgrading

Journalism

Cabinet Making

Sociology

Anthropology

Fashion Modelling

Law and Security Administration

Physical Education

Administrative and Commercial Studies

Human Resource Management

Automotive Technician