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Elementary School Counselors' Perception of Their Role and Function as Case Managers in Chicago Public Schools

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LOYOLA UNIVERSITY CHICAGO

ELEMENTARY SCHOOL COUNSELORS' PERCEPTION OF THEIR
ROLE AND FUNCTION AS CASE MANAGERS
IN CHICAGO PUBLIC SCHOOLS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY

DEBRA J. FRANKLIN

CHICAGO, ILLINOIS

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ABSTRACT

The purpose of this research is to understand how elementary school counselors perceive the role and function of case manager in Chicago Public Schools. In this expanded role, elementary school counselors are required to continue their traditional counseling duties while incorporating case management activities as a part of their responsibilities. The case manager coordinates the special education program for students with disabilities.

In-depth interviews were used to collect data from six elementary school counselors regarding their role as case managers. Results of this study yield six empirical assertions:

1. The case manager coordinates special education programs and services for students with disabilities, and facilitates the process of writing, implementing, and distributing the Individualized Education Program for students in special education.
2. School counselors' perceptions of the role and function of case management is based on the training received from the Office of Specialized Services and their college degree programs prepared them to be school counselors.
3. The majority of counselors consider themselves prepared and effective in performing case management duties.
4. Counselors should not be case managers because it interferes with traditional counselor duties and responsibilities.

5. To manage the dual role of counselor/case manager, the counselors recommend being organized, communicating with parents and staff, managing time efficiently, and being flexible. The counselors suggest the role of counselor/case manager be two separate positions.

6. Elementary school counselors, in the dual role of counselor/case manager, enjoy contributing to the educational program of students with disabilities.

The conclusions of this study are: (a) elementary school counselors are suited for the role of case manager; (b) combined role assignments generate conflict; (c) counselor/case manager should be two separate positions; and (d) elementary school counselors must advocate for their belief that the counselor role should be separated from that of case manager.

CHAPTER I

INTRODUCTION

Introduction to the Problem

The Chicago Public School system provides a wide variety of programs and support services for students, including special education and related services for approximately 58,000 students with disabilities. These programs and support services were put into place as a result of PL 94-142, the Education for all Handicapped Children Act of 1975. This landmark legislation guarantees the right of students with disabilities to have a free and appropriate public education (FAPE) in the least restrictive environment. To ensure that this federal legislation is being implemented at the local school level and that children with disabilities are receiving an appropriate education, the role of the case manager was developed in Chicago Public Schools.

The case manager coordinates the Individualized Educational Program (IEP) for students with disabilities in Chicago Public Schools (CPS). Students suspected of having a disability that adversely impacts their educational progress will be considered eligible for special education. A group of professionals and the student's parents comprise the IEP team. Under the guidance of the case manager, the IEP is developed and specifies the special education and related services needed to ensure the student is receiving a free appropriate public education (Procedural Manual, 2002). The case manager will ensure

the IEP team's success in developing an appropriate IEP that meets the student's educational needs.

At the beginning of the school year, the principal appoints an individual to be the case manager for the school. The case manager must be certified and endorsed in one of the following areas: special education, supervisory approval, or school service personnel. A school counselor, school social worker, school psychologist, speech language pathologist, special education teacher, or an administrator meet the criteria to be a case manager and may be appointed to that role by the administrator of the school (Procedural Manual, 2002).

Since every CPS elementary school has a full time school counselor and they meet the requirements to be the case manager, they will most likely be placed in the case manager position by the school principal. Consequently, the role of the school counselor in CPS has gradually expanded to include the duties and responsibilities of case management.

This study seeks to examine elementary school counselors' perceptions of their role and function as case managers in the Chicago Public School system. Elementary school counselors' perceptions of the dual role of counselor/case manager are important and can provide insight into counselor effectiveness as well as the counselor preparation and time management required to fulfill both roles. Another area this study will consider is how this role may impact traditional counselor duties and responsibilities.

The researcher for this study is Debra Franklin, a school counselor and case manager in Chicago Public Schools. The researcher has been in this role for sixteen

years and has knowledge and experience as a case manager. It is the researcher's goal to analyze the data source and attempt to convey the results clearly and accurately, while remaining neutral and unbiased during this investigation.

The Need for Elementary School Counselors

Elementary school children are in a critical stage of their development. During the elementary years, students begin to develop a self-concept. This is the time when the clarification of feelings, concepts, attitudes, goals, and the understanding of the self begins to mature. It is also the time when children develop a conscience, morals, and values. The child is in the process of developing an internal moral control and a set of values. Children are also establishing and building social relationships that are essential for gaining a sense of identity and the need to belong (Dinkmeyer, 1966). Also during the elementary years, students develop attitudes concerning school, academics, peers, social groups, and family. They are in the process of developing communication skills, decision making skills, and character values (American School Counseling Association, 2007a).

In the midst of being engaged in their personal development, children must also respond daily to societal and familial problems. The Children's Defense Fund (2009) listed traumatic situations that occur daily within the lives of youth which include murder, violent crimes, suicide, abuse and neglect, poverty, drugs, and other stressors. During this critical period in child development, the elementary school counselor plays a significant role by providing an environment that fosters a healthy, realistic self-concept; promotes feelings of dignity and self worth; builds character; promotes positive

relationships; addresses students' academic, personal/social, and career needs. The school counselor provides an atmosphere where children can feel safe and secure while developing the skills, knowledge, and attitudes necessary for becoming healthy, productive adult members of society.

A review of the literature produced a number of studies that demonstrated the positive effects school counselors have on children. Elementary classroom guidance activities have a significant positive influence on elementary students' academic achievement (Brigman & Campbell, 2003; Carns & Carns, 1991; Gerler et al., 1985; Hadley, 1988; Lee, 1993; Sink & Stroh, 2003; Steen & Kaffenburger, 2007; Webb, Brigman, & Campbell, 2005), disruptive behaviors and discipline problems (Baker & Gerler 2001; Omizo, Hersberger, & Omizo, 1988), student education and personal/social/emotional development (Bergin, Miller, Bergin, & Koch 1990; Borders & Drury, 1992; Cheek, Bradley, Reynolds, & Coy, 2002; Omizo & Omizo, 1992; Omizo & Omizo, 1998; Verduyn, Lord, & Forrest, 1990), and the benefits of a school counseling program (Mullis & Otwell, 1997; St. Clair, 1989; Watts & Thomas, 1997; Whitson & Sexton, 1998). The positive relationship between school counseling interventions and student achievement underscores the importance of the elementary school counselor. The program and services provided by the school counselor allow students the opportunity to resolve social, emotional, and behavioral problems and contribute to the academic achievement of all students.

The Role of the Elementary School Counselor

To address students' developmental, educational, and social needs, the American School Counselor Association (2007a) recommends that elementary school counselors provide children with a comprehensive developmental school counseling program that includes education, and prevention and intervention services for all students. Early identification and intervention of children's academic and personal/social needs are essential to removing any obstacle that may impede student learning and promote academic achievement.

In a comprehensive developmental program, elementary school counselors provide counseling services and programs in the three domains of academic, career, personal and social development. School counselors provide counseling services to students in the following areas: school guidance curriculum, individual student planning, responsive services, and system support. The school guidance curriculum consists of lessons that provide students with the knowledge and skills appropriate for their needs. The individual student planning area consists of coordinated activities that help students establish personal goals and develop future plans. Responsive services are preventative and intervention activities that meet the immediate and future needs of students. Finally, the system support area consists of management activities that establish and enhance the school counseling program. Elementary school counselors continue to provide remedial services and crises intervention to all students; however, the emphasis now is on developmental counseling with a preventative orientation which will address students'

social and emotional needs, promote academic success, and assist students in acquiring competencies in career and life planning (ASCA, 2007b).

School Counselor Role and Responsibilities in Chicago Public Schools

Lynn St. James, former Chief Education Officer of Chicago Public Schools, recommended that each local school throughout the system develop a comprehensive developmental guidance program to address the academic, social/emotional, and career needs of all students. In a November 13, 1996 report to principals and school counselors on *Counselors' roles and responsibilities*, St. James recommended that local schools establish and implement developmental programs that aid in educating the whole child and have a positive impact upon student achievement, attendance, and serious school related programs. Furthermore, St. James suggested that principals and school counselors review the current status of the guidance programs in their respective schools so as to ensure that students acquire skills that would enable them to communicate effectively, resolve conflicts, make good decisions, act responsibly, and live lives that are safe, satisfying, and productive.

The Official Policy for Elementary School Counselors in Chicago Public Schools

The mission statement of the Chicago Public Schools states:

Chicago Public Schools employs school counselors in both the elementary and secondary education settings to create and organize counseling programs that ensure all students develop educational, personal/social, and career strengths that lead to successful productive lives in a culturally diverse society (CPS Elementary School Counselor Brochure, 2007).

According to this statement a comprehensive school counseling program in CPS is an integral part of the educational program and promotes personal/social, academic,

and career development of all students from Kindergarten through grade 12; promotes counseling, consultation, and coordination as essential helping processes; and regularly evaluates and assesses student needs at all levels.

School counselors provide support in the school environment by developing and delivering guidance lessons that teach skills such as making healthy decisions, resolving conflicts and respecting self and others; supporting students in developing an individual plan for academic, personal/social, and career success; working collaboratively with students, parents, and teachers to identify and remove barriers that may impede student achievement; counseling students individually and in groups to understand and appreciate their unique qualities; and to grow personally and socially (CPS Elementary School Counselor Brochure, 2007).

Elementary school counselors also implement articulation and orientation activities to provide for the smooth transition of students from grade to grade and from school to school; coordinate and organize student assessment procedures for testing so as to improve instruction, and provide insight and direction for individual students in terms of educational and vocational decisions; develop appropriate referral and resource services to assist students in utilizing both school and community resources; develop interests, skills, and opportunities; provide appropriate student placement to ensure educational and social success; assist students in becoming invested in their school success by showing them how school performance relates to career opportunities; create a system for the accurate maintenance of records, inspection of records and transfer of records; and determine the effectiveness of the school counseling program through

evaluation by involving administrators, teachers, parents, students, and community persons (St. James, 1996).

School counselors are professional educators trained in school counseling and have the qualifications and the skills necessary to address students' developmental, educational, social, and career needs. They provide guidance services and coordinate programs that allow students the opportunity to gain the knowledge, attitudes, and skills they need to assess and recognize their abilities and achieve their academic potential. A review of the literature produced a number of studies that demonstrated the positive effects elementary school counselors have on student academic achievement, behavior problems, and social and emotional development. With the challenges students must respond to on a daily basis, the role of the elementary school counselor is essential in removing any barriers that may impede students' learning and promote academic achievement.

P.L. 94-142: The Education of Students with Disabilities

In the United States, children with disabilities were historically denied a public education. Laws were enacted that gave educators the right to exclude and deny children with disabilities the opportunity to attend school. It was more convenient to remove disabled children from the social mainstream than to integrate them into the public schools (Russo, Morse, & Glancy, 1998). In early 20th century United States, compulsory attendance laws began to change the educational opportunity for some of these children. However, children with disabilities were still not receiving appropriate educational services. They continued to be excluded from the public school system and

from being educated with their peers; and not being diagnosed with a disability prevented children from having a successful educational experience if they were in school. Often the lack of resources within the public school system forced families to find services outside the public school system (United States Code 20, 1400).

Beginning in the 1960s, parent advocacy groups for students with disabilities began utilizing the court system to force states to provide an equal and appropriate education for these students. In addition to the parent advocacy movement, Congress under the leadership of President Lyndon B. Johnson enacted the Elementary and Secondary Education Act of 1965 (ESEA). ESEA was designed to address the problem of inequality in education that had been laid bare by civil rights activist who lobbied for the passage of the landmark anti-discrimination statute, the Civil Rights' Act of 1964. The spirit of ESEA was to improve the educational system by providing equal access to a quality education for all students (Brown-Nagin, 2010). The advocacy movement of parents on behalf of children with disabilities, coupled with the passage of recent federal legislation, was successful and ultimately resulted in the passage of Public Law 94-142, the Education for all Handicapped Children Act of 1975. This federal legislation ensured that students with disabilities would receive a free appropriate public education (Yell, Rogers, & Rogers, 1998).

In 1975, Congress passed the Education of all Handicapped Children Act of 1975 (EAHCA), which is commonly referred to as P.L. 94-142. This Law was amended in 1990 and changed to its present title, The Individuals with Disabilities Education Act (IDEA). Under this act, in order to receive federal funding, states must develop and

implement policies that assure all individuals with disabilities between the ages of three and 21 receive a free appropriate education (FAPE) in the least restrictive environment (LRE). Also, each state must implement a comprehensive, multidisciplinary, interagency intervention service for infants and toddlers with disabilities and their families. States are also required to assess the effectiveness of efforts to educate children with disabilities (United States Code, 20, 1412; U.S.C. 20, 1400).

Free appropriate public education means that children with disabilities will receive special education, related services, and be provided with an individualized educational program (IEP). A least restrictive environment means that, to the maximum extent appropriate, students with disabilities will be educated with their non-disabled peers in the general education program (U.S.C. Code 20, 1412; Procedural Manual, 2002).

There are four eligibility requirements that must be met in order to qualify for coverage under IDEA. First, a child must be between the ages of three and 21. Second, a child must have a specific disability that is covered under IDEA such as mental retardation, hearing impairment, speech language impairment, visual impairment, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities. Third, a child must be in need of special education outlined in an individualized education program (IEP) which is a written document that details the education the child will receive (United States Code, 20, 1401; Russo et al., 1998). Fourth, a student must be in need of related or appropriate services such as transportation, speech pathology, audiology, psychological services,

physical and occupational therapy, recreation, early identification and assessment, counseling, medical diagnostic and evaluation, parent counseling and training, school social work and child development information for parents (U.S.C. 20, 1401; Sporaes, Panther, & Lanier, 1978).

Historically, children with disabilities were denied an appropriate education. The parent advocacy movement on behalf of these children utilized the court system which eventually led to the passage of P.L. 94-142. This federal legislation provides students with disabilities the right to a free appropriate public education in the least restrictive environment based on an individualized educational program. P.L. 94-142 had major implications for all those involved in the education of students with disabilities.

The School Counselor and Related Service

The school counselor and a number of other professional educators work together to provide related services for students with disabilities (SWD) as part of their educational program. In the section entitled Related Service, the Individuals with Disabilities Education Act (IDEA) lists a number of support services that are required to assist SWD in obtaining an appropriate education. Related services address transportation, developmental, and corrective needs. Other support services include: speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), social work services, school nurse services, counseling services (including rehabilitation counseling), orientation and mobility services, medical services, and the early identification and assessment of disabling conditions in children (U.S.C. 20, 1412). All

these related services are designed to enable a child with a disability to receive a free appropriate public education as described in the individualized educational program of the student.

A number of studies offer suggestions regarding the school counselor's role in providing services to students with disabilities (Frantz & Prillaman, 1993; Milsom et al., 2007; Noble & Kampwirth, 1978; Sporaes et al., 1978; Thomas & Ray, 2006; Tucker, Shephard & Hurst, 1986). The elementary school counselor's participation as described under IDEA falls under the section that delineates related services. Generally, these counselor services promote advocating for students with disabilities, providing counseling and consultation, and collaborating with parents, teachers, students, and specialists in the delivery of services. Counselor services aim to promote early identification, assessment, and evaluation of students. They also include the academic interpretation of records, making appropriate referrals to community resources, serving on the school's multi-disciplinary team, and participating in the development of the IEP and behavior modification plans (American School Counselor Association, 2007a; Frantz & Prillamin, 1993).

In Chicago Public Schools, elementary counselors are not only providers of related services, but also coordinate the special education program for students with disabilities. In this role the elementary school counselor is also known as the case manager.

Implementing IDEA and the Role of Case Manager in CPS

CPS published a reference book entitled *Procedural Manual: Educating Children with Disabilities in Chicago Public Schools* (2002), hereafter to be referred to as *Procedural Manual*, or *Manual*. This manual discusses in detail federal and state rules and regulations for the administration of specialized services, describes intervention strategies for students with disabilities as well as referral and eligibility requirements for special education and related services. It also provides an explanation of the procedural safeguards available to parents and students with disabilities and includes a section on best practices for serving students with disabilities. There is also a complete set of school-based problem solving, special education and IEP forms that can be reproduced by school staff as needed. The researcher will use the *Procedural Manual* as a reference for this section of the study because the information is applicable to CPS schools.

Federal and State Legal Requirement

The Individuals With Disabilities Education Act (formerly known as P.L. 94-142), Section 504 of the Rehabilitation Act of 1973 (Section 504), and Illinois statutes and regulations, require that all students with disabilities between the ages of three and 21 have a right to a free appropriate public education. These legal requirements provide procedural safeguards regarding the identification, evaluation, and placement of students with disabilities.

The IDEA (1990) is a statute that authorizes funding to states and public schools systems such as CPS. To receive funding, school systems must comply with all federal mandates regarding the education of students with disabilities. There are various

educational offices and personnel that contribute to compliance and implementation of the law. For the purpose of discussion here, the Office of Specialized Services, the role and responsibilities of the local school, and the case manager position will be examined.

Office of Specialized Services (OSS)

The OSS provides assistance to the local schools by helping schools provide a quality special education program as well as technical and instructional support to the school staff and parents. Office personnel find placement for children with disabilities based on their IEPs and address local school staff and parent concerns. Finally the OSS monitors and ensures compliance with required CPS and Illinois State Board of Education (ISBE) policies and procedures as these relate to the IDEA.

The Local School Roles and Responsibilities

The principal is responsible for ensuring that all procedures described in the *Procedural Manual* are being implemented at the school. The principal is the instructional leader at the school who supervises all pupil support and special education staff assigned to the school and is responsible for ensuring that all federal and state requirements are being met. At the beginning of each school year, the principal appoints a case manager who serves as the designee of the Chief Specialized Service Officer (district representative) at IEP meetings.

Case Manager Duties and Responsibilities

The case manager must be knowledgeable about the development and implementation of IEPs in the general and special education settings. They must have the

ability to interpret results of assessments and implement behavior modification plans.

Specifically, case managers are responsible for:

- coordinating all referrals for a full and individual evaluation, ensuring all required components are addressed and the process is completed within 60 school days;
- ensuring all parental notices and consents for full and individual evaluations and placements are processed and placed in students' special education folder;
- convening and chairing all IEP conferences which include initial, special, and triennial eligibility determination meetings and annual reviews;
- arranging special education and related services for students found eligible for special education and related services;
- ensuring all student data is entered into the Student Information System each month;
- maintaining complete and accurate records, including psychological reports, in a single secure location.

As stated in the *Procedural Manual*, principals must ensure that case managers have the time needed to carry out their duties and responsibilities. Extra responsibilities may be given to the case manager as long as they do not interfere with the manager's ability to coordinate services for students with disabilities.

The OSS also assigns a clinical team, known as the IEP team, to each school. Activities of the IEP team are coordinated by the case manager. The team includes a psychologist, social worker, nurse, and speech pathologist. Additional staff members

may include a physical therapist, audiologist, and occupational therapist on an as needed basis or as stipulated in the IEP. The clinical team comes to each CPS elementary school at a minimum of once a week and assists the case manager in the identification, evaluation, and placement of children with disabilities into special education. This process must be completed within 60 school days. In addition to evaluating students, team members provide direct service to children with disabilities as indicated on their IEP.

Essentially, the case manager coordinates the development and implementation of the IEP, the activities of the IEP team, and ensures that the entire process is completed within a specific time frame.

Purpose of the Study

The elementary school counselor plays a vital role in the education of all students. As part of their daily regimen, they: counsel students individually and in groups; provide classroom guidance as part of the student's social/emotional learning; consult with parents, teachers and staff; and coordinate various programs and services to ensure that students' developmental, social/emotional, career development, and academic needs are being met. The goal of elementary school counseling is to remove any barriers that will impede student learning, and provide activities that will promote academic success.

The Education for All Handicapped Children Act of 1975 was intended to provide children with disabilities a free appropriate public education in the least restrictive environment. According to the provisions of this law, counselors can provide related services for students with disabilities that include, but are not limited to: providing

counseling, early identification of students with disabilities, administering appropriate educational tests and other assessment procedures, acting as a referral agent for students with disabilities, and participating in the development of the IEP. Since every CPS elementary school has a full time counselor, and if the counselor meets the requirements to be a case manager, she or he is likely to be asked by the principal to be the case manager for the school. As a result, in most instances, the elementary school counselor now serves a dual role, that of counselor and case manager. This study seeks to examine elementary school counselors' perceptions of their role and function as case managers in the Chicago Public School systems.

Problem Statement

In the dual role of counselor and case manager, there exists the possibility of tension between these two roles. This tension gives rise to the research question which will drive this study: Does the responsibility of case manager affect the traditional role of the elementary school counselor? To answer this question, six elementary school counselors were interviewed in-depth to determine how they perceive the role and function of case management in Chicago Public Schools.

Significance of the Study

This study seeks to identify and examine elementary school counselors' perceptions of their role and function as case managers in Chicago Public Schools. The elementary school counselors' perception of the dual role of counselor/case manager will assist in determining counselor effectiveness, preparation, and the time management involved in fulfilling both roles.

This study will determine whether the dual role of counselor and case manager produces a conflict with regard to what elementary counselors do overall in providing comprehensive developmental guidance to students. Having an overall awareness and understanding of the rationale and practices concerning counselors' perceptions of their role may be helpful in eliminating potential conflicts that can arise while functioning in the dual role of counselor and case manager.

This study can be valuable in providing important information relative to counselor/case manager in elementary schools by identifying the qualities that are vital to effectively implementing case management and the practical approaches that will aid the counselor in having a successful experience as a case manager.

Organization of the Research Study

The chapters following this introduction further describe this study and its implications. Chapter II is a review of related literature and discusses relevant studies. Chapter III details the research design and methodology followed and deals primarily with the data source, data collection, and data analysis. Chapter IV presents the results and findings of the study. Chapter V addresses the implications of this research study.

CHAPTER II

LITERATURE REVIEW

Introduction

The literature is replete with studies on school counselors' perceptions of their role as school counselors, e.g., Barnett, 2010; Chauvin, 2003; Click, 1970; Daley, 1988; Dinkmeyer, 1973; Foster, 1965; Graham, 1997; Gregory, 1975; Hoskins, 2000; Hoskins, 2003; Miles-Hastings, 1997; Monteiro-Leitner et al., 2006; Morse & Russell, 1988; Schayot, 2008; Schmidt et al., 2001; Smith, 2009; Sommerville, 1981; Stalling, 1991; Stickel, 1992; Tang, 2003; Van Hoose, 1968. However, in the present study the researcher sought to examine the elementary school counselor's perception of his or her role as case manager, coordinator of special education programs and services for children with disabilities, and the impact, if any, this expanded role may have on traditional counselor duties and responsibilities. In reviewing the related literature, one study related specifically to elementary school counselors and case management in Chicago Public Schools. The other related literature consists of school counselors' attitudes toward students with specific learning disabilities, school counselors' attitudes toward handicapped children and inclusion, and counselor feelings of effectiveness, preparation, and training as these relate to children and adolescents with disabilities. The literature review is divided into two sections: (a) a study of guidance counselors in Chicago Public Schools, and (b) school counselors and case management activities.

A Study of Guidance Counselors in Chicago Public Schools

Grant (1995) traced the history, philosophy, role, and functions of guidance programs and workers in the Chicago public school system, and discussed how the system would be influenced by the 1975 passage of PL 94-142 and the Illinois counselor certification mandate on the continuing professional education of Chicago public school elementary counselors. The purpose of this analytical policy research was twofold. One purpose was to investigate the impact of PL 94-142 on the Chicago Public School elementary counselors' need for Continuing Professional Education (CPE) as they evolved from elementary adjustment teachers. A second purpose was to assess the amount of time Chicago counselors spent performing crisis-centered counseling and special education tasks compared to the amount of time counselors spent on the developmental counseling needs of all students.

The Continuing Professional Education (CPE) aspect of this study came into focus with the use of the 1987 district-wide survey which reflected that most counselors participated in state mandated CPE so as to attain state certification and job security. The survey revealed that when counselors updated their present counseling skills through CPE and in-service training, they met the needs of special education students.

In 1990, a city-wide survey instrument was sent to all Chicago Public School counselors so as to determine the percentage of time elementary school counselors spent on the crises-centered needs of special education students in contrast to the percentage of time spent attending to the developmental needs of all students. This survey revealed that many counselors felt overwhelmed by their new crises-centered special education role.

This survey also revealed that Chicago elementary school counselors, like their counterparts in other cities in Illinois, spent on average, half of their time working with special education students which accounted for approximately 12% of the population, and spent their remaining time on developmental guidance and counseling concerns for the remaining 88% of the general education population (Grant, 1995).

Grant's (1995) study also identified one additional consequence of PL-94-142, that of redefining the counseling field in Chicago. The shift from developmental counseling to crises special education counseling meant that Chicago Public School counselors became less involved with the guidance of children and more involved with the paperwork functions of the special education case manager of their school. The role of case manager involves paper work management for the following special education activities: screening and evaluation for students suspected of having a disability, maintaining records, development and coordinating the IEP, and the placement of students with disabilities in special education. According to Grant, a reason for this change in the nature of counseling in CPS may have had as much to do with the departure from the system of so many adjustment teachers (counselors) in 1987 (24%) as with other factors.

As a result of this analytical policy study, Grant discovered three key findings:

1. Non-special education students in CPS comprised 88% of the student population but received only 50% or less of counselors' time, and conversely, special education students were 12% of the population and took up approximately 50% of the counselors' time.

2. Mandated state certification displaced many elementary counselors in the early 1980s.
3. Crisis type counseling required for special education students caused counselors to abandon the sound developmental guidance foundation for which they had been trained and thus required continued professional training for counselors in special education.

The unintended consequences of Public Law 94-142 would diminish the quality of counseling for non-special education students and, to some extent, disrupt educational programs in Chicago Public Schools (Grant, 1995).

Since this study was published in 1995, no additional studies specifically investigating CPS school counselor and case manager have been published. Further research is needed to determine the current attitudes held by school counselors in CPS pertaining to the role of case manager, the amount of time counselors spend with general and special education students, role effectiveness, and if the comprehensive developmental counseling program model is still compromised due to counselor involvement with special education.

School Counseling and Case Management Activities

This section of the related literature explores school counselors' attitudes as they relate to being a program coordinator, service provider, or case manager of students with disabilities.

Isaacs, Greene and Valesky (1998) conducted an attitudinal survey which focused on elementary school counselors and inclusion and involved 569 elementary, middle, and

high school counselors. The counselors completed questionnaires assessing their attitudes toward their own competency to implement inclusion, service students with disabilities, and assign them to regular classroom education. The results suggested that elementary school counselors feel ready to engage in the tasks necessary for early identification and intervention related to special education students. Middle school counselors were more comfortable than high school counselors though less comfortable than elementary school counselors when working with students with disabilities. In addition, elementary school counselors felt more comfortable with consulting about instructional practices and classroom management issues than with personal and developmental issues.

There are four areas in the Isaacs et al. (1998) research that counselor/case managers in CPS address as part of their responsibilities as case managers. The four areas included: (1) implementing inclusion (placing children with disability in the general education program), (2) identifying and (3) evaluating children suspected of having a disability, and (4) the ability to consult with teachers on instructional practices and classroom management. According to this research, school counselors felt ready to engage in and were comfortable with providing consultation service to teachers, and working with and providing services to students with disabilities. The Isaacs study relates to the researcher's study because it provides relevant information on a specific function of case management (inclusion) that elementary counselors have to perform in Chicago Public Schools.

Wood (1999) examined North Carolina elementary school counselors' roles and responsibilities in dealing with students who have special needs. The research involved the development of a survey designed to assess the attitudes of elementary school counselors concerning: (a) how well they understand mainstreaming and inclusion legislation, (b) how well they have been trained to service student with disabilities, (c) how they are distributing their attention between special education and regular education students, (d) what significant others (teachers, parents, administrators, students, etc.) expect of counselors in working with special education students, and (e) how compatible the perceptions of significant others and counselors seem to be about the school counselor position. A total of 168 counselors were surveyed. Results of the survey responses were reported using percentages, means, standard deviations, and Chi-square analysis. In regard to participants' understanding of mainstreaming and inclusion legislation, results showed that counselors felt they had an average to above average understanding of mainstreaming and inclusion. An analysis of time and attention given to regular and to special education students indicated that counselors spent an equal amount of time with each group but, as reported by the majority of counselors, they spent more time on paper work for the special education students. Sixty-one percent of the counselors surveyed reported taking course work in special education at the graduate level. Seventy-six percent reported they received training through professional development and 78% through independent learning. In addition, 55% of the participants reported significant others would describe them as counselor, advocate, team member, listener, consultant, and liaison. However, using the same descriptors, the majority of the

counselors described themselves as: counselor, advocate, listener, team member, and consultant. The survey also analyzed the compatibility of counselors and significant others utilizing descriptive paragraphs written by participants. Wood found several themes surfaced from the participants such as advocate, coordinator, team member, teacher, expert without proper training, tester and the "fix it" person.

Wood's (1999) research provides data on the time spent between the regular education and the special education student by the school counselor. Analysis of the data indicated that an equal amount of time was spent on both student populations but the special education student required the majority of the counselors to do more paper work. This information is relevant and relates to this researcher's study because counselor case managers in CPS are coordinators of special education programs for students with disabilities and, according to Wood's research, one can expect to spend more time on paper work for special education students as indicated by a majority of the counselors in that study. There appears to be a correlative relationship between special education or case management, and an inordinate amount of paperwork.

Deck (1986) conducted a study with 87 counselors in the North Carolina school system to investigate the attitudes of school counselors toward handicapped students and inclusions. Results of this research indicated three main factors: (1) counselors preferred working with students with learning disabilities over severely emotionally disturbed students; (2) results yielded no significant differences among elementary, middle, and secondary school counselors' attitudes toward the handicapped or mainstreaming; and (3) four variables were found to be positively related to counselors' attitudes toward special

education students and these were perceptions of success with students with disabilities, being female, number of years as a classroom teacher, and the number of courses pertaining to students with disabilities they had taken in college.

McConnell (1992) examined and described guidance counselors' perceptions of their services and effectiveness in meeting the needs of students with specific learning disabilities. A sample of 105 guidance counselors was surveyed to evaluate how counselor knowledge of the law, years of experience, education, and case load size related to the success of students with specific learning disabilities. Results of this study indicated that counselors felt they were enhancing the educational and developmental capabilities of students with learning disabilities, and felt adequately prepared to meet the educational and personal needs of students with disabilities. Even though counselors felt positive about their educational preparation and enhancing student educational needs, there were two areas that could use additional focus: counselor education (pre-service and in-service) and counselor-student interaction and content.

In McConnell's study (1992), counselors felt adequately prepared to meet the needs of learning disabled students; however, there was a need for counselor education in the area of content development, and more time was spent with students with disabilities.

Counselor education and training seems to be an ongoing theme and an area of need for school counselors in their role as program coordinator, service provider, or case managers. In McConnell's (1992) research, guidance counselors felt adequately prepared to work with learning disabled students. However, elementary school counselors in CPS must be prepared not only to work with learning disabled students but with students who

are emotionally disturbed, cognitive impaired (mentally retarded), speech and language impaired as well as vision, hearing, and physically impaired. Therefore, additional counselor education and training may be necessary in order for counselors to feel adequately prepared to work with students with various disabilities, as opposed to just one disability, in the role of case manager in CPS.

Milsom (2001) conducted a study which examined school counselors' attitudes, training, and feelings of preparation as these relate to working with children and adolescents with disabilities. Results indicated that school counselors felt somewhat prepared overall to perform activities for students with disabilities. In addition, school counselors' attitudes toward children and adolescents with disabilities appeared to be positive and similar to the attitudes of educators and other helping professionals. It was also reported that the more courses the counselors completed the more prepared they felt to work with disabled students. Further analysis indicated that more practical experiences (for counselors having less coursework) with students with disabilities also predicted more positive attitudes toward children and adolescents with disabilities. Lombana (1980) explained that counselors expended considerably more of their time counseling special education students and did not feel adequate about their work.

Based on the results of the Milsom (2001) and Lombana (1980) study, the researcher, sought to uncover whether the counselors in my research felt competent, as opposed to being somewhat prepared or inadequate, in the role of case manager or service provider for students with disabilities in CPS.

Finally, Fiorini (2001) investigated the school counselor's role with students with specific learning disabilities. A survey instrument was developed and five categories of activities performed by counselors were analyzed: (1) identification of disabilities, (2) multidisciplinary teamwork, (3) counseling services, (4) career and college transition services, and (5) working with teachers and parents. The results of this survey indicated that most counselors were performing all listed activities and tended to perceive all of them to be among their roles.

Elementary school counselors in CPS may perform some or all of the above listed activities in some capacity in their dual role of counselor/case manager. The researcher's study will provide pertinent data on various roles counselors may perform as program coordinators for students with disabilities.

Summary

The research in the literature review indicated varying opinions on the amount of time spent with special education students. However, most agreed that more paperwork was associated with special education or case management activities. The research suggested similar roles and responsibilities such as implementing inclusion, identifying and evaluating students with disabilities, and consulting and collaborating with staff and teachers on instructional practices and classroom management. Counselors were comfortable and ready to provide consultation services to teachers and provide services to students with disabilities. Counselor education and training seemed to be an area of need for school counselors. The more coursework the counselor completed, the more prepared they felt to work with special education students.

The literature review suggested questions to be considered related to four areas:

1. Are counselors still overwhelmed with the tremendous amount of paper work associated with special education?
2. Is the majority of the school counselor's time spent with special education students and related activities when compared to the developmental needs of the general education population?
3. Are traditional counselor duties and responsibilities being neglected due to the responsibility of case management?
4. Is additional counselor training and preparation needed to be effective in the role of case manager?

This line of questioning is relevant to the current research because the answers provided by the school counselors who were interviewed, could assist this researcher in understanding counselors' perceptions of the role and function of case management.

A review of the literature provided pertinent information on the role and function of school counselors as service providers, program coordinators, or providers of case management activities for students with disabilities and adds to the body of knowledge about the perception, effectiveness, preparation, and experience of elementary school counselors.

CHAPTER III

METHODOLOGY

Overview

This study was designed to investigate elementary school counselors' perceptions of their role and function as case managers in Chicago Public Schools. In this chapter, the author will discuss the method and procedure used in this research study. The chapter is divided into four sections:

1. A statement of the research question
2. A description of the research design for this study
3. Primary data collection
4. A description of how data were analyzed

Research Question

The purpose of this research was to understand how elementary school counselors perceive the role and function of case manager in Chicago Public Schools. The research question designed for this study was: Does the responsibility of case manager affect the traditional role of the elementary school counselor? The research question was important for this study because it assisted the researcher in describing and explaining how the elementary school counselor perceived the role and function of case management as well as provided a frame work for reporting the results of the study.

Research Design

Before a researcher designs a study he or she selects a mode of inquiry for the study. In this study, qualitative research was used. Qualitative research is inquiry in which the researcher collects data in face-to-face situations by interacting with selected persons in their settings. Qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts, and perceptions. The researcher interprets phenomena in terms of the meanings people bring to them (McMillan & Schumacher, 2001). Qualitative research focuses on the human experience and how individuals perceive and reflect upon their ability to influence and shape their experiences. Utilizing a qualitative design, the researcher explored elementary school counselors' perceptions or experiences in their role of case manager and the impact, if any, this role had on traditional counselor responsibilities.

Structured in-depth interviews were used to collect data from six elementary school counselors regarding their role as case managers. A report was written that included a description of each person's experiences and responses to interview guided questions followed by a composite description and synthesized statements regarding common themes, patterns, and issues relative to the counselors' experiences. Verbal descriptions from elementary school counselors portrayed the richness and the complexity of case management from the participants' perspectives.

After the data were collected, the researcher transcribed and analyzed the entire data record accumulated from the transcripts of the interviews and identified emerging topics, themes, and recurring patterns that generated the findings in the study. This

research methodology and design led to a greater understanding of the commonality of experiences, differences, and similarities among the counselors and provided a greater understanding of case management in Chicago Public Schools.

Data Collection

Data Source

Educational research studies are often based on a focused segment of a population, i.e., teachers, principals or students. The population for this study was elementary school counselors because they were more likely to be knowledgeable about the role and function of case management. Purposeful sampling was utilized. Purposeful sampling is a non random method of sampling where the researcher selects information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of importance for the purpose of the research, thus, the term purposeful sampling (Patton, 2001). This sample population was chosen because they had the knowledge and information needed by the researcher for this study.

Sample Population

A combination of sampling strategies was used in this study. Reputational case sampling (recommendation from knowledgeable experts) and concept theory based sampling (sampling that involves selecting information-rich persons known to have experienced the phenomenon) were used to select elementary school counselors for this study (McMillan & Schumacher, 2001). The researcher met with an administrator from the Office of Specialized Services, a department in Chicago Public Schools, who suggested elementary school counselors for this research. In addition, the researcher

contacted and met with elementary school counselors during various counselor and case management functions and requested their participation in this study (see Appendix C).

The sample consisted of elementary school counselors and not high school counselors. One reason for this choice was that more students with disabilities are initially evaluated and placed in special education at the elementary school level (Chicago Public Schools, 2009). Another reason for this choice was that this variation in the number of students with disabilities initially evaluated for special education by elementary school counselors as compared to high school counselors may impact how school counselors perceived their role as case managers. The researcher preferred that counselors being interviewed had similar job experiences, tasks, duties, and responsibilities as these related to case management. Therefore, only elementary school counselors were interviewed for this research.

The sample population consisted of six Chicago Public Schools elementary school counselors. Although this would be considered a small sample for a quantitative design, it is appropriate for qualitative research, which is the method of this study (McMillan & Schumacher, 2001). Bogdan and Biklen (1998) stated that it is acceptable to conduct qualitative research with only a single subject. A sample size of six may place limits on the ability to generalize but this study was designed to provide in-depth information on elementary counselors' perceptions on case management, and the researcher did not intend to generalize the information collected. Therefore, the matter of whether this sample was representative was not significant.

All school counselors selected were employed during the 2008-2009 school year and were chosen based on the following criteria:

1. Each elementary school counselor in this study held a Type 73 Personnel Guidance certificate. (For an elementary school counselor to be a case manager, she or he must hold a Type 73 certificate.)
2. Each participant was currently in the position of counselor and case manager.
3. Each elementary school counselor was deemed knowledgeable about the role of case manager, was willing to be interviewed in-depth, and elaborated in detail on the role and function of case manager.
4. Participants in this research were all females; five were African American and one was European American. All elementary counselors held master's degrees.
5. Counselors represented a wide range of years and experience as counselor/case managers. The range of counselors' years and experience spanned those beginning their careers to those nearing retirement in their profession.
6. Prior to becoming the counselor/case manager, some counselors were experienced classroom teachers while others began their careers directly as school counselors. One counselor previously served as a school psychologist.

Six elementary school counselors were purposefully selected to be interviewed in-depth and provided detailed information on the role and function of case management. It was not the intent of this study to undermine or belittle the role of case management, or to detract from the importance of this role in coordinating programs and services for

students with disabilities in Chicago Public Schools. The researcher wanted an open, honest record of elementary school counselors' perceptions of the role and function of case management.

Data Gathering

In-depth, open-ended questioning required open responses in order to obtain detailed data of the participants' meaning. It was critical to know: "How they perceive the world and how they explain and make sense out of important events in their work" (McMillan & Schumacher, 2001, p. 405). The primary data collection source for this study was in-depth interviews with elementary school counselors. The researcher utilized a standard open-ended interview to understand how counselors perceived their role and function as case managers. The researcher contacted each participant by phone and scheduled a date and time for each interview. Each elementary school counselor was able to choose the place where the interview was to be conducted, and each counselor chose the counseling office in their respective schools as the place to conduct the interview. The researcher ascertained that the interviewed participants rendered truthful and knowledgeable responses to the interview questions.

Anonymity and Confidentiality

Prior to the interview, participants were informed about the nature of the study and the anonymity afforded to the elementary counselors who participated in this study. Anonymity extended not only to the recording and transcription of the interviews, but also to the reporting of information that had been learned during this study. In addition, the researcher assured all participants that their responses would be kept confidential.

Finally, participants signed a consent form to participate in and answer questions related to this study (see Appendix A). The researcher maintained the participants' anonymity and confidentiality at all times during the research.

Interview Protocol

The researcher used a structured interview guide (see Appendix D). In this approach the exact wording and sequence of questions are predetermined (McMillan & Schumacher, 2001).

During the interview process, participants were asked specific, predetermined open-ended questions designed to understand the elementary counselors' perceptions of their role and function as case manager in Chicago Public Schools. Additional questions acted as prompts and encouraged participants to discuss their experiences as case manager in order to ensure certain areas were covered that were pertinent in clarifying and understanding the counselors' perception of the role and function of case management. All interviews were conducted in a consistent thorough manner and the researcher adhered to the interview guide.

The overall justification for using the interview guide protocol was to encourage participation and discussion, provide structure to the interview process, ensure certain questions were asked that would elicit counselors' responses on the role of case manager, and to provide organization that would be comprehensible to the researcher when analyzing the data.

Interview guide protocol:

1. What are your perceptions of the role and function of case manager?

- a. How important is the role of case manager in coordinating special education program and services for students with disabilities? Describe the duties and responsibilities you must perform as case manager.
 - b. How prepared do you feel overall in performing case management activities?
 - c. What are the restraints or enhancers in carrying out the role and function of case management?
 - d. In your opinion, do you feel counselors should be case managers in CPS elementary schools? If yes, what are your reasons for supporting this opinion? If no, what are your reasons for supporting this opinion and state who should be the case manager, and your reasons for this selection (administrator, clinicians, or special education teacher)?
2. What are your reasons for supporting these perceptions of the role and function of case management, and to what degree has your current role as a case manager, college experience, or training by Chicago Public Schools and the Office of Specialized Services influenced your perceptions?
 3. In your opinion, does the role of case manager interfere with traditional counselor duties and responsibilities?
 - a. What percent of your time is spent on case management activities?
 - b. How effective are you in the dual role of counselor/case manager?
 - c. What do you consider to be an effective way to manage counseling and case management functions?

4. What kind of assistance, if any, are you seeking to fulfill your role as case manager and in what areas if any do you require additional training to fulfill your role as case manager?
5. Are there any positive qualities you attribute to case management and are there any advantages, benefits, or insights you have received or learned as a result of being the case manager at your school?

As part of the interview process, the researcher explained to participants the purpose and nature of the study (see Appendix C). The participants then signed a consent form (see Appendix A), completed a brief data participant form (see Appendix E), and reviewed the research vocabulary (see Appendix F). The school counselors were encouraged to speak openly and honestly about their experiences as case managers. During the interviews, participants had the opportunity to refuse to take part, choose not to answer any questions, or stop their participation at any time during the interview. There was not a specified time limit; however, each interview lasted approximately 60 minutes. Data collection continued until “saturation”, defined as “not hearing anything new”, was reached and determined by the interviewer (Morse, 1989). When each interview was completed, the researcher thanked the participants for the interview.

Data Analysis Procedure

Qualitative data analysis is primarily an inductive process of organizing and analyzing data into categories then identifying patterns (relationships) among the categories (McMillan & Schumacher, 2001). This process provides an explanation of the single phenomena of interest: Elementary school counselors' perceptions of their role and

function as case managers in Chicago Public Schools.

For this study, data analysis was based on the entire interview transcripts, participant forms, and the researcher's notes. Each interview was audio recorded and transcribed verbatim into text. The audio recordings and the transcripts were repeatedly heard and read by the researcher and then subjected to coding analysis.

Coding is the process of dividing data into parts by a classification system which includes segmenting the data into topics or predetermined categories (McMillan & Schumacher, 2001). In this research, the coding consisted of segmenting the data into topics and grouping the topics into categories for data analysis.

The final analysis and results were presented in a descriptive narrative report. The data is presented in context and as quotations of the participants' language, citing the researcher's field notes, and interview transcriptions as sources.

CHAPTER IV
RESULTS OF THE STUDY

Introduction

The purpose of this research was to understand how elementary school counselors perceived the role and function of case manager in the Chicago Public School system. In this expanded role, elementary school counselors must continue their traditional counselor duties and responsibilities but also incorporate the role and activities of case management. The case manager coordinates the special education program for students with disabilities. This includes the pre-referral, identification, evaluation, and placement of students found eligible for special education, and the coordination and development of their Individualized Educational Program (IEP).

In the roles of counselor/case manager, there exists the possibility of tension between these two roles, which gave rise to the research question: How does the responsibility of case manager affect the traditional role of the elementary school counselors? To answer this question, six elementary school counselors from the Chicago Public Schools were interviewed individually and in-depth to determine their perceptions of the role and function of case management. The data collected from these interviews were analyzed for common themes and traits and systematically searched for discomfoting as well as confirming themes. Six empirical assertions were found. Each assertion represented agreement from at least four of the six participants.

Setting

The study was conducted in Chicago Public Schools, also known as CPS. The district was an urban school system and the third largest school district in the United States. CPS had an enrollment of approximately 409,279 students with 86% of the student population from low-income families. The student racial composition consisted of 45% African American, 41% Latino, 9% White, 3.6% Asian/Pacific, and 0.2% Native American. Of these students, 58,000 were students with a disability. CPS had 482 elementary schools, 122 high schools, and 71 charter schools. The district employed 43,731 individuals; 592 were principals and 23,110 were teachers (Chicago Public Schools, 2009).

Participants

Six counselor/case managers were interviewed for this study.

Janet Hudson was a 48 year old African American female who worked five years as counselor/case manager for CPS. Prior to becoming a school counselor, Janet worked as a school psychologist for CPS. School demographics: 470 enrollment, 24% poverty, 37.1% free/reduced lunch, 10.2 % special education.

Karen Washington was a 33 year old African American female. She had worked for CPS as counselor/case manager for four years. Karen was an eighth grade teacher prior to becoming a school counselor. School demographics: 670 enrollment, 54.6% poverty, 80.8 % free/reduced lunch, 12.7% special education.

Rachel Harris was a 37 year old African American female. Rachel had worked as a counselor/case manager at CPS for three years. School demographics: 567 enrollment, 64.0% poverty, 96.3% free/reduced lunch, 11.4% special education.

Nancy Wentworth was a 61 year old African American female. Ms. Wentworth had worked for CPS for 15 years and worked in the role of case manager for 11 years. Nancy had prior experience as a counselor and teacher in another school district. School demographics: 300 enrollment, 51.1% poverty, 80.5% free/reduced lunch, 12.6% special education.

Denise Beacon was a 27 year old African American female. Denise had been a school counselor for four years and a case manager for one year. Ms. Beacon worked as a community counselor for a nonprofit organization prior to working for CPS. School demographics: 859 enrollment, 53.4% poverty, 81.7% free/reduced lunch, 13.4% special education.

Carol Murphy was a 52 year old Caucasian American female. She had been a counselor/case manager for nine years. Carol was also a university instructor. School demographics: 742 enrollment, 20.6% poverty, 33.5% free/reduced lunch, 21.8% special education.

Results of the Study

In qualitative research, claims of validity rest on the data collection and analysis techniques. In this research, "participant review" was used to ensure creditability and validity, agreement of interpretation between the researchers and participants. Each school counselor was asked to review the researcher's synthesis of their interviews for

accuracy of representation of the interview data. Also, they were asked to modify any information or interpretation that was not representative of their views (McMillian & Schumacher, 2001).

This study yielded six empirical assertions.

Assertion 1: The case manager coordinates special education programs and services for students with disabilities and facilitates the process of writing, implementing, and distributing the Individualized Education Program for students in special education.

Assertion 2: School counselors' perceptions of the role and function of case management were based on training received from the Office of Specialized Services and their college degree programs prepared them to be school counselors.

Assertion 3: The majority of elementary school counselors considered themselves prepared and effective in performing case management duties and responsibilities.

Assertion 4: School counselors should not be case managers because it interferes with traditional counselor duties and responsibilities as well as various other roles counselors must perform.

Assertion 5: To manage the dual role of counselor case manager, school counselors recommended being organized with a schedule, keeping the lines of communication open with parents and staff, managing their time efficiently, and being flexible.

School counselors suggested the role of counselor/case manager be two separate positions or provide counselors with an assistant to help with the clerical portions of case management.

Assertion 6: Elementary school counselors, in the dual role of counselor/case manager, enjoy contributing to the educational program of students with disabilities.

Assertion 1

This assertion stated that the case manager coordinates special education programs and services for students with disabilities and facilitates the process of writing, implementing and distributing the Individualized Education Program for students in special education.

The counselor/case managers interviewed considered their major responsibility to coordinate the development and implementation of the Individualized Educational Program of students with disabilities as noted by their responses to the question: How important is the role of case manager in coordinating services for students with disabilities? They were also asked to describe the duties and responsibilities they must perform as the case manager.

Janet Hudson:

I am the gate keeper of children with IEPs. Overseeing that the IEP is being implemented, addressing questions, and ensuring implementation of the IEP. You are the advocate for the parents and the child making sure they get their services. You're meeting with parents and making sure they are satisfied with the development of the document (IEP). In terms of the special education teacher and general education teacher, I address their questions and concerns and making sure they are implementing the IEP.

Karen Washington:

Case manager is an important role because you are responsible for coordinating all services for special education students. Making sure that the IEP is documented and completed and all components are filled out correctly because this is a legal document. Making

sure all data is translated into a folder and distributed to parents. Also, at the school level, letting the administration, teachers, staff members, and paraprofessionals know what's going on with the students, and how in fact they should educate, discipline, and treat the student in a general sense...Case management is an important role to schools with a special education population.

Rachel Harris:

The case manager coordinates the special education program and services for students with disabilities. The main duty of the case manager is to write IEPs, maintain IEPs, and to distribute IEPs.

Nancy Wentworth:

The case manager could be anybody. The classroom teacher can be case manager. Where I came from in St. Charles, the teacher was the case manager and they had to schedule conferences and write their own IEPs. Because I am the case manager, they don't keep track of when their conferences are due and they are not able to write an IEP. They don't have a clue. As the case manager, I have to hold conferences. I oversee the writing of the IEP. Basically, I have to check the IEP and make sure it is written properly. So, I have to attend all these meetings and sit and listen to all the changes on the IEPs. I think the teachers need to be there because they are the ones who should write the IEPs. And it's kind of hard to come back from a meeting and tell them what I have heard, you know. It's a lot easier if they are sitting there and getting the information. As the case manager, I have to be the person over the actual conference, making sure that the social worker, the psychologist, and the nurse are doing their parts and have gotten their reports done. I contact the parents and all the people involved. Overall it's a lot of work for the little stipend they give you to be the case manager.

Carol Murphy:

As case manager, the role is of importance. There needs to be someone in the building that has the role of coordinating special education activities on a daily basis. There are many decisions that need to be made in terms of children with disabilities. Planning and coordinating IEPs and scheduling conferences. Because we have a lot of special education students in our building, I spend about 80% of my time working on special education related

activities including getting IEPs together, working with families, having meetings with families. It also includes doing a lot of paper work and right now seeing how the electronic IEP works. There are a lot of duties that are associated with it so I believe that case manager is an important role. However, I am not sure it should be connected with the counselor.

Denise Beacon:

I believe that the case manager's role is very crucial because the case manager is at the center of the whole special education process. We act basically as a facilitator, the person who guides all the IEP meetings, who guides the process of getting kids enrolled into special education. We help identify interventions to help the children who have not reached a point of being staffed but may be in need of some additional services, or may have some behavioral concerns. So we act as a facilitator. We're kind of in the middle guiding everything along. As the case manager, it is very crucial that I organize the meetings, the IEP meetings. There is the initial eligibility meeting, evaluations meetings, school based problem solving meetings. I am also the liaison between the parents who have concerns or questions... I also work with the special education team to help them make sure that everything is done efficiently and that we are all aware of the schedule. So, we hold team meetings weekly to make sure we're all on the same page. Organization is the most essential part of case management.

One important function of case management under IDEA is to ensure that students with disabilities receive procedural due process with parent involvement.

Procedural safe guards required by law include: (a) the right to examine all records; (b) the right to an independent evaluation; (c) written notification to parents when initiating or changing, or refusing to initiate or change the identification, evaluation, or education placement of students with disabilities; (d) informing parents in their native language; and (e) the right to present complaints regarding any matter related to the identification, evaluation, and placement of students with a disability or the provision of a free appropriate education.

Janet Hudson stressed the importance of implementing procedural safe guards for parents and students with disabilities. This is considered one of their responsibilities.

Janet Hudson:

Case management is an important role. I have the responsibility to do what the law states, basically implementing the procedural safeguards. I must make sure parents receive proper notification before all meetings, and make sure they understand their rights. Basically making sure I'm following their procedural safeguards. If they want revisions to the IEP, I make sure that gets done. Parents who want evaluations, I make sure we follow the protocol and that I have given proper notifications of all decisions concerning those students with disabilities. If parents want to hold an IEP meeting prior to their child's annual review, I must ensure all that happens. I participate in what we call these specialized services meetings monthly. A parent on the Local School Council at my school coordinates these monthly meeting and we invite all parents who have IEPs to come and those that come we address whatever issues they have.

Another major function of case management is putting all data relating to the identification, evaluation, and placement of students with disabilities into the SI system.

Karen Washington:

You have to make sure that the written IEP is entered into the computer, so that anybody in the district, or if the student transfers, that information can be accessed. Basically, that's your duty, making sure the IEP is complete, making sure the data is entered into the computer and being somewhat of a resource person to the parents of special needs children and making sure they receive their rights.

Summary of Assertion 1

Counselors perceive the role of case manager as coordinator of program and services for student with disabilities. The primary duty of case manager includes overseeing the development and implementation of the IEP. Additional duties consist of

ensuring that procedural safe guards are being implemented and entering data into the SI computer system as these relate to the referral, identification, evaluation, and placement of students with disabilities in special education.

As reported in the interviews, counselors were aware of their role and responsibilities as case managers. This was relevant when determining how counselors perceive the role and function of case management. There was tension in the dual role of counselor/case manager. It was imperative that counselors know their role and responsibilities to assist in understanding what specifically conflict in this role. Also, if counselors were unsure of their responsibilities as case managers, one could begin to question whether their responses truly reflected how they perceived the role and function of case management. It is possible their responses could be flawed if they were unsure of their responsibilities as the case manager.

Assertion 2

School counselors' perceptions of the role and function of case management were based on training received from the Office of Specialized Service and their school counselor college degree programs prepared them to be school counselors.

The Office of Specialized Services (OSS) coordinates a wide variety of support services for all students in Chicago Public Schools including special education and related services for children with disabilities, and students receiving related services under section 504 of the Rehabilitation Act of 1975. In addition, OSS provides training and resources for administrators, teachers, parents, and students. Under the auspices of OSS, case managers attend monthly meetings and receive training on such topics as IEP

development, goal writing, transition planning, procedural safe guards etc. These meetings provide training, serve as a resource, and provide assistance to counselors in fulfilling their role as case manager. The six elementary counselors interviewed believed the Office of Specialized Service (OSS) provided training to prepare them for their role of case manager and their college experience prepared them to be school counselors.

Janet Hudson:

College programs prepare you for the role you will actually be doing. You learn all these different models, behavior models, theories in counseling, and how you work with a client and counseling with kids...I can't say that counselor training did not help me in working with kids but the Office of Specialized Services prepares you for your role as case manager.

I know a lot of universities call and ask do I want an intern. And if they are looking for counseling and working with kids, they're not going to get a realistic view. Certainly they can work with the kids, the limited amount of kids I do see, and do something there, or bring in a program to work with the kids. But they will see me doing more case management than counseling.

Karen Washington:

I went to school for counseling to perform therapy and do guidance for students. When I came into the counseling position, I learned what case managers do and all the responsibilities. I shadowed people... and received training to be a case manager. That definitely has affected my view. I go to trainings and listen. I don't agree with a lot of what they ask you to do, but you do the best job you can. If there are any mistakes made, it comes back to you to correct the mistakes and make sure the issue is corrected. It's an important leadership position.

I have been blessed with a good IEP team; they work with me. We have the same integrity. They know their job and they do their job and I don't have to be over them telling them what to do. And so in my experience as case manager, that has been a positive thing for me. That's what has made me to be able to stay in this position.

Rachel Harris:

I attend the training sessions for case management. But I went to college to be a school counselor and I do counsel kids. But I spend more time being a case manager. It requires a lot of preparation for IEPs, annual reviews, and eligibility meetings.

Ms. Wentworth based her perception of case management on all her experience, college, and training from OSS.

Nancy Wentworth:

I guess I base it on all my experiences. How I have seen it done in other places and how I see it here in Chicago. I see so many unhappy counselors because they have been made to be case managers. I mean they are stressed, overworked, and you cannot do your job effectively. And I see it more so, in the last two years when I was counselor quote "case manager" and I think that was the worst thing they could ever do to any individual because it's impossible. It's like one school with two jobs.....They expect one person to be able to manage counseling and case management, ...support children, support teachers, put IEP data into the computer and manage records all at the same time. I really don't think CPS have put much thought at all into this. They just jumped up and said counselor case manager and did not realize the job case manager entails. That's a position in itself, a paid full time position.

Denise Beacon:

My college experience and training has taught me that you have to really be available, I believe, emotionally and physically available to attend to students. I have about 890 students at my school and all of those students have been witnesses to trauma, some type of trauma, whether its gang violence, family crises, death within the family and poverty. This area is a heavily poverty stricken area. It's starting to change now; you can see there's a little bit more diversity. Our children are coming to school with a lot of issues. So my educational background has taught me that a counselor should be available not just to do paperwork, but to be available for children and provide services. But my training and my current situation, they do conflict. It's a challenge. I have to identify students who are at most risk, and those are the students I have to

get back with and provide brief therapy, and if they need additional services, there are other resources I can refer them to.

Carol Murphy:

Well it influences my perceptions because we have to follow all the legal mandates. But I think more than anything, I think my training in terms of being a counselor and understanding where kids are coming from, helps support the emotional part of the special need student.

Summary of Assertion 2

The Office of Specialized Services primarily influenced how counselors perceived the role and function of case manager. Attendance at mandated monthly case manager meetings provided training and taught counselors how to be case managers. The counselors indicated they were trained to be school counselors but their case management responsibilities prohibited them from providing guidance counseling to students on a regular basis. To solve the problem, one counselor suggested making the case manager position a full time paid position; separate from school counseling.

Assertion 3

The majority of elementary counselors considered themselves prepared and effective in performing case management duties and responsibilities.

Counselors responded to the question: How prepared over all do you feel in performing case management activities? Four of the six counselors felt prepared in performing case management duties and two of the counselors felt unprepared in the role of case manager.

Janet Hudson:

I feel competent in the role of case manager. Could I be better? Yes. I wish the laws would stop changing. The biggest challenge is the law is constantly changing, and how you interpret these changes is constantly being addressed, and getting things done in a timely manner. I feel competent. Do I feel I'm the best case manager out there? No. But I feel I'm competent and I give it my all.

I think it's a job that you could do in isolation. Case manager should not be attached to any position. As counselor case manager other things are attached to your position like homeless liaison, bilingual coordinator, school based problem solver facilitator, which is another issue. This job eats up a lot of time given the number of students you have. I know 61 students isn't maybe a great number as with other schools, but 61 kids keep you busy when you have to conduct meetings annually, address the needs of parents and teachers. So it's a challenge. It's a challenge. It's a job that doesn't need anything else attached.

Karen Washington:

I never feel prepared for the duty but I do a pretty efficient job considering. I went to school to be a school counselor, to perform therapy to do different things related to that. After I graduated, I inherited the case manager position. There were no classes to take. There was no information to get ahead of time. It was pretty much a baptism by fire type of thing and with hopes that you know somebody already in that position and you get information that way. So I feel each year I get better prepared for that position. But each year things change, so then of course there's always something I'm not prepared for. But no, there is no course of study and when I entered I definitely was not prepared. I learn quickly and I've learned a lot of things. I don't feel prepared but I do a pretty decent job considering.

Rachel Harris:

I don't feel prepared. My counselor position is attached to special education. There is so much to learn and too many challenges and no consistency.

Nancy Wentworth:

I feel prepared to do case management which is more so from the training I received from OSS. I'm pretty good at it.

Denise Beacon:

At this point in the year, at the end of my first year as a case manager, I feel very prepared. I believe my background in counselor law, my work ethic, works well to help me in my role as case manager. You have to be very empathetic; you have to be very people oriented, and a good listener. So I think it works out perfectly. It's a good fit for me because lots of things come naturally and a lot of things I've been trained to do.

Carol Murphy:

I am prepared now but I was not when I started this job nine years ago. I did not have any of the skills that I needed to have. I did not have any of the skills that I needed to have. I did not have any the skills I needed to know...

However, one of the insights that I have gleaned that has helped me quite a bit, is to understand the emotional component and how it really directly affects students learning, and how that as a counselor we can work closely with the special needs students....But there are a lot of students that even before they are labeled, or given that special education title, or that disability label, have a lot of emotional problems that may result in or be the reason why they are being labeled special needs. And I also believe very strongly that sometimes if we are able to work with those special needs, understand the emotional component and work with it, those students may be able to overcome some of their so-called disabilities.

Counselors that were prepared and those counselors that did not feel prepared shared one common view point, procedures were constantly changing. This can range anywhere from how IEPs are written, changes in the IEP document, inconsistency regarding clinician roles and responsibilities. Additionally, the requirements for ISBE are not always consistent with the requirements for CPS. One example of this would be

how goals are written in the IEP. A Specialized Service Administrator (SSA) from CPS will review the goals in the IEP and determine they are written correctly. However, an ISBE monitor may look at the same goal and determine it is not written properly.

Procedural mandates need to be consistent as well.

Janet Hudson:

I wish the laws would stop changing. It's difficult keeping up with the changes. And how you interpret these changes is constantly being addressed, and getting things done in a timely manner

Karen Washington:

But each year things change, so then of course there is always something I'm not prepared for.

Rachel Harris:

...So much to learn, so many challenges, no consistency.

Also, counselors reported receiving no training prior to becoming case managers as reflected in the comments below.

Carol Murphy:

I have three master's degrees but my first two master's degrees are in community counseling and school counseling. There was one class for exceptional needs but we really did not get the preparation of what a case manager job entails and the duties that are involved.

Karen Washington:

After I graduated, I inherited the case manager position. There was no classes to take...No course of study...I definitely was not prepared.

Janet Hudson:

I'm pretty good at being a case manager. But I learned how to be a case manager more so from the training I received from CPS.

There were mixed views on counselors being prepared for the role of case manager. However, both groups of counselors, those prepared and those that were not prepared, held one view in common, that procedures were constantly changing which disrupted counselors' feelings of preparedness, stability, and consistency in the position.

Counselors were asked: How effective are you in the dual role of counselor case manager? In terms of counselor effectiveness, five of the six counselors felt they were effective in the dual role of counselor/case manager.

Janet Hudson:

I feel I'm effective. I always think there is room for improvement. I think I do a good job given the things I'm dealt with to do. This job is never ending. There is no closure. You have 60 days to complete a case then next year there is an annual review of the same case.

Do I get a sense of gratification and accomplishment? No. Is it a job where I feel like I make a difference or something like that? You know it's not the case management. It was personal reasons why I took this position. I will not retire in this position. I will probably return back to school psychology.

Karen Washington:

I feel like I am effective. It takes a lot of work. I would be more effective if I had one role.

Rachel Harris:

I'm probably hard on myself...but I think I'm effective. I just feel I have so many responsibilities. I would like to have one role, just be the school counselor. I have no desire to be a counselor and case manager. I definitely cannot see myself doing this for more

than three or four years...We should be given the option, one or the other but not both...It should be two separate jobs, counselor or case manager. I definitely don't like doing both.

Denise Beacon:

I believe that I am effective. I believe that in terms of being a counselor and what my school expectations are, I'm splitting the expectations. But in terms of my expectations, I could be doing more. I could be doing groups. I have not had the chance to do any groups; I haven't had the chance to do any classroom activities. Right now it's at the end of the school year so most of my time is spent on finishing reevaluations for special education students and helping the eighth graders.

Three of the elementary school counselors had some type of assistance to help them with counseling and case management because of their large special education population. These same counselors were afraid they would be losing their assistance due to budget cuts. However, one counselor spoke of the assistance she received by way of college interns she recruits from the college where she is a part time instructor.

Carol Murphy:

I'm able to balance it because of the fact that I'm working smarter with the interns. They do group guidance with students. But at times I go home and perhaps wonder am I doing the best job I could ... I feel like sometimes the kids are slipping through the cracks and I really would like to see more help with them, more assistance.

There was one counselor who did not feel she was effective in the dual role of counselor/case manager.

Nancy Wentworth:

I can't say yes, because I think in counseling I fall short because I don't have the time to go into the classroom and do counseling. I tried it one year and it didn't work out because you have to

coordinate and plan all these meetings. You're not able to do it. I don't have the time, so I don't think I'm effective at both.

Elementary school counselors felt they would be more effective if they were just elementary school counselors. In addition, because of the dual role, counselors felt some remorse because they were not doing more guidance activities with students.

Summary of Assertion 3

The majority of the elementary school counselors considered themselves prepared and effective in performing case management. In terms of counselor preparedness, two points of interest were noted. First, constant procedural changes disrupted counselors' feelings of preparedness, stability, and consistency in the position. Second, counselors did not receive specific training on how to be a case manager prior to assuming the role of case manager.

When determining counselor effectiveness in the dual role of counselor/case manager, it was discovered that five of the six counselor believed they performed the role of counselor/case manager effectively. However, counselors felt they could be even more effective if they had one role, specifically that of school counselor. Finally, counselors experienced some remorse or regret because they were not able to provide guidance activities for students because of the work required to fulfill the dual roles of counselor and case manager.

Assertion 4

Counselors should not be case managers because it interferes with traditional counselor duties and responsibilities as well as various other responsibilities counselors must perform.

Counselors were asked: Does the role of case manager interfere with traditional counselor duties and responsibilities? One hundred percent of the elementary counselors interviewed believed case management interferes with traditional counselor duties and responsibilities. In addition, 83% of the counselors reported spending over half of their work time dealing with special education or case management activities.

Various comments made by each of the six counselors interviewed demonstrated how strongly they felt about the role of case manager interfering with counselor duties and responsibilities.

Janet Hudson:

Yes absolutely! Being a case mangier interferes with being a counselor. As a counselor, you have counselor duties of sending records, handling enrollments, seeing kids for services, which is what I thought I'd be doing when I went to school. This is what they prepare you to do, counseling with children, not all this other stuff attached to the role. You have transition plans to do if you have eighth grade. And then dealing with the GEAP process (application process to apply to gifted, magnet, or traditional programs in CPS) if you have a school going up to sixth grade, trying to help kids find homes for seventh and eighth grade. You're filling out recommendations, trying to collect recommendations that were given to your colleagues that still haven't been completed... I'm homeless liaison; I'm bilingual coordinator, test coordinator, and sometimes disciplinarian, sometimes administrator depending in on what's happening in the building on any given day. Both jobs take up a great percentage of your day.

However, counseling gets kicked to the curb because special education eats up the majority of your day. You have a lot of preparation to do. Like I have an annual review tomorrow and I have two annual reviews on Friday. You have to prepare documents, make sure teachers come to the meetings with the draft of the IEP, making sure the file is in order and having everything you need, and that is time consuming. And now we have the electronic IEP and that's even more time consuming until you

became proficient in getting that document together. No, Counselors should not be case managers because both of these responsibilities are very involved.

Karen Washington:

Yes, absolutely! Just to expound a little bit on that other question, my perception of the counseling guidance....it should be a proactive role for the school. Traditionally, that was the idea of the counselors' role to problem solve and not react to different situations in the school...Being case manager, and counselor cuts out all the proactiveness. There are the legal mandates with special education that must be completed and still do the guidance piece—which really amounts to helping children fill out applications to high school, disseminating information, and doing the data entry. At the grammar school level, assigning students to high school and for our special education students doing a transition plan...I find myself really soliciting others and piggybacking on programs that other people are implementing just so I can be a part of what I went to school to do, being proactive. Talking and getting to students before they have this breakdown crisis to try to help them, or bringing in programs to the school that may assist students and deter some of them from taking actions or just having a negative academic experience. So it gets kind of frustrating for me because I don't get the kind of time to think of programs and implement them.

Then I have the case management piece and that is what I have to do. It definitely affects the role of the counselor. There are so many things that come across my desk, programs, good ideas, good events that get pushed aside if I can't get anybody else to head it up or spearhead it, because it takes time and planning. I don't have time to do it. I've got IEPs to complete, parents to meet, and heaven forbid if there is a crisis that happens. So I just feel bad. I feel like I am scrambling with the social worker; I'm going to take part in what she is doing. She gets to do most of the therapy. So I feel like I am trying to keep my skills that I learned in school fresh because I am so driven with the paper work, data entry and the legality of case management.

Rachel Harris:

Yes it does! It definitely interferes with being a counselor. Being the case manager requires a lot of time, meetings and preparation, especially running IEP meetings.

Nancy Wentworth

Yes it really does! I can look back when I was living in St. Charles and look back at all my training. I enjoyed it when I was in St. Charles being a counselor. I was in the classroom. I did oral presentations in the classroom. I worked with individuals. I did all of that. And then I moved to Chicago and I found out that the social worker did the counseling and the counselor does all the paper work and records. In the counselor's job, you're not really a counselor; that word does not mean anything in Chicago Public Schools.

Denise Beacon:

Yes it does. I am basically case manager...Unfortunately I always make a joke. I tell the team that I am case manager on Tuesdays, Wednesdays, and some Fridays mornings so I'm a counselor on Mondays and Thursday. But it doesn't work like that. I mean parents they show up when they show up. If they're in crises, they're in crises. And if they are angry with something, some situation in the classroom, it has to be dealt with at that moment...Unfortunately every school has a culture and that's a part of our parents' culture, everything has to be dealt with immediately. So as a new case manager to CPS school, I'm trying to establish some new boundaries. That's challenging because case management kind of takes over, not counseling.

Carol Murphy:

Absolutely. Absolutely. I feel as if at times I do the crises work here also...I feel as if I'm putting band aids on some things that I really feel I could spend more time with. I could be seeing more kids. There are a lot of students, in all schools not just mine, that need a lot more support from the counselor than they are getting. And I feel like it's a disservice at times because my time is so consumed, not only with being the case manager but I work with special education teacher. And right now in the last two weeks,

I've had to do training for the new electronic IEP and so everything else gets put on the back burner.

All the counselors interviewed felt that case management interfered with counseling duties and responsibilities in some way or other. When the counselors were asked what percent of their time was spent on case management activities, they responded as follows.

Janet Hudson:

I would say it's a high percentage, somewhere between 85 and 90% on a daily basis. Because Thursday is team day.... You have to coordinate annual reviews, eligibility meeting, you are very busy at any given time. The only time I am not involved, and that percentage is probably lower, is when its test season. The counselor's job has to take precedence in getting ISAT materials together and the benchmark assessments and all that kind of stuff. But outside of that, its scheduling, contacting parents, getting together the IEP documents, addressing issues that may come in that I don't know about....And teachers who want you to do referrals or school base problem solving, this you know, do referrals, or school base problem solving.

Karen Washington:

On case work, I want to say about 90% of my day. And on some days, the whole day. I would venture to say most days it's probably more than that...The high school articulation process, which is around December, that's my busiest time where I'm spending more time doing that guidance piece from September to December, but really heavily November. Then again, the last month of school, I'm having to make more time for that guidance piece. I want to say 90 to 99% of the day I'm doing case management, or something that's related to special education.

Rachel Harris:

I spend about 30% of my day doing case management activities. It requires a lot of time and preparation.

Nancy Wentworth:

I'd say 75% of my day is spent dealing with case management. I mean some days maybe not that much but the majority of it, especially this time of year, the beginning of the year. It's just continually. Even when my team is not in the building, something's going on. When I was a counselor at two schools, I was so rushed. My whole time was spent being the case manager because when I was over here I was doing case management; when I went there, I was doing case management. I had to play catch up. That's a lot of work.

Denise Beacon:

I'd say 67%.

Carol Murphy:

I spend about 80% of my time working on special education and related activities including getting IEPs together, working with families, having meetings with families...doing a lot of paper work, right now seeing how the electronic IEP works. So I spend quite a bit of my day working on that.

Summary of Assertion 4

All the counselors interviewed believed case management interfered with counseling duties and responsibilities in some way or other. Of those counselors, 83% spent more than half of their time doing case management activities.

Elementary counselors mentioned various duties that are considered part of their responsibilities such as: record keeping, enrolling students, the application process, transition planning, providing recommendations, and providing counseling services to students individually, in groups, and in the classroom. The aforementioned role descriptors are considered part of the counselor's job. However, when school counseling is combined with case management, this disrupts counseling duties and results in

counselors spending more than half of the work day performing special education and related service activities.

Another area of concern reported by the school counselors was the amount of paper work connected with case management. There are a number of documents that must be prepared and completed for annual, eligibility, reevaluation, and IEP meetings. The IEP document alone in CPS is minimally 12 pages. Other documents include but are not limited to: notice of conferences, recommendations of conferences, behavior intervention, transition plans. Add to this list of documents ESY, consent/assessment, student referral, and pupil support forms.

The counselors believed case management interfered with traditional counseling duties and discussed the various roles and responsibilities that school counselors should perform. Likewise, case management required a lot of preparation, coordination of special education and related services, and preparation of documents which included completing an inordinate amount of paper work. All this required counselors to spend over half their time fulfilling case management duties and responsibilities which takes time away from school counseling activities. As one counselor stated: "Both jobs take up a great percentage of your day. However, that job (counseling) gets kicked to the curb because special education eats up the majority of your day."

It should be noted that the counselors reported they did not have an option when they were hired to be the school counselor because case management was a part of the job.

Assertion 5

To manage the dual roles of counselor and case manager, counselors recommended being organized with a schedule, keeping the lines of communication open with parents and staff, managing their time efficiently, and being flexible.

School counselors suggested the role of counselor/case manager be two separate positions or provide counselors with an assistant to help with the clerical portions of case management.

Counselors were asked what would be an effective way to manage the dual role of counselor/case manager. Three counselors thought separating the two roles was the best way to manage counseling/case management.

Janet Hudson:

I try to do a combination of both jobs within the day, you know, pay some attention to something. There are some days when the kids are going through the GEAP applications. I get those in, get those out, because I know there's a deadline. And someone now just sent me three faxes about records. Making sure the records are going out, trying to respond to emails, voice mails, trying to do things, you know, if parents come in to talk about grades, or an issue on the Gen Ed. side, or if a child is not performing well in a particular teachers class, or a parent is having a difficult issue with a teacher, or children who are experiencing some sort of loss. I've had quite a few kids that I've seen this year for grief counseling. So you know what ever comes up in the day, I try to address, the non-disabled peers and the disabled peers. I try to do something related to each job at some point. But then there are those days when General Ed. doesn't get any attention. But the effective way would be if you separate the two because then you can concentrate on that job... If you are going to be a counselor, then just be a counselor and don't attach anything else. Now if you want a case manager then just let that person be the case manager without attaching anything to it. In case management you could really be effective if you didn't have any other responsibilities. I feel I would be so much better in terms of being more patient, getting

stuff organized and together, because that's all I would have to do and not have to do all this other stuff.

Nancy Wentworth:

I think you have to have two roles because that's the only way to handle both positions. As long as you're doing case management something's going to be left out and it's going to be counseling. As long as you do the paperwork for special education and you're doing case management, hey they're happy.

Carol Murphy:

I would like to see a halftime position for case management. That would help me tremendously. I could see a lot more things happening in the building with a full time counselor and part time case manager. I think that would balance it nicely.

The remaining counselors believed organization and communication were important qualities needed to manage the dual role of counselor/case manager effectively.

Karen Washington:

I don't think anyone out there can be 100% effective in a dual role. On a scale of one to ten for myself in effectiveness, just from what I've seen of my colleagues, I'm probably about an eight and a half, maybe nine on some days, on good days, but probably on average an eight and a half. I think the key thing to being effective in the dual role of course is organization. You have to be very organized because at the drop of a hat you have to know which way to go. You have to know what to do. You have to know what to grab. You have to know where to go. You have to know all these things and if you are not organized, things can fall apart. A lot of your day is spent with impromptu happenings. Stuff just happens. I make a list a list of all the things I need to complete. Now do I get to complete those things on a daily basis? If I can get through half my list, that's a pretty good day for me. But you have to be organized. Organization is the key.

I try to be proactive in the sense there are deadlines for different meetings for different students, and what I try to do is schedule them a month in advance because again, I'm working with a population of parents that aren't reaching the highest level of

education and they are not proactive. They don't let me know they will not be attending a meeting, they just show up. Then there are guidelines I have to follow, like giving parents a 10 day notice before any meeting is to take place, then rescheduling if they don't show up, and they must be notified three different ways, things like this...So I have to cover myself and be proactive by doing things in advance because if I wait until the last minute, everything is going to fall apart. Then there's my team. Inevitability, somebody gets sick, or they are not here, or they are pulled away to do something else, and then I'm sitting there thinking "Oh God this needs to be done." I think being proactive is at the top of my list.

I think the other thing needed to be an effective case manager is to be able to communicate effectively. In counseling you interact with children but in case management you deal mostly with adults. You are dealing with your coworkers, colleagues, on a daily basis. You know, a lot of case managers have their team stationed in their office, so these are the people that you're working closely with and if you don't have people skills, if you don't know how to effectively communicate, how to be specific about what you need, and ask for what you want, and be able to communicate either in writing or verbally what's needs to happen, then you're not going to be able to plan. You have to be able to be up front and communicate effectively with adults being a case manager.

Rachel Harris:

Having a schedule and being organized are important qualities you need to be counselor and case manager.

Denise Beacon:

I would say clear communication with staff and administration; basically letting them know where you stand, what your work load is like. Having times designated where you are working on counseling duties strictly, and being able to communicate that to your staff. And also, being disciplined enough to know that, well I have to juggle a lot so I can't always stay focused on one issue. But when I'm focusing on something that is a priority such as students, basically it's communication and being organized.

Carol Murphy:

I think I work smart but I do worry about my time. But time management and flexibility is important, to be able to see the whole picture and having good relationships with all....but I do wish there was another half time position to help work with the students. There is a classroom curriculum that I have my interns do to address the needs of students, but that's the interns doing it not myself. So I have them do a topic a month like friendship, respect, bullying, all those types of things. I teach at a University and because I'm a licensed clinical professional counselor, I'm able to get them. That's a big draw.

Organization and communication were key elements to being effective in the dual role of counselor/case manager. Also, counselors stated having a counselor assistant, or making case management part time would help the role of counselor/case manager operate more effectively. Several counselors commented on how these options might work.

Janet Hudson:

I want someone to do all the tedious parts about this job, to prepare documents for the meetings, send out notifications, follow up with parents that have not confirmed that they would be attending the meetings. An assistant would do all the clerical parts related to this job.

Karen Washington:

I was really fortunate this year to have someone work with me. A counselor. She's a life saver. Like I told you, what I love to do, the counseling piece, she is able to do with them... She has organized and increased the programs here. I joke with her all the time—they're going to notice a big difference when she is gone because there is no way I can do these things. She helps me out all the time even with organizational things. If I had my wish, she would be here all the time.

The school sees the difference. They see a lot of programs coming out that we didn't have before when it was just me. If I had a wish

list, I'd have her function as a counselor or a counselor half time, you know, in that capacity.

Rachel Harris:

I need some type of support in here. A counselor assistant would be helpful.

Nancy Wentworth:

I've been doing case management for so long, I don't mind being a case manager. Pay me full time to be the case manager. I want one or the other, case manager or counselor full time, but not both.

Denise Beacon:

I would like to have an aide, definitely have an aide that can assist me with the paper work and tying up loose ends. I have an aide now but the budget has changed and she will not be here next year... I have to always seek the help of the administration in advance of what my needs will be for the next school year.

Finally counselors indicated they would like to receive more training on the electronic IEP. In the 2008–2009 academic school year, the IEP had a new design, and format, and went paperless. This may account for the following comments and why all the counselors that were interviewed wanted additional training on the electronic IEP.

Janet Hudson:

I'm terrified of the EIEP because I'm like oh God, how long is it going to take you to learn this new IEP? You go to training one week for the IEP and they roll it out the following week. I would have preferred to ease into something instead of BOOM here's your training; now you've got to do it. I think that is unfair. I could always use additional training on the EIEP.

Rachel Harris:

I can always use IEP training.

Karen Washington:

I don't feel like I'm really effective on the electronic IEP. Had I spent two days of training actually sitting down doing it, then I would feel like I would be prepared to go ahead and do this, instead of watching and trying to remember what somebody else did.

Denise Beacon:

I would definitely like more training in IEP goal writing. I did it by the state and they gave us some feedback on ways to improve our goals. But there are so many different practices out there in this school district and in other school districts. And there is no clear expectation on how they would like the goals to be written so I would like more training.

Summary of Assertion 5

School counselors managed the dual role of counselor/case manager by being organized with the various tasks they must perform and communicating effectively with their colleagues and the parents they interact with on a daily basis.

The counselors suggested that the counselor/case manager role should be two separate jobs with case management being a separate full or part time position. The paper work function of case management required a lot of time and preparation to ensure the IEP and various other documents are completed and filled out correctly.

The counselors believed that having an assistant to do the clerical portion of case management would be helpful, A counselor assistant could help with guidance counseling, or as one counselor suggested, have half time case manager and a full time counselor. This would create a nice balance for the role of counselor and case manager.

Finally, additional training on the electronic IEP would allow counselors to feel prepared in completing the IEP document which is the centerpiece of the special education process.

Assertion 6

Elementary school counselors, in the dual role of counselor/case manager, enjoy contributing to the educational program of students with disabilities.

In the role of counselor and case manager, counselors were asked: Are there any advantages, benefits or insights you have learned or received as a result of being the case manager at your school? The counselors shared their thoughts on this question.

Carol Murphy:

I've really grown in terms of learning about special need students and understanding emotionally how that's connected. If we help them manage their emotional piece, they will be able to manage their learning disabilities. I like working with the special needs; it's a joy for me. So that's an attribute. The parents are sometimes challenging... but I do enjoy the parents.

Karen Washington:

I love children and working with the special needs students. Working closely with the children, from a case manager perspective, understanding they are a diverse population. I have a deeper understanding of the different things they have to go through, their struggles, and their parents. You have the ability to try and help them, and they need the help.

It's important for me to talk to the parents, encourage them, explain to them, and treat them with dignity and integrity.

Janet Hudson:

Case management is not a job I get a sense of fulfillment in. Counseling I do. When I'm working with kids I do. When I've

addressed a parents question or if I've helped someone, I really feel good about it.

Rachel Harris:

I value children and enjoy contributing to the success of a child. And I take that seriously. I do a good job but sometimes you get overwhelmed and fatigued with case management. That's why it should be a separate job. I definitely don't like doing both.

Summary or Assertion 6

Having the experience of working with students with disabilities, assisted the counselor/case managers in understanding the characteristics of students with disabilities, gave them a sense of joy and fulfillment in working with this population, and contributed to the student's educational success.

Summary

Six elementary school counselors were interviewed in-depth in an effort to understand the counselors' perceptions of their role and function as case manager in Chicago Public Schools. From the interview data, six assertions emerged. The interview data was transcribed, analyzed, and presented in narrative form with excerpts from the interview data for clarification and readability. Chapter V focuses on the implications of this research study.

CHAPTER V
IMPLICATIONS OF THE RESEARCH STUDY

Introduction

The present study reported responses from a sample population of six elementary school counselors in Chicago Public Schools. Therefore, while this study provides information on counselors' perceptions of the role and function of case management, the results cannot be generalized to all school counselors. However, there is transferability, and school counselors in CPS with similar demographics in student enrollment, poverty level, percent of students receiving free/reduced lunch and the number of students in special education may identify with the school counselors in this research.

Second, school counselors in this study were employed by Chicago Public Schools. Even with assurances of confidentiality and anonymity in reporting their responses in this study, it is possible counselors feared repercussions for their participation in this research. This may have influenced how they responded to the interview guided questions in this study.

Finally, individuals interviewed were experienced professional school counselors working in an urban school district. The following conclusions are based on the meanings and interpretations that elementary school counselors placed on their experience as case managers.

Conclusions

Conclusion 1

This study concluded that elementary school counselors are suited for the role of case manager.

CPS needs someone to coordinate the special education program for students with disabilities and school counselors are the likely candidates. Elementary school counselors consider themselves prepared and effective in the role of case manager. They are knowledgeable and possess the skills needed to perform case management duties and responsibilities.

The potential for the school counselor taking the leadership role and participating in the IEP process is increasing (Baker, 2000; Helms & Katsiyanis, 1992; Milsom, 2004). School counselors possess specialized training that is beneficial to all stakeholders in the special education process in the role of facilitator and advocate for students with disabilities (Geltner & Leibforth, 2008). School counselors bring the four Cs of counseling to the role of case management. **Counseling** means providing counseling services to students. **Coordination** means creating and implementing the best possible services for students. **Consultation and Collaboration** mean working with teachers, school staff and specialists to assist students in meeting their educational goals.

School counselors bring to an IEP meeting their experience in transition planning as well as personal and social concerns. School counselors' training in group work can benefit special educators and students with disabilities. This training includes analysis of group dynamics and development to determine what is necessary for leaders and groups

to function effectively. Finally, school counselors can help the IEP team in the content areas of academic, career, personal, and social development and can implement specific interventions in those areas (Milsom, et al., 2007).

Elementary school counselors consider case management an important role and bring to the IEP meeting a wealth of knowledge, training, and experience which makes them ideal candidates for the case manager position in Chicago Public Schools.

Conclusion 2

This study concluded that combined role assignment generates professional conflict.

In the interview research data, elementary school counselors reported that case management interfered with traditional counselor duties and responsibilities with 83% of elementary counselors spending more than half of their time doing case management activities and neglecting their school guidance role. Although counselors are prepared and effective in the role of case manager, there exists tension between the two roles resulting in the following conflicts: (a) school counselors feel they must perform case management duties and responsibilities; (b) counselors went to college to be professional school counselors and not case managers; and (c) the role of case manager prohibits counselors from providing guidance services to students.

First, counselors felt forced into the role of case manager because someone is needed to coordinate the special educational program for students with disabilities in Chicago Public Schools. The counselors interviewed indicated that when applying for the school counselor position, the principal indicated this was a counselor/case manager

position. Counselors interviewed expressed the feeling that if they did not agree to do case management, they would not have been hired for the school counselor position. With the counselors interviewed, there was a willingness to take on the role of case manager, if requested to do so by the school administrator, out of respect for the administrator's position of authority, not because the counselors had the desire to be in that role.

Second, elementary school counselors went to college to become professional school counselors. However, during the interview process, or once employed by Chicago Public schools, they were asked to be case managers. Elementary school counselors did not attend college and complete graduate programs in guidance to become case managers. It was their desire to provide guidance services to children and not be inundated with the paperwork function of case management, which is time consuming and takes up the majority of their school day.

Finally, the elementary school counselors interviewed experienced remorse and regret because they were not able to provide guidance service in the form of individual, group, and classroom guidance with students because case management consumed 50% or more of their time.

These findings are consistent with the research conducted by Grant (1995). It has been twenty years since Grant conducted his study and Chicago Public Schools counselors are still in the same predicament, spending over half their time performing case management activities, having less involvement with the developmental guidance of all students, and being inundated with the paperwork function of case management.

It is not surprising that counselors are still experiencing the same professional conflict in the role of case manager. Perhaps this is still happening because no significant changes have been made since the inauguration of this role in CPS. Counselors receive monthly training and professional development to stay abreast of current trends, IEP development, legal requirements and procedural safe guards. Also, school counselors receive a stipend for being the case manager. Apart from these benefits, nothing else has changed. Clearly, significant efforts should be made by CPS, the Office of Specialized Service, the Counseling department, with the assistance of educational institutions, to develop a plan of action to resolve the conflicts generated by the combined role assignment of counseling/case management described in this study.

Conclusion 3

This study concluded that counselor/case manager should be two separate positions.

In the interview research data, the school counselors suggested the role of counselor case /manager be two separate positions. Perhaps the reason why it is so difficult to effectively execute both roles simultaneously is because, in reality, they are two separate positions. Case management has duties and responsibilities, education and skill requirements, including a salary which is descriptive of the job. Although both positions have similar skills and responsibilities, the intensity, depth, and magnitude of multiple case loads with extensive paper work, requires case management to be a separate full or part time position. This is especially true in the school system where school counselors struggle to fill both roles. However, with budgets being slashed and positions being cut (Harris, 2010; Karp, 2010), the likelihood of CPS hiring additional personnel

just to be case managers is doubtful. For necessary budgetary reasons, the school counselor is likely to remain in the dual role of counselor/case manager. Therefore, elementary school counselors must (a) accept the fact they will remain in the dual role because they meet the requirements to serve in that position, according to CPS policy; (b) learn how to manage multiple case loads combining organizational and time management skills, priority setting, and coordination (Ervin, 2008) to manage the amount of paperwork associated with case management, and (c) make time to counsel students in the dual role of counselor/case manager.

Since counselors will have to budget their time between these two roles, strategies need to be devised that will increase the time allocated to counseling. Some of these strategies might come from informal contacts with students; other strategies might come from deliberate attention being given to counseling possibilities. In order to maximize the amount time counselors spend with students, Kareck (1998), suggests 12 activities that will increase the amount of time elementary school counselors spend providing guidance counseling to students:

1. **Make the most of the time spent with new students.** Enroll students that are new to the school. Create schedules, provide a tour of the school, and introduce students to their teacher. New students are confused, overwhelmed, and have few or no friends. Time spent with these students is true counseling time.
2. **When teachers ask for a counselor's help, always give it.** Teachers often need an extra pair of hands for activities and functions they sponsor for their students. Volunteering allows counselors the opportunity to build rapport with teachers and spend time with students in the process.
3. **Sponsor a club.** There are clubs and organizations in schools. Not only is it good to be an advisor to a club in the school which provides more activities

for children, but it also allows counselors the opportunity to spend time with students.

4. **Hang around after school.** Be present in front of the school or in the halls talking with students. It is the counselor's responsibility to make contact with all students and to try to help them. This can be done effectively after school.
5. **Be seen.** Students will find a counselor if she or he is present and visible. This allows children to get a feel for the counselor. If they see a counselor talking, shooting baskets, or walking around, that person is seen as approachable. Students will find a counselor if she or he is in a position to be found.
6. **Don't be in a rush.** Whenever counselors talk to students, walk through the hall, deliver a message, and so forth, they should take their time. Someone rushing around or in a hurry isn't inviting a positive interaction from students. Have a take-your-time-attitude for students.
7. **Be in the halls during passing time.** Counseling does not have to be a 30 minute session in the counselor's office. Being in the halls, counselors can easily spot students who might be having a problem. It's a good time to be seen and to see others.
8. **Roam the halls when students are in class.** Students who really need counseling are often not in class. They have been removed for their inappropriate behavior and these are the children that need help. This is a good outlet to pursue if a counselor wants to reach more students.
9. **Ask for duty.** Duty in the lunch room is a good place to begin. By working in the lunch line or lunch room, a counselor can see every student in the school. This gives a counselor the opportunity to communicate with students in a non threatening environment and students will engage in conversation.
10. **Build times into the schedule for a counseling program.** Implement counseling programs in the school. A commitment to a program forces a counselor to be proactive and involved.
11. **Take home paperwork whenever possible.** This will allow a counselor more time to spend with students.
12. **Do yearly projects.** Doing a yearly project with a staff member makes them more accepting of the counselor needing to see students. This is a way to continue to work the counseling program and spend a lot of time with students.

Not all these activities will work in every school environment. However, a few may get counselors started to informally provide counseling to students. Also, it is important to make a commitment to implement at least one counseling program a year such as peer mediation, friendship club, or conflict resolution. A counselor could start with a primary class and meet once a week for three sessions. The school counselors who participated in this study stated that they went to college to learn how to provide guidance counseling to students. Following these suggested activities will allow them the opportunity to provide counseling services to students while in the dual role of counselor/case manager.

Finally, individuals who are studying to be school counselors and hoping to obtain employment in Chicago Public Schools need to be aware of the possibility they will also be the case manager. Chicago Public Schools, through the Office of Specialized Services in conjunction with local universities, need to develop a course of study in school based case management that includes an internship. This could be done as a separate course of study, or in conjunction with the university school counseling program. Therefore, when school counselors are seeking employment in CPS, there will be no surprises when the administrator offers the school counselor the role of counselor/case manager. School counselors would have received appropriate training and made aware of the dual position in Chicago Public Schools.

Political Advocacy for Elementary School Counselors

The research data in the literature review has shown the positive effects school counselors have on student academics, discipline problems, and personal/social

development. Unfortunately, being both the counselor and the case manager, school counselors are providing guidance services to students on a limited basis or not at all. Interestingly, on September 2, 2010 at the bi-monthly school counselor meeting in Chicago, Illinois, the president-elect of the Illinois School Counselor Association stated that Chicago Public Schools is the only school district in the country where counselors are case managers. To resolve this dilemma, professional school counselors must advocate for their position and promote the idea that school counseling remain independent of the case management position.

School counselors can advocate at the school district level that counseling and case management be made two separate positions. Counselors could schedule a meeting with the school board and the CEO and provide them with a formal statement detailing the reasons why the case manager should be a separate full time position. Discuss the rationale and potential benefits of separating these roles using research data for support. This is a simple way to begin dialogue with the Chicago Public School District.

Finally, in the role of counselor/case manager, school counselors have limited time to provide guidance activities to students and this is the main source of tension counselors experience in this role. This was also a concern in the C-STARS school based inter-professional case management model (Smith & Stowitschek, 1998). To assist in resolving this dilemma and other areas of concern, the case management model in CPS needs to be evaluated to determine the advantages, disadvantages, effectiveness, and benefits of this model. Also, as a part of this process, strategies need to be developed and incorporated into the counselor/case manager model that assist school counselors in

providing guidance counseling to all students while performing case management duties for students with disabilities.

APPENDIX A
CONSENT FORM

Project Title: Elementary School Counselors' Perception of Their Role and Function as Case Managers in Chicago Public Schools.

You are being asked to participate in a dissertation research project being conducted by Debra J. Franklin at Loyola University Chicago, Department of Education.

The purpose of this research is to identify elementary school counselors' perception of their role and function as case managers and the impact this role has on traditional counselor duties and responsibilities. The researcher will interview six elementary school counselors who also serve as case managers. The interview will take place at the researcher's office or at another mutually agreed upon location. The interview will take approximately 60-90 minutes.

If you agree to participate in this research, you will be asked about your work experience as case manager. Your interview will be audio-taped and the tapes will be stored in a locked file cabinet in the researcher's office. To ensure your confidentiality, all interview consent forms will be kept in a separate locked storage cabinet to which only the researcher has access. Your name, identity, and the name of your school will not be used in this research. Pseudonyms will be used in all writings, publications, or presentations to further protect your confidentiality. You will be given the opportunity to read the transcripts of your interview to check for clarity and accuracy of statements. After the research project is completed, all the audio tapes will be erased.

The interview is completely voluntary and you may refuse to answer any questions or withdraw from participation completely without penalty. Furthermore, you may interrupt to ask questions concerning the research or research procedures at any time.

This study is designed to understand how elementary school counselors perceive the role and function of case management, and there are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. Furthermore, you may not benefit personally from your involvement in this research. However, participating in this research will add to the body of knowledge about the experience and needs of elementary school counselors.

If you have any questions about this research, you may contact the researcher, Debra Franklin at (999) 999-9999 or the researcher's faculty advisor, Dr. Robert Roemer of Loyola University at (999) 999-9999. If you have questions about your rights as a research participant, you may contact Loyola University's Compliance Manager at (999) 999-9999.

Your signature below indicates your consent to participate in this research project.

Signature of Researcher

Date:

Signature of Interviewee

Date:

APPENDIX B
REQUEST TO CONDUCT RESEARCH

February 13, 2007

Research Review Board
Office of Research and Evaluation
Chicago Public Schools
125 S. Clark Street, 11th Floor
Chicago, Illinois 60603

Dear _____,

My name is Debra Franklin and I am the school counselor and case manager at a Chicago Public School. I am also a doctoral candidate at Loyola University Chicago currently working on my dissertation. My topic is "Elementary School Counselors' Perceptions of Their Role and Function as Case Manager in the Chicago Public School System.

The purpose of this study is to better understand elementary school counselors' perceptions of their role and function as case manager. The participants in this study will be elementary school counselors drawn from Chicago Public Schools. I would like to do in-depth interviews with six elementary school counselors. Counselors will be encouraged to speak openly and honestly about their experiences as case managers. There is no specified time for the interview. However, the approximate time needed to complete the interview process is between sixty and ninety minutes. Field notes will be taken and interviews will be audio taped and transcribed for later references.

Counselor participation in this study is voluntary and confidential. Their name and the name of their school will not be used. Each interview will be tape recorded and later transcribed by myself and or a typist who is not affiliated with Chicago Public Schools. Transcripts will be typed with initials for names and in the final manuscript; pseudonyms will be used to ensure complete anonymity. The approximate time line for the completion of this research is April 1 - December 31, 2007.

By understanding the dynamics that exist in the perceptions of elementary school counselors regarding their role and function as case manager, assistance may be gained by the Office of Specialized Services and the Counseling Department in designing and incorporating counselors perceptions into job training. Also, having an awareness and understanding of the underlying rationale concerning the counselor's perception of their role and function as case managers may assist in eliminating potential conflicts in the position of counselor and case manager.

In order to ensure I am following the Research Review Board Policy on conducting research in Chicago Public Schools, I am enclosing a copy of my proposal for your review. If you have any questions, comments or concerns, I can be reached at 999-999-9999.

Sincerely,

Debra J. Franklin,
Doctoral Candidate

APPENDIX C
ANNOUNCEMENT

**ANNOUNCEMENT
ELEMENTARY SCHOOL COUNSELOR/CASE MANAGERS**

I am asking elementary school counselors to take part in a doctoral research study that I am conducting. The study seeks to understand elementary school counselors' perceptions of their role and function as case managers in the Chicago Public School system. By understanding the dynamics that exist in the perceptions elementary school counselors' hold regarding their role and function as case managers, assistance may be gained by the Office of Specialized Services and the Counseling Department in designing and incorporating counselor's perceptions into job training. Also, having an awareness and understanding of the underlying rationale concerning the counselor's perception of their role and function as case managers may assist in eliminating potential conflicts in the position of counselor and case manager.

You will be asked to take part in a single, in-depth, tape recorded interview that I will conduct. The purpose of the interview is to understand how you perceive your role and function as case manager. Interviews will be scheduled at a time and place that is convenient for elementary school counselors selected to participate in the research project. Elementary school counselor's names and the names of their schools will not be used in the gathering and reporting any information in this study.

If you are interested in participating in this research project, please contact me by phone or complete the bottom portion of this form and mail to:

I am interested in participating in your research project. Please contact me.

Name: _____

School: _____

Phone#: _____

APPENDIX D
INTERVIEW PROTOCOL

Interview Questions

1. What are your perceptions of the role and function of case manager?
 - a. How important is the role of case manager in coordinating special education program and services for students with disabilities?

Describe the duties and responsibilities you must perform as case manager.
 - b. How prepared do you feel overall in performing case management activities?
 - c. What are the restraints or enhancers in carrying out the role and function of case management?
 - d. In your opinion, do you feel counselors should be case managers in CPS elementary schools? If yes, what are your reasons for supporting this opinion? If no, what are your reasons for supporting this opinion and state who should be the case manager, and your reasons for this selection (administrator, clinicians or special education teacher)?
2. What are your reasons for supporting these perceptions of the role and function of case management, and to what degree has your current role as a case manager, college experience or training by Chicago Public Schools and the Office of Specialized Services influenced your perceptions?
3. In your opinion, does the role of case manager interfere with traditional counselor duties and responsibilities?
 - a. What percent of your time is spent on case management activities?

- b. How effective are you in the dual role of counselor/case manager?
 - c. What do you consider to be an effective way to manage counseling and case management functions?
4. What kind of assistance, if any, are you seeking to fulfill your role as case manager, and in what areas, if any, do you require additional training to fulfill your role as case manager?
 5. Are there any positive qualities you attribute to case management, and are there any advantages, benefits or insights you have received or learned as a result of being the case manager at your school?

APPENDIX E
PARTICIPANT FORM

Participant Form

Name _____ Date _____

Address _____

Telephone (Home) _____ (cell) _____

Level of Education: Bachelor _____ Master _____ Doctorate _____

Current School Placement _____

Student Enrollment _____

Students with Disability Enrollment _____

Years as a Elementary School Counselor _____

Years as a Elementary School Counselor and Case Manager _____

Your age _____

Your gender _____

Your ethnicity _____

_____ African American	_____ Native American
_____ Asian Pacific Islander	_____ European American
_____ Latino/Hispanic	_____ Other

Thank you for your participation.

APPENDIX F
RESEARCH VOCABULARY

Research Vocabulary

Merriam-Webster's Collegiate Dictionary Eleventh Edition, 2010
The New American Webster Handy College Dictionary Third Edition, 2010

1. **Perception:** The act, process or the result of perceiving. The ability to perceive:
To achieve understanding or insight
2. **Job:** A piece of work: A task. Regular work done for payment.
3. **Function:** Specific duty occupation or role. Professional or official position:
occupation.
4. **Role:** A function or position.

APPENDIX G
PARTICIPANT REVIEW

September 9, 2010

Dear _____,

Enclosed is a copy of the "Results section" of my research. In this section your pseudonym is _____. Your session was tape recorded and transcribed verbatim. Please review the section with your pseudonym. If there are any corrections or changes in your statements you wish to make, you may call me to make those changes or make the corrections in the section you feel is not representative of what you were saying. Mail the section back to me in the enclosed stamped envelope.

If I do not receive a call from you to discuss your corrections or a corrected results section mailed back to me within ten days, I will assume you agree with what was said by your pseudonym.

Again, I would like to thank you for participating in my research.

Sincerely,

Debra Franklin
Doctoral Candidate

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VITA

Debra Franklin was born in Chicago, Illinois on May 24, 1959 to Richard and Barbara Nolan. She is the second daughter of nine children. She currently resides in the south suburbs with her husband Donald Franklin Jr.

Ms. Franklin graduated from Simpson College in 1986 with a Bachelor of Arts degree in Elementary Education with a minor in Early Childhood Education. In 1989, Debra graduated from Roosevelt University with a Master of Arts degree in Counseling and Human Service with a concentration in school counseling. Ms. Franklin has a Type 03 elementary K-9 teaching certificate and a Type 73 School Service Personnel Certificate.

Debra Franklin has been employed with Chicago Public Schools for the past 20 years. She began her career as an elementary school teacher in 1989. Currently, Ms. Franklin is a school counselor and the case manager at a magnet school on the south side of Chicago. She has been a school counselor since 1993.

Debra Franklin is a member of the Chicago Teachers Union, the American Federation of Teachers, and the Chicago Counseling Association.

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