
The purpose of the study was to investigate Hispanic parents’ perceptions about the role of the elementary school counselor. Participants included 165 Hispanic parents of students enrolled in a South Texas elementary school. A descriptive research design was used. Parents were asked to complete a 13-item questionnaire to determine their perceptions about the role of the elementary school counselor. Questionnaire frequencies and percentages were tabulated.

Study findings revealed that the parents completing the questionnaire had minimal knowledge of the role of the school counselor and had little or no contact with the school counselor. However, parents stated that they felt counseling and guidance programs were important and requested more information about the support and services offered by the guidance and counseling program at the school.


The purpose of this study was to determine if sex education is being offered in the home and school environments for individuals with intellectual disabilities. The study also examined the similarities and differences in perceptions of parents, teachers in self-contained classrooms, and community members about the delivery of sex education.

Twenty parents of individuals with intellectual disabilities, 20 teachers in self-contained classrooms, and 20 community members participated in the study. The subjects were given 34 statements to categorize using the phrases, “most like me” and “most unlike me.” The responses were then coded on a numerical scale with five representing “most like me” and −5 representing “most unlike me.” The data was then correlated and factor analyzed using the PQ Method software. During factor analysis, the subjects’ responses were correlated to all collected data. The data correlations were then compared and factored into groups that correlated with each other for significance.

The study revealed that teachers were not adequately trained to teach sex education in the classroom. Parent responses indicated that students did not receive instruction in sex education at home. The findings revealed that community members completing the questionnaire had no perceptions for or against sex education instruction offered at school or at home for intellectually disabled students.

Cantú, S. J. (2000, Spring). *Employees’ perceptions of school safety and crisis management in a selected middle school in a South Texas school district*. Unpublished abstract, Texas A&M International University. (Dr. Linda Medearis, Committee Chair)

This study was conducted at a middle school in a South Texas school district. A review of the current and professional literature about the characteristics of middle schools and school safety was conducted. A descriptive questionnaire was developed to examine professionals’ and paraprofessionals’ perceptions about school safety and crisis management. Part I consisted of 31 statements on a five-point Likert scale. Part II consisted of three open-ended questions. The questionnaire was administered to a stratified random sample of 131 subjects.

Questionnaire data was analyzed using the Statistical Package for Social Sciences (SPSS). A frequency distribution and a paired sample t-test were performed. A qualitative analysis was also conducted for answers to open-ended questions. The t-test indicated three areas with statistical significance. Out of the 31 statements, school employees “strongly disagreed” or disagreed with 11 statements ranging from a monitoring system for restrooms and unsupervised areas to training in mock crises situations. Findings indicated that assessment, planning, and communication about school safety and crisis management need to be addressed for all school employees. In addition, the study revealed that all school employees would benefit from training in school safety and crisis management.

The purpose of this study was to examine job satisfaction and motivational factors that midcareer teachers perceive as important in a South Texas school district. An employee survey designed to measure empowerment, job satisfaction, communication, management practices, supervisory practices, and pay and benefits was administered to 20 midcareer teachers having between 10 and 20 years of experience in a South Texas high school. The five-point Likert scale survey measured teacher responses from “strongly agree” to “strongly disagree” on a survey questions.

Study findings revealed that midcareer teachers perceive communication, job satisfaction, supervisory practices, management practices, empowerment, and pay and benefits as important factors for motivating midcareer teacher. Findings also revealed that midcareer teachers are motivated by supervisors that are frank, honest, fair, and impartial; maintain open lines of communication with teachers; and provide opportunities for professional growth.

Future research might include a study of motivational factors for teachers with 21 or more years of experience. Also, conducting the study in elementary schools, middle schools, and high schools might reveal additional information about midcareer teachers’ motivational needs.

Núñez, E. (2001, May). *A Case Study of the Effects of Social Journal Writing on the Oral Language and Writing Development of Two Kindergarten Students in a South Texas Bilingual Classroom.* Unpublished abstract, Texas A&M International University. (Dr. Miroslava Vargas, Committee Chair)

The purpose of this case study was to examine the effects of Social Journal Writing (SJW) on the oral language and writing development of two kindergarten students in a South Texas elementary bilingual classroom. The two primary participants studied were selected through teacher observation of students’ drawing and writing abilities and oral language proficiency.

The two primary participants in the study were identified as Student A and Student B. Student A was limited in English proficiency and had a talent in drawing. Student B was a fluent English speaker, proficient and articulate in speech, but limited in drawing ability.

The protocol consisted of two Dictated Experience Accounts (DEA), a set of checklists that included items for spoken language, prewriting skills, art skills, imagination, a prosocial behavior inventory, and a concept map. Student interactions were video taped during SJW. Videotapes and journal writing samples were analyzed for 10 SJW observation sessions. Data was organized into 11 tables. The tables summarized all the sessions and the information gathered in each session. All the data collected for each one of the targeted students was analyzed.

The findings of the study suggest that SJW is an effective means for promoting and enhancing the oral language and writing development of students. Furthermore, SJW also appears to be effective for promoting the development of artistic ability, imagination, and prosocial behaviors.

The study participants became more confident speakers through SJW. Students acquired the ability necessary for organizing thoughts and expressing thoughts orally. Children learned from each other by sharing their work and by asking each other work-related questions. Student A gained the confidence for speaking, sharing, and interacting in English. Her oral language development and writing development were nurtured and enhanced by SJW. Student B's oral language development was nurtured and his drawing and writing ability were positively affected by SJW.

This study suggests that grouping students with differing abilities and skills may foster growth in areas of need. SJW seems to be helpful for the successful development and enhancement of oral language, writing, artistic ability, imagination, and prosocial skills.