

AMERICAN UNIVERSITY OF BEIRUT

GUIDANCE NEEDS OF LOWER AND UPPER
ELEMENTARY STUDENTS IN GREATER BEIRUT
SCHOOLS

by

ANISA NAJI BEYDOUN

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AMERICAN UNIVERSITY OF BEIRUT

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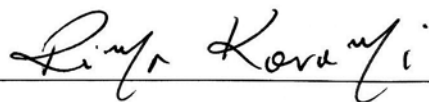
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“Never walk on the traveled path because it only leads to where others have been.” – Graham Bell

AN ABSTRACT OF THE THESIS OF

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The design of School Guidance and Counseling Programs that are supposed to meet students needs have long been based on expert judgments. Some researchers suggested that including students' perceptions of their own needs serves in better design of School Guidance and Counseling Programs. Very limited research has been available worldwide on including self-reported needs of students in the intention to develop better counseling programs. Some Canadian studies (Drefs, 2002; Gordon, 2000; Kemeny, 1997; Robinson,1999) have used modified versions of Collins (1998) Student Needs Survey in order to identify the self-reported needs of students across all school levels. Some of these studies also compared between the perceptions of students and adults (parents and educators) about the needs of students. Other studies compared the differences of student self-reported needs across grade levels (Couture, 2002; Drefs, 2003) Knowing that in Lebanon there is a limited research on self-reported needs of students, especially in the lower elementary and upper elementary levels, this study aims to identify the needs of lower and upper elementary students in Greater Beirut public and private schools by including the perspective of students, parents, and school educators. Student Needs Surveys used in Drefs (2002) and Robinsons (1999) studies have been modified to suit the Lebanese context and translated to Arabic and used in this study. The needs assessed by the survey are clustered around three main areas: Service, Instruction, and Environment. The study was conducted in 9 schools in Greater Beirut (6 private, 3 public). The sample (N= 732) included 288 students, 382 parents, and 62 educators. Parents answered the survey at home and returned it with their children; all participating students - except Grade 1 and Grade 2 - answered the survey on their own in the classroom under the supervision of the investigator. The survey questions were read by the investigator to Grade 1 and Grade 2 students in small groups of 5-7. Educators filled the survey on their own at their convenience in the school. Results showed that all participants across elementary levels, and across private and public schools have reported high need for all the need subscales of the survey. Results showed that lower elementary students reported same level of need for both Environment and Instruction needs followed by Service needs. On the other hand, upper elementary students reported highest need for Environment, then Instruction followed by Service needs. The differences between both elementary levels were mainly in Environment and Service areas but not Instruction area. Lower elementary students agreed more with parents and less with educators, whereas upper elementary students agreed more with educators and less with parents. Public school students expressed more need than private school students on a wide range of needs. Conclusions of the study have been presented, limitations of the study have been considered, and implications for future research have been proposed.

CONTENTS

ACKNOWLEDGMENTS	v
ABSTRACT	vi
TABLES.....	xi
Chapter	
I. INTRODUCTION	1
A. Overview of School Guidance and Counseling Programs.....	1
B. Research Problem.....	3
C. Purpose.....	5
D. Research Questions	5
E. Rationale	6
F. Significance.....	7
II. LITERATURE REVIEW	9
A. Comprehensive Guidance and Counseling Programs.....	9
B. Identifying Student Needs.....	11
C. Age Level Characteristics of Elementary Students.....	12
1. Lower Elementary Students.....	12
2. Upper Elementary Students	13
D. Instruments for Identifying Student Needs	14
E. Student versus Adult Perceptions of Needs	16
F. Developmental Trends	21

G. School Guidance and Counseling in Lebanon	22
H. Needs of Lebanese Students.....	24
I. Differences between Public and Private Schools in Lebanon.....	27
J. Conclusions from Reviewed Literature	29
III. METHODOLOGY	30
A. Population	31
B. Sample.....	31
C. Sampling Procedure	32
D. Instruments and Measures.....	33
1. Theoretical Background of Collins' Survey	33
E. Modifications of Surveys	35
F. Pilot Study.....	40
G. Pilot Study Conclusions	42
H. Research Design.....	42
I. Procedures	43
J. Variables	44
1. Independent Variables.....	44
2. Dependent Variables	44
3. Definitions of Dependent Variables.....	45
K. Data Analysis	47
IV. RESULTS	49
A. Pilot Study Results	50
B. Results of Self- Reported Student Needs	51
C. Comparisons of Student Needs between Elementary Levels.....	53

D. Comparisons of Students Perceptions with those of Parents and Educators	55
E. Comparisons between Private and Public Schools	59
F. Results Summary	61
V. DISCUSSION	64
A. Student Reported Needs	65
B. Difference between Lower and Upper Elementary Levels	68
C. Difference of Students Perceptions with those of Parents and Educators	69
D. Student Needs in Public and Private Schools	73
E. Conclusions	75
F. Limitations of Study	77
G. Recommendation for Further Research	77
H. Recommendations for Practice	78
REFERENCES	80
 Appendix	
A. Original Lower Elementary Survey	85
B. Original Upper Elementary Survey	93
C. Modified Student Needs Survey for Lower Elementary Schools ...	101
D. Modified Upper Elementary Student Survey	106
E. Student Arabic Version of Modified Lower Elementary Survey	112
F. Student Arabic Version of Modified Upper Elementary Survey	125

G. IRB Approval Letter	140
H. Private Schools Letter	143
I. Public Schools Letter	145
J. Educator Recruitment Letter	148
K. Parent Recruitment Letter	150
L. Student Recruitment Letter	153
M. Educator Consent Form.....	156
N. Parent Consent Form.....	158
O. Child Permission	162
P. Child Assent Form	166
Q. Paired Comparisons of Subscales of Lower ELeментарy Students	170
R. Paired Comparisons of Subscales of Upper Elementary Students..	171
S. Paired Comparisons of Need Areas of Students	172

TABLES

Name	Page
1. Total Sample Distribution.....	31
2. Lower Elementary Survey Modifications.....	36
3. Upper Elementary Survey Modifications	37
4. Items Grouped under Service Subscales.....	38
5. Items Grouped Under Instruction Subscales	39
6. Items Grouped Under Environment Subscales.....	39
7. Educators Comments on Surveys in Pilot Study	40
8. Students Performance on Survey in Pilot Study.....	41
9. Pilot Study Results.....	50
10. Ranking of self-reported needs of lower and upper elementary students.....	52
11. t-test Comparisons of Student Scores between Elementary Levels.....	54
12. Multivariate Tests across Participants in Lower Elementary level.....	56
13. Multivariate Tests across Participants in Upper Elementary level.....	58
14. t-test Comparisons of lower elementary students between School Types.....	59
15. t-test Comparisons of upper elementary students between School Types.....	61
16. Paired Comparisons of Subscale Mean Scores of Lower Elementary Students	170
17. Paired Comparisons of Subscale Mean Scores of Upper Elementary Students	171
18. Paired Comparisons of Need Areas Reported by Lower Elementary Students	172
19. Paired Comparisons of Need Areas Reported by Upper Elementary Students	172

CHAPTER I

INTRODUCTION

School Guidance and Counseling aims at serving student needs to ensure optimal development of students in physical, emotional, social, and intellectual domains. However, the determination of student needs has mostly been based on expert judgments rather than reports from students themselves. Several researchers (Drefs, 2002, 2003; Gordon, 2000; Kemeny, 1997; Robinson, 1999) suggested that including the student reported needs helps in serving those needs more efficiently. Knowing that in Lebanon there is a limited awareness of the students guidance needs, especially in the lower elementary and upper elementary levels, this study aims to identify the needs of lower and upper elementary students in Greater Beirut public and private schools by including the perspective of students, parents, and school educators.

Overview of School Guidance and Counseling Programs

School counseling in USA has developed into the Comprehensive Guidance and Counseling Program (CGCP) that is integrated in the school as a whole in order to serve a wide range of student needs (Aluede, Imonikhe, & Afen-Akpaيدا, 2007; Gysbers & Lapan, 2001 ; Gysbers & Henderson, 2001; Paisely, 2001). The American School Counselor Association (ASCA) developed the ASCA National Model, which is a framework that should be followed in designing effective school counseling programs (ASCA, 2008). The National Model has four main components: Guidance Curriculum, Responsive Services, Individual Student Planning, and System Support. The guidance curriculum – which is the key component of CGCPs- embraces a set of planned guidance activities across grade levels (K-12) that are designed to develop the students'

competences in three developmental domains: personal/social, educational, and career (Aluede et al., 2007; Gysbers & Lapan, 2001 ;Gysbers & Henderson, 2001; Paisely, 2001). The design of the guidance curriculum is typically based on the National Standards for Students that are set by the ASCA (2008). The ASCA National Model suggests that the guidance curriculum takes 35%-45% of the elementary school counselor's time, 25%-35% of the middle school counselor's time, and 15%-25% of the secondary school counselor's time. Thus, the ASCA National Model allocates more time for guidance in the elementary cycles than other cycles (ASCA, 2008).

Curricular differences emerged across grade levels that were consistent with the trend of the ASCA National Model. Rowley, Stroh, and Sink (2005) reported that a variation in the curricular focus of the CGCP was evident across grade levels in 102 school districts of 12 states that were implementing the CGCPs. Particularly, there was a focus on the personal/affective domain in the elementary level, compared to a focus on the career/vocational domain in the secondary level.

In the last two decades, increased adoption and widespread use of CGCPs have been reported in the United States (Gysbers & Henderson, 2001; Gysbers & Lapan, 2001; Lapan, Gysbers & Petroski, 2001; Rowley et al., 2005). The spread of CGCPs has even reached international contexts like China (Yuen, Chan, Lau, Gysbers, & Shea, 2007) and Turkey (Nazli, 2006). With respect to international contexts, Watkins (2001) noted several factors that may affect the adoption of CGCPs, among which are the following: national characteristics, school differences, curricular variations, student developmental guidance needs, and conceptions of development. Accordingly, this calls attention to consider the specific developmental guidance needs of students in Lebanon, and how the needs differ by school and perception.

Research Problem

Student needs have long been determined by Educational Psychologists rather than reported by students themselves. During the twentieth century, educators have overlooked students' potential by bounding education to the constraints of conventional stage theories and designing curricula to meet the assumed student needs across grade levels (Watkins, 2001). Noddings (2005) remarked that most of the needs of learners may be classified as 'inferred' needs since they are not expressed by learners themselves but rather inferred by educators and educational psychologists. Noddings emphasized that it is essential not to neglect the expressed needs of children; otherwise, there will be "a depressing effect on intrinsic motivation, creativity, initiative, and the desire for continued learning" (p.152). Noddings commented that educational research should focus more on the expressed needs of students, that teachers should try to keep a balance between expressed and inferred needs of students, and that meeting unsatisfied needs facilitates students' success.

Accurate identification of student needs is essential for effective design of curricula and setting of school services that meet the students' needs. Several researchers (Drefs, 2002, 2003; Gordon, 2000; Kemeny, 1997; Robinson,1999) argued that assessing student needs is essential for designing effective comprehensive guidance and counseling programs and that the assessment would be more accurate if it included the students' perspectives of their own needs. Although there was previous research on students' perceptions of their own needs in upper elementary, middle and secondary school, limited research had been conducted for the lower elementary level. Drefs' study (2002) acknowledged the specificity of student reported needs at the lower elementary level; however, it did not show how those needs vary and develop across higher grade

levels. This concern was answered in Drefs second study (2003), which examined the variation of student reported needs across lower elementary, upper elementary and middle school children in a Canadian school. Lower elementary students reported more need for instruction on guidance content areas than upper elementary and middle school children (Drefs, 2003). This finding matches with the trend of existing Guidance Curricula such as the case of the ASCA National Model (ASCA, 2008). Thus, Drefs second study (2003) informed educators and counselors in Canada about the possible trend in self-reported guidance needs of students in a Canadian school from grade 1 till 9.

In Lebanon, school counseling still needs to be established and developed in the majority of Lebanese schools (Ayyash-Abdo, Alamuddin, & Mukallid, 2010). Even the role of the school counselor is still misperceived among school counselors in Beirut schools (Hamzeh, 2008). As this is the status of school guidance and counseling in Lebanon, it would be better to identify the counseling and guidance needs of the Lebanese students before adopting foreign guidance and counseling programs.

Also, in Lebanon there is a wide gap between private and public school ranging from poorer school building and facilities and ending up in having lower achievement in public schools compared to private ones (Ministry of Education and Higher Education, 2010). This calls the attention for researching the self-reported needs of students in both school types to see whether the existing gap is reflected in the student perceptions.

Until recently, no research has been conducted on the guidance and counseling needs of the students except for career guidance needs for secondary students (Fleihan, 2011). Also, there has been no attempt to compare the perspectives of students on

guidance needs with those of educators and parents at the elementary level. There has been also no attempt to compare between self-reported needs of private school students with those of public school students on guidance needs in specific. Knowing that there is no available research that includes the needs of lower elementary and upper elementary students, researching this issue would serve in filling this gap.

Purpose

The purpose of the study is to identify the guidance needs of the lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (lower elementary vs. upper elementary), and perspectives of participants (students, parents, educators : school counselors, teachers, and administrators).

Research Questions

This study aims to answer the following research questions:

- 1- What are the self-reported guidance needs of students in lower elementary and upper elementary levels in Greater Beirut?
- 2- Do these needs differ between lower elementary and upper elementary levels?
- 3- Do the self-reported guidance needs of students differ with parents' and educators' perspectives?
- 4- Do these self-reported student needs differ between public and private schools in Greater Beirut?

Rationale

School counseling programs have been developed in the USA and have reached a relative stage of maturity in the beginning of the 21st century (Aluede et al., 2007; Gysbers & Lapan, 2001; Gysbers & Henderson, 2001; Paisely, 2001). There is abundant research evidence in USA supporting the effectiveness of such programs in meeting the guidance needs of students and preventing problems in the three guidance domains: personal/social, academic, and career, across all school levels (Rowley et al., 2005). However, the served students' educational needs are so far inferred (Noddings, 2005) and assumed by educators (Drefs, 2002; 2003) who are in charge of developing educational programs- the counseling program being one of them. Very little research exists so far on the self-reported needs of students that may complement the expert-inferred needs, especially in the lower elementary, upper elementary and middle school grade levels (Drefs, 2003). Only one Canadian study that tackled the issue of the developmental trends of student self-reported guidance needs across lower elementary, upper elementary and middle school in Canadian Schools was identified in the research literature (Drefs, 2003). Drefs study focused on studying the trend in self-reported student needs across grade levels in three major categories: Service, Instructional, and Environmental. Service needs refer to the benefits and assistance that a school may offer to help the students develop a better academic, personal, as well as social life. Instructional needs refer to the information and the skills that the students need to be taught in the academic, personal, and social domains. Environmental needs refer to the physical school facilities, students involvement with staff and other students, as well as issues outside the school. The study of Drefs (2003) helped in identifying those needs from the students' perspectives and monitoring the trend in development of those

reported needs across grade levels. However, it was conducted in Canada, and with the specific purpose of refining the guidance curricula to better meet the unaddressed student needs in specific Canadian schools. In Lebanon, school guidance and counseling is still not well developed (Ayyash-Abdoet al., 2010), and research on student guidance needs is still limited. Expecting that students' reported needs in Lebanon would also differ from expert-inferred needs, it would be useful to identify the student-reported needs across grade levels. Knowing that research on the guidance needs of students (Drefs, 2002) as well as the Comprehensive Counseling Programs (ASCA, 2008) suggest that students need more guidance in the lower elementary and upper elementary level rather than the middle and high school, this study is going to focus on the lower elementary and upper elementary levels. Also knowing that previous studies Canadian studies(Drefs, 2002; Gordon, 2000; Kemeny, 1997; & Robinson,1999) have shown that there exists a difference between the self-reported needs of students and those of parents and educators, researching this difference in Lebanese context is worth considering. Finally, knowing that there exists a gap between public and private schools in Lebanon (MEHE, 2010), researching the perspectives of students in both school types may indicate whether the students are aware of this gap.

Significance

This study is an attempt to enrich the literature with knowledge that could be used to inform both research and practice.

The results of this study will add to the literature since so little research has been done on the issue of self-reported student needs at the elementary level worldwide in general and in Lebanon in particular. It is also going to add to the knowledge on the

variation in the self-perceived needs of children across elementary levels, among various stakeholders, and across school type. In short, this knowledge is paving the way of research on self-reported student needs in the elementary level in Lebanon.

Researching this topic in a Lebanese context would provide evidence on the nature of student-expressed needs in Lebanon and its variation across elementary levels, the differences among students', parents', and educators' views, as well as difference between public and private schools. This information would help the Lebanese educators and counselors to design school guidance curricula that more accurately meet the needs of Lebanese lower elementary and upper elementary students of different school settings.

CHAPTER II

LITERATURE REVIEW

Knowing that school guidance and counseling programs are designed to serve a wide range of student needs (ASCA, 2008), several researchers (Drefs, 2002, 2003; Gordon, 2000; Kemeny, 1997; Robinson, 1999) attempted to identify the specific students needs in order to refine the design of those programs in a way that leads to better results and outcomes. These studies were concerned about including the self-reported needs of students, and comparing those needs across grade levels as well with adult perspectives; however, none of the mentioned studies included comparisons between private and public schools (Drefs, 2002, 2003; Gordon, 2000; Kemeny, 1997; Robinson, 1999). Also, those studies were specific to the Canadian context, and no equivalent studies have so far been done in the Lebanese context.

In the following, a brief review of the comprehensive guidance and counseling programs will be presented, followed by concerns about needs and their assessment. Then, the major findings of studies that aimed at identifying student needs from the perspective of students themselves will be presented. The chapter will conclude with issues that are specific to the Lebanese context.

Comprehensive Guidance and Counseling Programs

In the past century, school counseling has passed through three major evolutionary stages: from a position (counselor), to services (counseling) and finally to a counseling program (guidance) (Aluede et al., 2007; Gysbers & Lapan, 2001; Gysbers & Henderson, 2001; Paisely, 2001). In the 1970s, school guidance and counseling started to develop from a set of services delivered by counselors into a program that is

comprehensive (addressing a wide range of needs) and developmental (covering different age levels). The Comprehensive Guidance and Counseling Program (CGCP) as proposed by the American School Counselor Association (ASCA,2008) consisted of four major components: guidance curriculum, responsive services, individual planning, and system support. The guidance curriculum embraces a set of planned guidance activities across grade levels (K-12) that are said to develop the students' competences in the three developmental domains: personal/social, educational, and career. The individual planning component involves assisting students individually to reach personal goals and develop life-time plans. The responsive services component includes the conventional counseling practices that serve the immediate needs of students through varied practices including counseling, consultation, referral, and peer mediation. The fourth and final component of the ASCA model is system support which ensures the establishment, maintenance as well as development of the program by a collaborative effort among the school counselor and all school staff (ASCA, 2008).

The ASCA developed standards that cover three domains of development in students: Personal/social, Academic, and Career (ASCA, 2008). The ASCA National Standards for Students were developed based on thorough investigation of theory, research, and practice that covered all aspects of school counseling. A wide range of school counseling professionals were involved in determining the purpose and the content of the National Standards (ASCA, 2008).

Parallel to the Comprehensive Guidance and Counseling movement (CGC), another initiative emerged in Canada, which is the Comprehensive School Health (CSH), that aims at meeting a wide range of health needs of students through providing health services, health related instruction, and healthy environments (Collins, 1998). In

an attempt to identify the comprehensive health needs of adolescent students, Collins (1998) developed a health needs survey that allows adolescent students to report the priorities of their health needs regarding services, instruction and environment (Collins, 1998). Impressed by this comprehensive survey, several Canadian researchers (Drefs, 2002; Gordon, 2000; Robinson, 1999) adopted Collins's survey (1998) and incorporated guidance related areas to it. The significance of comprehensive counseling programs – or even the comprehensive school health initiative – is in their meeting a wide range of student needs. However, these needs are usually assumed by experts who are planning and designing such programs, and were not directly obtained from students (Drefs, 2002, 2003; Gordon, 2000; Kemeny, 1997; Robinson, 1999).

Identifying Student Needs

Educational psychologists have long been engaged in the identification of students needs. However, most of the identified needs have been based on observations and judgments rather than input from students themselves. Harper, Harper, and Stills (2003) remarked that counseling and diagnostic practices in the West are usually based on symptoms of abnormal behavior (i.e. deficient behavior, excessive behavior or deviant behavior) rather than considering the driving needs of the child. Even the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)* bases its judgments on criteria of behaviors deviating from Western societal norms. The word "needs" is not even mentioned in the subject index of the DSM-IV (Harper et al., 2003).

In the latest two decades, there have been attempts to identify student needs by considering the perspective of students themselves. Noddings (2005) remarked that the differentiation between expressed and inferred needs is essential. An expressed need

comes from the person expressing it. On the other hand, an inferred need comes from those other than that who has it. Most of the learner needs detected by educators are 'inferred' needs; that is, although they are assumed to be the needs of the learners, they are not declared by the learners themselves but rather by educators and experts. Some needs - such as food, shelter, safety, and clothing - are almost global that we can confidently infer them. The bulk of the inferred learner needs are inferred pre-actively; that is, they are inferred and written into the curriculum before interacting with specific students. Other inferred needs may be detected interactively as one works with particular remain concealed and demand skillful and delicate interpretation. Noddings encouraged educational researchers to attend more to the expressed needs of students, remarking that unfulfilled needs may hinder accomplishment in school. According to Noddings, educators should attempt to balance between the expressed and inferred needs.

Age Level Characteristics of Elementary Students

School educators have been basing instruction on age level characteristics that are agreed on by educational psychologists. In other words, they represent the student needs inferred by experts in educational psychology. In the following, the age level characteristics of lower and upper elementary students are briefly presented, for this serves in comparing how the needs expressed by students themselves may be similar or different than those inferred by experts.

Lower Elementary Students

Physically, lower elementary students are extremely active but need frequent rest periods after strenuous physical and even mental activities. Because of their

excessive and daring physical activities, a high accident rate is expected. Since their bone growth is not yet complete, they cannot bare heavy pressure. Lower elementary students have a strong large muscle control and weak fine coordination. They also have difficulty on focusing on small print or objects. Socially, lower elementary students become more sensitive in selecting their friends and tend to have more stable friendships. They like organized group games but may be over involved with the rules. Although they may frequently quarrel with each other, they tend to have talk fights rather than physical aggression. Emotionally, lower elementary students do not easily adjust to failure and are sensitive to criticism and ridicule. They are sensitive to feelings of others and are eager to please the adults (teachers). Cognitively, lower elementary students need to perform short varied tasks that shift from cognitively demanding to less demanding. They like to talk more than write, and they value rules (Biehler & Snowman; 2000).

Upper Elementary Students

Physically, the growth, height and weight of upper elementary students tends to be consistent and moderate. They grow stronger and leaner, yet obesity may be a concern. Boys are better in motor skills and girls better in flexibility. Socially, upper elementary students value peer group norms over adult norms and develop more “selective” friendships that are mostly gender specific. Emotionally, upper elementary students develop a quite global and stable self-image. Care should be taken that disruptive family relationships, social rejection and school failure may affect their delinquent behavior. Cognitively, upper elementary students have logical but concrete reasoning. They may have a performance similar to adults on tasks requiring simple

memory skills but have limited performance on complex memory skills (Biehler & Snowman, 2000).

Instruments for Identifying Student Needs

In order to serve the health needs of adolescent students more efficiently, Collins (1998) developed a survey instrument to identify the health needs reported by adolescent students in Canada. The final form of the instrument had 180 health-related items grouped into 15 different general needs.

Upon the emergence of the Comprehensive Guidance and Counseling Programs that address a wide range of student needs, several Canadian researchers adopted Collins (1998) instrument and modified it to assess a wide range of student guidance needs. Kemeny (1997) used an earlier version of Collins' instrument and modified it to include the guidance needs of junior-high students. Gordon (2000) further developed Collins' instrument by including guidance areas to the original survey and used it for adolescents in high school grade levels. Robinson (1999) modified Collins' instrument to fit the upper elementary cycle. Additionally, Drefs (2002) further contributed to the development of the survey to assess the needs of lower elementary-aged children (grades 1-3).

Inspired by theories of human needs, some researchers designed instruments that assess student needs. Harper et al. (2003) suggested that Maslow's hierarchy of basic human needs can be employed for cross-cultural counseling with children in crisis. Accordingly, a brief 16-item inventory was developed for the counselor's use to identify the unfulfilled needs of a child based on Maslow's hierarchy of human needs. Counselors may get information about student needs from interviews with the child,

interviews with significant adults in the life of the child, or direct observation of the child's behavior. Then, the inventory would be completed by counselors themselves based on the information they collected on student needs.

Another instrument was developed by Burns, Vance, Szadokierski, and Stockwell (2006) based on The Choice Theory of Glasser. The Choice theory suggests that human behavior is driven by people attempting to satisfy their five basic needs. One of the five basic needs is physiological and the other four are psychological. The physiological need of Survival refers to the drive for food, water, shelter and reproduction, safety, and security. The other four psychological needs are those of Power, Belonging, Freedom, and Fun. The Power need refers to the drive for status, dominance, respect, and achievement. Belonging represents the need to socialize, and to be supported and cared for. The need for Freedom is the desire to decide and act according to one's own choices. Finally, the need for Fun is the drive to seek enjoyment and is theorized to be related to the ability to learn. Burns et al. designed the Student Needs Survey that identifies the five basic needs hypothesized by Choice Theory. In the development of the instrument, it was tested on students of grade 3 till grade 8 and has shown to be highly valid and reliable - coefficient alpha for the total survey and the test-retest reliability coefficients all were beyond .80.

Among the reviewed instruments that assess student needs, the ones which were based on Collins (1998) survey were the most comprehensive and most relevant to comprehensive guidance and counseling programs. The only drawback in those surveys is that they are not that recent.

Student versus Adult Perceptions of Needs

In the research literature, several studies (Collins, 1998; Drefs, 2003; Gordon, 2000; Kemeny, 1997; Robinson, 1999) investigated the differences in student versus adult perceptions of student needs. The researchers used the developed survey instruments mentioned earlier to assess a wide range of student guidance needs.

Collins (1998) developed an instrument to investigate the adolescent needs from the viewpoints of 2903 students, 525 parents, and 255 school personnel in five high schools in Calgary. The study showed that adolescents were mostly concerned about the physical and social environment at their school followed by need related to instruction, and to a lesser degree about school health services. When considering the subscales, adolescents viewed the following five as top needs: School Building and Grounds, Mental Emotional Health, Counseling, School Performance, and Physical Wellbeing. Adolescents reported Sexuality Instruction, Home Atmosphere, and Home Life Counseling as lowest needs. Some shared themes existed among the studied schools; however, the priority and specificity of the needs differed. This indicated that the design and planning of program priorities cannot be uniformly prescribed across schools, and the programming must be specific to every school's population. The adults' perceptions differed considerably from those of the self-expressed needs of the adolescent students; the largest difference was between the students and school personnel. Both adult groups agreed on the need for Instruction, followed by Environmental needs, and then Health Service needs. Parents reported top five needs : Mental/Emotional Health, Involvement with Other students, Physical Health Instruction, Interpersonal Relationships, and School Performance. School Personnel reported the following as the top five needs: Interpersonal Relationships, Physical

Health Instruction, Involvement with Other Students, Mental/Emotional Health, and Safety and Accident Prevention. Both adult groups agreed on having Home Life Counseling as a lowest need. From these findings, it is concluded that adolescents differed from the perspectives of adult groups by favoring environment over instruction needs, and agreed on having service needs ranked least. Adolescents agreed with parents on two out of the five highest ranked subscales which are: Mental Emotional Health and Personal Counseling, and agreed with staff only on Mental Emotional Health. Finally, adolescents agreed with the other two adult groups on having Home Life Counseling ranked least.

Gordon (2000) surveyed 409 grade 10- 12 students, 170 parents, and 25 school staff on the health and guidance needs of adolescents. Consistent with Collins' findings, adolescents expressed the greatest needs in areas related to their school building and grounds. Additionally, they stressed their needs for safety and accident prevention, academic skills, career information and planning, and relationships with school staff. Considerable differences were found between students by gender, academic average, academic program, length of residency in Canada, and future plans. Several differences between adolescents and the two adult groups (parents and school staff) were also found. In general, there was an agreement on the priority of needs in both adult groups except for school performance; staff expressed greater need for school performance than parents. Compared to school staff, students expressed greater need for Physical Wellbeing and School Building Grounds, and less need for Sexual Instruction, Interpersonal Relationships, Involvement with Other Students, and Issues Outside School. Compared to parents, students expressed greater need than parents on School

Building Grounds and Issues Outside School, and less need on Personal Counseling, and Involvement with Other students.

Kemeny (1997) investigated the needs of middle school students (Grades 7-9) in a school in Calgary and compared the viewpoints of students (n=318) with those of parents (n=137) and school personnel (n=21). The students and adults differed greatly regarding the most urging needs area for students: school building and grounds. The area on which students and both adult groups agreed on was: interaction with students. Although there were considerable differences between the viewpoints of students and both adult groups, school personnel appeared to be a little closer to students in their perceptions than parents. However, both adult groups shared more perceptions with each other than with students. Students expressed significantly lower need on all subscales with parents and significantly lower needs on all subscales with educators except for: Physical Well Being, Safety and Accident Prevention, Involvement with Staff, and Issues Outside School. Parents agreed with educators on all subscales except: Home Life Counseling.

Knowing that limited research has been done with upper elementary students, Robinson (1999) conducted a needs assessment study to identify high priority needs of upper elementary school students in Calgary. The study also compared between the perceptions of parents' as well as the school personnel's viewpoints of student needs with the self-reported needs of the upper elementary students. The sample included: 52 students in grades four to six, 19 school personnel, and 51 parents. The comparisons among the three groups detected only few similarities. All the five Service subscales were ranked by upper elementary students among the first eight of the 16 subscales. The second ranked subscale was Issues Outside School – which belongs to the Environment

Needs; the fourth was Instruction on Sexuality and the seventh was Mental Emotional Health, both of which are Instruction Needs subscales. The least two ranked subscales were: School Building Grounds (Environment Need), and Safety and Accident Prevention (Instruction Need). In general, students reported higher need for service subscales, followed by Instruction and Environment. Parents differed by reporting higher need for Instruction followed by Service and then Environment. School staff differed by reporting higher need for Instruction, followed by Environment and then Service. Parents expressed lower need than Staff on: Home Life Counseling, School Performance, Health Promotion, Instructional Physical Wellbeing, School Building Ground, and Involvement with Others. Students expressed higher need than parents on Home Life Counseling, School Performance, Issues Outside School and lower need on four subscales: Instructional Physical Wellbeing, Mental Emotional Health, Safety and Accident Prevention, Interpersonal Relationships. Students express higher need than staff on School Performance, Mental Emotional Health, Home Life Counseling and Issues outside school, and lower need on the following: Health Promotion, Instructional Physical Wellbeing, Safety and Accident Prevention, Interpersonal Relationships, School Building Grounds, Involvement with Others. Robinson suggested that it is necessary to respond to the priority needs reported by students themselves, for this will help the students to work through their challenges and better prepare them for life.

The difference in perspectives between lower elementary students and their parents was researched by Drefs (2002) who developed an instrument to investigate perspectives from both parents and students. The study included 48 lower elementary students and 34 parents selected from the same school. Lower elementary students were found to be most interested in standing up for themselves, relating well

with other students, and setting their goals. They were also concerned about learning how to look after themselves in terms of daily hygiene and preventing illness. The top needs identified by both parents and students were in the area of instructional needs, rather than in services or environmental changes. In line with former findings for students of higher grade levels, lower elementary students expressed more concern for academics than their parents. Drefs concluded that children are able to recognize and express needs that are developmentally appropriate. Parents were more concerned with the physical maturation process, avoiding and dealing with sexually inappropriate behavior, and avoiding conflict and abuse. However, students did not view these needs as being specifically essential. Students reported their highest needs to be Instructional needs followed by Service needs and finally Environment needs. Parents agreed in reporting highest priority for Instruction needs, yet they differed by following it with Environment needs and finally Service needs. Students expressed greater need than parents on Environmental and Service needs with no difference in Instructional needs. This difference was mainly due to the following subscales in the Environment needs area: School Building Grounds, Involvement with Other Students, and Issues Outside School, and the following subscales in the Service needs: Family/Home Life and School Performance. According to Drefs, the findings of the study reject the idea that lower elementary-age children are unable to complete surveys that identify needs, and they reveal a significant awareness of children's difficulties that they encounter. Moreover, those children are able to detect needs that parents are not as successful at detecting.

The reviewed studies concentrated on comparing students' reported needs at specific different grade levels with adults' perceptions (both parents and school staff). In addition, all the researchers of the reviewed studies (Collins, 1998; Drefs, 2002;

Gordon, 2000; Kemeny, 1997; Robinson, 1999) suggest that adults do not accurately infer the priorities of the student needs, and that students further enrich the assessed needs by including their differing perspectives.

Developmental Trends

Starting from the findings that perceptions of student needs vary between adults and students themselves, other researchers (Couture, 2002; Drefs, 2003) were concerned about how student expressed needs develop across the school levels.

Couture (2002) surveyed 651 adolescents in grades 7 till 12 to detect variations in their self-reported needs across grade levels. Students in middle school grades (7-9) expressed greater needs in the areas of setting clear and consistent expectations, academic skills, sexuality, physical well-being, and self-esteem. On the other hand, high schools grades (10-12) stressed needs related to careers, academics and self-management. Among middle school grades, Grade 7 students highlighted interpersonal relationships, involvement with other students, and home life more than other middle school students. No differences were found across the high school grades. Gender differences across grades were found only regarding the school and building grounds. The results emphasize the necessity of considering developmental differences when designing programs that serve the needs of adolescent students.

A broader effort was made by Drefs (2003) while tracing the developmental trends of student-reported needs across three school cycles: lower elementary (grades 1-3), upper elementary (grades 4-6), and middle school (grades 7-9). The sample included 48 lower elementary students, 52 upper elementary students, and 241 middle school students, all selected from the same school. Results suggested that younger students

have a greater need for instruction in guidance areas than the other two groups. Lower elementary students reported that they need to be informed more on 4 out of the 6 instructional needs subscales (i.e., physical well-being, mental and emotional health, interpersonal skills, and sexuality). Subsequently, the other two instructional sub-scales were highly ranked by the upper elementary students (safety and accident prevention) and middle school students (academic skills). Another finding was the change in needs from the individual and family with lower elementary students to larger social contexts (i.e., school building and ground, issues outside of school) with middle school students. In contrast to previous studies, increased gender differences across maturation were not evident in Drefs study. In fact, general agreement was found between the reported needs of both genders in all the assessed areas, except for the relations with school staff, where males expressed considerably higher needs than females. Surprisingly, these gender differences in Drefs' study (2003) were more evident in the early lower elementary years and fade away with older children.

School Guidance and Counseling in Lebanon

Although the call for school counseling in Lebanon has started since 40 years, the development and spread of school counseling in Lebanese schools is still slow and limited. In 1996, the UNICEF collaborated with the office of Guidance and Counseling in the Ministry of Education to train 120 potential school counselors (Ayyash-Abdoet al., 2010). In Lebanon, the Law 1030, issued in 1997 by the Ministry of Education and Higher Education (MEHE), states that 'guidance counselors' should be assigned to public schools in order to guide the students in developing their personality, social skills, as well as choosing suitable careers (Hamzeh, 2008). Until the year 2010, only

around 100 out of 619 public schools in Lebanon had school counselors, and these are being supervised by 20 school counseling coordinators (Ayyash-Abdoet al., 2010).

Although the public law 1030/97 does not specify the role of a Guidance Counselor, the training materials that were offered at the MEHE to the school counselors included the tasks of a guidance counselor adopted from the ASCA (Hamzeh, 2008).

In an attempt to provide a clearer understanding of the position of a school counselor in Lebanon, Saad (2012) interviewed school counselors and school principals from private and public Lebanese schools on their viewpoints about the responsibilities, the ideal characteristics, and the conditions that affect the performance of professional school counselors. The results revealed a relative agreement on the responsibilities and ideal characteristics of a school counselor across schools and participants. However, the counselors marked their concern about their role misperceptions and vagueness, the underestimation of their role, and the stigma associated to counseling in Lebanon. Saad concluded that effective support from the administration in allowing the counselor to have a leading role at the school, and setting the organizational arrangements is essential at this early stage of the counseling field in Lebanon.

Upon exploring the career development and career planning needs of secondary school students in Lebanon as well as the availability, delivery, and effectiveness of career guidance services at Lebanese schools, Abdul-Latif (2012) revealed a general gap in career guidance services at schools. However, when available, most students use them and confirm their effectiveness. Abdul-Latif called for assigning time for career guidance at school and implementing comprehensive career guidance programs that engage parents and the community, and stressed the need to have professionals to be responsible for career guidance at school.

All these studies show that school guidance and counseling is still in its premature stage in Lebanon. This is reflected on the studies which do not exceed the limit of researching the school counselor's role, or some guidance and counseling needs at the middle and high school level. Thus, studies on the guidance needs of students at the elementary level are not yet available in Lebanon.

Needs of Lebanese Students

Studies on the self-reported needs of middle school and secondary students are abundant in research Literature. In Lebanon there is growing research on self-reported needs of adolescent students which is mainly related to career guidance issues (Abdul-Latif, 2012; Fleihan, 2011). There are also other studies that compared the perceptions of middle school and secondary students to those of parents and school educators on the role of the school counselor (Hamzeh, 2008). However, those were limited to middle and secondary school and not included elementary school level. Nevertheless, there are studies (Katerji, 2011; Shehab, 2011) in Lebanese research literature that report the perceptions of students at elementary level, but these studies do not directly address guidance needs of students.

Abdul-Latif (2012) used the Career Needs Questionnaire (CNQ) to explore the career development and career planning needs of secondary school students in Lebanon. In addition, Abdul-Latif's study examined the availability, delivery, and effectiveness of career guidance services at Lebanese schools. Results showed that students value career planning during secondary school and express the need for it from Grade 10, if not earlier. The majority of students reported higher education plans and voiced the need for self-understanding and receiving information about work and post-

secondary studies. Even though most students indicated similar career aspirations, they still demonstrated a complex set of reasoning behind their choices. The study also revealed a general shortage of career guidance services at schools. However, when available, most students use them and confirm their effectiveness. The study concludes by calling for allocating specific time for career guidance at school and implementing comprehensive career guidance programs that involve parents and the community. Findings also emphasize the need to have specialized people with the proper knowledge and training to be responsible for career guidance at school.

Upon investigating the career maturity of Grade 12 Lebanese students, Fleihan (2011) found out that few students had determined career goals while the rest were still uncertain about a future major, as measured by the CDI instrument which was found to be applicable in the Lebanese context. However, the limited data did not justify any relation between the career maturity of students and the programs they are enrolled in or their gender. Although this research may have shed some light on the needs of Lebanese students, it is limited to Grade 12 students and confined to career specific needs which may not be generalized to students in elementary level.

Hamzeh (2008) investigated the perceptions of the role of the school counselor from the students', parents', teachers', counselors', and principals' perspectives in Beirut schools. There was a general agreement on groups' perception regarding the role of a counselor. However, each group had varied perceptions of the degree of implementation of counseling tasks. Also, there were some misperceptions regarding the tasks that are not supposed to be performed by the school counselor. Although Hamzeh (2008) compared students' perceptions with different groups, the comparison was based on perception of the role of the counselor and not the student needs. Also the target

students of that study were limited to middle and secondary level; it did not target the elementary level.

Shehab (2011) examined the teachers' and students' viewpoints regarding the effectiveness of using rubrics in a third grade writing classroom in a private school in Lebanon. Shehab's study also examined the participants' attitudes toward using rubrics in the writing classroom. Both qualitative and quantitative data were obtained. An in-depth interview with an English Language teacher highlighted the perceived advantages and challenges of using rubrics. A questionnaire addressed to the students portrayed their preference to use rubrics in the writing classroom. A classroom observation conducted by the researcher portrayed the impact of rubrics on the teacher's and students' classroom practices. It was found out that both teachers and students in a third grade writing classroom in a private school in Lebanon agree on using rubrics due to the positive impact that they have on the teaching-learning process. Although this study does not directly address guidance needs of students, school guidance and counseling programs are comprehensive enough to include educational issues as part of the needs (ASCA, 2008).

In one of the Islamic private schools of Greater Beirut area, Katerji (2011) investigated the viewpoints of 103 upper elementary students, 12 teachers, head of cycle, school counselor and school principal on the effects of rules on students' behavior and academic performance. This was achieved by focus group interviews with students, semi-structured interviews with school staff, and observations. The students' discipline records, report cards, and the school handbook were also reviewed. The findings indicated that stakeholders generally agreed that the rules were essential for improving students' academic achievement in addition to altering students' inappropriate behavior.

Again, school guidance and counseling programs are comprehensive enough to include discipline issues as part of the needs (ASCA, 2008).

Differences between Public and Private Schools in Lebanon

Due to the increase in the achievement gap between public and private schools, enrollment rates in public schools are decreasing sharply (Ministry of Education and Higher Education, 2010). According to the Ministry of Education and Higher Education (MEHE) report, the factors accounting for low achievement in public schools are mainly: low qualifications of the teachers and administrators and inconsistency between the teachers' specializations and the needed requirements; lack of appropriate learning and teaching environment (buildings and equipment); lack of laws and regulations that promote improvement (MEHE, 2010). Other reasons for decline in enrollment in public schools include weakness in foreign languages and the lack of extracurricular activities (MEHE, 2010). In her study, Najjar (2008) found more differences than similarities between private and public schools. Both types of schools agreed on having a formal hierarchy, the role of the principal in terms of initiatives such as fundraising, and staff resistance to change. Public schools differed from private by being more authoritarian and having less autonomy. Private schools have more distinctive cultures and do not rely on funding from government but rather from parents to whom the school is accountable. More use of technology is evident in private schools compared to public schools. More academic collaboration exists at private schools. The school principal is in charge of the evaluation process at the private schools, whereas a government inspector may engage in it in public schools. Private school teachers are more eager for training and professional development than public school teachers. Communication in

public schools is more directive and informative compared to private schools which is more democratic and allows negotiation. The relationship between students and teacher and staff at private schools is more regulated than that of public schools which varies according to teachers' or staff's personality. Parents favor private schools over public schools based on the following factors: religion, academic quality, and discipline. The social and economic levels of the families at public schools are lower than that at private schools; accordingly, parents who choose public schools base their choice on cost and convenience. Parents are more involved in private schools than public schools.

Some specific studies remarked that students health status is poorer in public schools compared to private ones. Melzer (2002) noted that children from public schools who are generally from low socioeconomic background, had significantly lower both height and weight compared to those in private schools who are considered to be from high socioeconomic background. However, both types of schools had problems in obesity among their students which is due to malnutrition. Moukarzel (2012) found out that the dental decay and oral hygiene in Lebanese elementary schools is in poor condition compared to Europe and United States. Compared to private schools, this health condition was worse in public schools. Moukarzel remarked that there is an urge for early detection and early interventions to prevent further complications and their effect on oral health in elementary students. This is best achieved by developing educational programs that raise awareness on oral health. Moukarzel also suggests that parents of low socioeconomic backgrounds should be informed of the availability of clinics that provide low-cost dental health services. Hanna (2012) evaluated the orthodontic treatment need in Lebanese elementary students and found out that is 2.7 times higher than that among students of same age group in USA. In Lebanon the need

is even higher among public school students compared to private schools. Hanna suggested the need for raising awareness on this health issue among parents to have their children screened early for orthodontic needs along with the integration of orthodontic screening in schools on an annual basis with greater attention in public schools.

Conclusions from Reviewed Literature

Very limited research has been available worldwide on including self-reported needs of students in the intention to develop better counseling programs. Some Canadian studies (Drefs, 2002; Gordon, 2000; Kemeny, 1997; Robinson, 1999) have used modified versions of Collins (1998) Student Needs Survey in order to identify the self-reported needs of students across all school levels. Some of these studies also compared between the perceptions of students and adults (parents and educators) about the needs of students. Other studies compared the differences of student self-reported needs across grade levels (Couture, 2002; Drefs, 2003). Few studies targeted lower (Drefs, 2000) and upper elementary students (Robinson, 1999). Until recently, the assessment of student needs from the perspective of students themselves is still limited in Lebanon. Also, Lebanese studies that include the perspective of students on guidance needs across school levels are not yet available. Moreover, there exists no research in Lebanon on the differences between student perceptions of their guidance needs and those of parents and educators. Furthermore, there is no available research on the differences between student self-reported guidance needs between private and public schools. Hence, there is a gap in the Lebanese research literature regarding these issues.

CHAPTER III

METHODOLOGY

Research on the student guidance needs, particularly from the perspective of students themselves, is deficient in Lebanon. Moreover, comparisons of students' perspectives of their needs with perspectives of their parents and educators are not available. Using the Student Needs Survey, with its different forms, this study will fill this gap by identifying the needs of lower elementary and upper elementary students from the perspective of students, parents, and educators. Specifically, the purpose of the study is to identify the guidance needs of the lower elementary (grades 1-3) and upper elementary (grades 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (lower elementary vs. upper elementary), and perspectives of participants (students, parents, educators). The study aims at answering the following research questions:

- 1- What are the self-reported guidance needs of students in lower elementary and upper elementary levels in Greater Beirut?
- 2- Do these needs differ between lower elementary and upper elementary levels?
- 3- Do the self-reported guidance needs of students differ with parents' and educators' perspectives?
- 4- Do these self-reported student needs differ between public and private schools in Greater Beirut?

In the following, a description of the method followed to answer the research questions is provided. In particular, information about the population, sample, sampling procedure, instruments, procedures, and data analysis is provided.

Population

The population of the study includes lower and upper elementary students of grades 1 till 6, as well as their parents, educators (teachers, school counselors, and principals) in private and public schools of Greater Beirut (Beirut, Direct and Near Middle Greater Beirut Area).

Sample

The sample of the students included 394 students from grades 1 till 6, selected from 3 public and 6 private schools in Greater Beirut. It also included 601 parents, and a total of 77 educators from the participating schools filled the survey. Thus, the total sample included 1072 participants. The distribution of the sample is presented in Table 1.

Table 1

Total Sample Distribution

Total Sample	Students		Parents/ Caregivers				Educators	Total
	M	F	Father	Mother	Both	Guardian		
Private								
1st	9	6	7	11			6	39
2nd	17	14	10	63			13	117
3rd	8	11	13	27			5	64
4th	22	17	5	39	1	2	2	88
5th	16	14	1	34	2		2	69

"Table 1

Continued"

Total Sample	Students		Parents/ Caregivers				Educators	Total
	M	F	Father	Mother	Both	Guardian		
Private								
6th	58	71	33	110	3	6	35	316
Total Private	130	133	69	284	6	8	63	693
Public								
1st	9	6	7	11	7	11	6	57
2nd	29	38	55	40		34	8	204
3rd	26	23	19	31		19	0	118
Total Public	64	67	81	82	7	64	14	379
Total Sample	194	200	150	366	13	72	77	1072

Sampling Procedure

Nine schools (6 private, 3 public) were conveniently selected from the total schools in Greater Beirut area (Beirut and Direct Greater Beirut Area). However, one of the private schools, the 2nd school was from (Near Middle Greater Beirut). The first five out of the six private schools had all the students in both elementary levels as well as their parents recruited; the sixth had half of its elementary students and parents recruited due to their large number. In the public schools, half of the students and their parents were recruited in the first public school, all were recruited in the second public school, and half were recruited in the third. In all schools, all the school principals, and lower and upper elementary teachers were recruited. There were no school counselors to be recruited except in one of the private schools (2nd private school) and one of the

public schools (2nd public school). On average, the parent return rate was 34% and that of students 22%.

Instruments and Measures

Adapted versions of the Student Needs Survey for Lower Elementary (Appendix A) and Upper Elementary (Appendix B) were used in order to identify the needs of lower elementary and upper elementary students in Greater Beirut schools. The original surveys were modified forms of the comprehensive needs assessment survey developed by Collins (1998). Collins' instrument had undergone extensive development and demonstrated adequate test-retest reliability (correlation coefficients ranging from 0.61 to 0.88 except for family/home services 0.35) and a stable factor structure (Collins, 1998).

Theoretical Background of Collins' Survey

The original survey, which was developed by Collins (1998) and from which the other surveys have emerged, was designed based on the Comprehensive School Health (CSH) model which has been developed in Canadian schools early in the 1990s. The CSH model is not merely concerned with treatment and prevention of disease but rather extends to health promotion which involves environment and service dimensions. In addition to involving the environment and services in promoting the health of the students, health education is integrated in the curricula across grade levels. Knowing that the nature of the CSH model is very similar to that of the comprehensive school counseling programs, the other researchers (Drefs, 2002; Gordon, 2000; Kemeny, 1997; Robinson, 1999) have adopted Collins survey and developed it to include guidance needs rather than being restricted to health needs.

The student version of the lower elementary uses a 3-point likert scale that requires students to choose among three icons, rather than words, which are : Y indicating a "yes" response, N indicating a "no" response, and ? indicating a "not sure" response. In addition it adds a fourth response in case the item question is not applicable: ☹. The survey consists of 90 item questions with 14 subscales assessing three major areas of student needs: Service, Instructional, and Environmental needs. Under Service Needs there are five subscales which are: Physical Well-being, Counseling, Personal Counseling, Family/Home Life Counseling, and School Performance. The Instructional Needs has seven subscales which are: Academic Skills, Physical Well-being, Mental/Emotional Health, Safety/Accident Prevention, Sexuality, and Interpersonal Relationships. The Environmental Needs has four subscales which are: School Building/ Grounds, Involvement with Other Students, Involvement with Staff, and Issues Outside of School.

The student version of the upper elementary students uses a 5-point likert scale ranging from "Strongly Disagree" to "Strongly Agree" and is scored as follows: Strongly Disagree = E, Disagree = D, No Opinion = C, Agree = B, Strongly Agree = A, in addition to a sixth response in case the item question is not applicable : F. The answer choices for each item are on a separate answering sheet and not directly on the question sheet. The survey consists of 150 item questions with 15 subscales that address three major areas of needs: Service, Instructional, and Environmental. Under Service Needs there are the following subscales: Physical Well-being, Counseling, Sexuality, Family/Home Life, and School Performance. Under Instructional Needs there are the following subscales: Physical Well-being, Mental/Emotional Health, Interpersonal Relationships, and Safety/Accident prevention. Under Environmental Needs there are

the following subscales: School Building/ Grounds, Involvement with Students, Involvement with Teachers and Staff, and Issues Outside of School.

The adult survey (parents and educators), is the same as that of the students except that the wording of the items changes to indicate the perspective of the person who is responding to the survey. For instance the question items in the student version uses the term "me personally", the parents version uses the term "my son or daughter", and the school personnel uses the term "the students I work with" respectively.

Modifications of Surveys

Before modifying the surveys, permission was taken from the primary author, Bryan Hiebert, by email. Then, three Lebanese educational psychologists were consulted in order to modify the survey to fit the Lebanese context. One of the educational psychologists is an associate professor and the other two are lecturers at reputable universities in Lebanon. Based on the remarks of the educational psychologists, the modification consisted of omitting the items that are not relevant to the Lebanese context. The remaining items are not distinguishing or specific to the Lebanese context but they may apply to it. However, no new items were added to the survey. Table 2 and Table 3 summarize the modifications and suggestions given by the consulted reviewers on the lower and upper elementary surveys respectively.

Table 2

Lower Elementary Survey Modifications

Omitted items	Modifications	Suggestions
1,2, 5, 8, 10, 13, 17, 19, 20, 23, 24, 25, 27, 28, 30, 32, 33, 36, 37, 39, 40, 41, 42, 50, 56, 57, 59, 63, 64, 65, 68, 69, 70, 72, 73, 74, 77, 78, 79, 80, 83, 86, 87,88, 89, 90	<p>Irrelevant background information related to Canadian context was removed.</p> <p>Rating scale has been modified to a three point lickert scale (Disagree, Not Sure, Agree) that uses symbols in the student survey form: No : ☹ , Not Sure : ? and Yes ☺</p> <p>The adult group forms had a 3 point lickert scale: No, Not sure and Yes</p> <p>Most of the removed items were omitted for the purpose of making the survey shorter. Few items were omitted that were considered irrelevant to Lebanese context: Problems with alcohol, drugs, gambling</p> <p>Due to sensitivity, all the items related to the Sexuality subscale have been removed.</p>	<p>No additional survey items were suggested to be added.</p> <p>One of the educational psychologists suggested that open-ended questions be added to the survey, but it was not added.</p>

Table 3

Upper Elementary Survey Modifications

Omitted items	Modifications	Suggestions
5, 12, 13, 16, 17, 20, 21, 22, 23, 27, 28, 34, 42, 43, 58,59,60,61,62,63,64, 67,70, 73, 74, 77, 78, 81, 82, 83, 87, 93, 96, 97, 98, 99, 104, 107, 112, 115, 120, 121, 123, 124, 125, 126, 131, 133, 135, 136, 138, 139, 140, 141, 142, 144, 145	<p>Irrelevant background information related to Canadian context was removed.</p> <p>The rating scale has been changed to a five point lickert scale : Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly Agree (5), and answering is directly on the survey form itself.</p> <p>Most of the removed items were omitted not due to their irrelevance to Lebanese context, but rather for the purpose of making the survey shorter. There were only few items to be omitted that were considered irrelevant to Lebanese context: Dealing with alcohol, drugs, and gambling, racism, suicide In, item 16: "information about getting in touch with social workers, counselors or police officers", police officers was deleted since it is not relevant to Lebanon.</p> <p>The whole subscale on Sexuality was omitted, and other items related sexual abuse it in other subscales were also omitted due to the sensitivity of this topic</p>	<p>No additional survey items were suggested to be added.</p> <p>One of the educational psychologists suggested replacing item 93 which is about racism by "religion" since this is more of an issue in Lebanon. However, this was not included.</p> <p>The other educational psychologist who suggested adding open-ended questions to the lower elementary survey also had the same suggestion to the upper elementary survey. However, this was not added.</p>

After making the omissions, the opinions of a small number of students (3 in lower elementary, and 5 in upper elementary) were taken into consideration. These students were asked to fill the surveys in order to get their opinions and check how much time it takes. Also two parents (one for each elementary level) filled the surveys

and expressed their opinions. Based on this, further modification of the survey was done which included omitting more items, and simplifying the language.

As a result of the final modification, two main forms of the survey were developed: the lower elementary survey (Appendix C) of 44 items, and the upper elementary survey (Appendix D) of 93 items. Each of these survey forms had three versions: student version, parent version and educator version. Both surveys were then translated to Arabic (Appendix E & F) and developed Arabic versions for students, parents, and educators . Table 4 presents the items grouped under Service subscales, Table 5 presents the items grouped under Instruction subscales, and Table 6 shows the items grouped under Environment subscales.

Table 4

Items Grouped under Service Subscales

	Lower Elementary Survey	Upper Elementary Survey
Physical Well Being (PWB)	5,8,9	1,2,3,4,5,6,7
Personal Counseling (PC)	1, 2	12,13,14,15, 16,55
Home Life Counseling (HLC)	17	17,18,19
School Performance (SP)	28,29,30, 32,33,34	22,23,24,25,26,27, 28,30,32,33,35

Table 5

Items Grouped Under Instruction Subscales

Instruction Needs Subscales	Lower Elementary Survey	
		Upper Elementary Survey
Academic Skills(AS)	27,31,35	20,21,29,31, 34,36,37,38, 39,40,41, 42,43,44,45
Instructional Physical Wellbeing (IPWB)	3,4,6,7	8,9,10,11
Mental Emotional Health (MEH)	14,15	54,56,57,58
Safety and Accident Prevention (SAP)	23,24,25,26	82,83,84,85
Interpersonal Relationships(IR)	10,11,12,13,16	46, 47,48,49,50, 51,52,53

Table 6

Items Grouped Under Environment Subscales

Environment Needs Subscales	Lower Elementary Survey	Upper Elementary Survey
School Building Grounds (SBG)	37,43,44	59, 76,77,78, 79,80,81
Involvement with Other Students (IWO)	36, 38	60,61,62,63, 64,65
Involvement with Staff (IWS)	39,40,41,42	66,67,68, 69,70,71, 72,73,74,75
Issues Outside School (OS)	18,19,20, 21,22	86, 87,88,89, 90,91,92,93

Pilot Study

Prior to the collection of data, the survey was piloted in mid May 2012 in a school, other than the selected schools, on a sample of 30 students, 30 parents, 6 teachers, one counselor, and one school principal. Table 7 summarizes the comments of educators on the survey.

Table 7

Educators Comments on Surveys in Pilot Study

Educator	Comment
School Principal	In general the principal had no comment regarding the survey content except for the question that deals about careers. She suggested that it is more important for students at secondary level, not elementary level. On the other hand she stressed that Mental/Emotional Health questions are very important.
School Counselor	School counselor asked whether answering the survey should be according to the educator's view or the student's view.
Lower elementary teachers	Since survey is a 3-point likert scale, educators felt that most answers tend to be "agree". Survey takes less than the specified time.
Upper elementary teachers	No comment regarding survey content. Survey takes less than the specified time.

Grade 1 students were administered the survey in a group of 5, having the researcher reading and explaining every question item to them and they were circling the answer on the survey form. The same procedure was done for Grade 2 students in a separate group of 5. Grade 3 students completed the survey in a group of 5, by reading on their own. Grades 4, 5, & 6 were grouped together, each having a number of 5

students. They all completed the survey on their own. The time needed for completing the lower elementary survey ranged from 15-30 minutes, and the time needed to complete the upper elementary survey ranged from 20-30 minutes. Table 8 summarizes the performance of students on the survey.

Table 8

Students Performance on Survey in Pilot Study

Elementary Level	Grade	Conditions	Student Performance
Lower	1	Grade 1 Classroom The 5 Grade 1 students were grouped on a round table. Other students were working on coloring, Arabic teacher was present and she offered suggestions for simplifying the language into more concrete terms.	Students can't read and comprehend the survey alone. Asked several questions. However, it took less time than specified. It took them around 25-30 minutes to complete the survey.
	2	Free Classroom Group of 5 Grade 2 students in a free classroom. Each one on a separate desk.	Students found survey easy. Took less time than specified. Asked few questions. It took them 20-25 minutes to complete the survey.
	3	Free Classroom Group of 5 Grade3 students in a free classroom. Each one on a separate desk.	Students found survey very easy. It took much less time than specified : 15-20 minutes. Students found survey very easy.
Upper	4,5,6	Free Classroom Grades 4, 5, & 6 grouped together, having 5 from each grade level. Each on a separate desk.	Asked only few questions. It took them around 25 minutes to complete the survey, which is less time than specified.

Although it was written on the parent consent forms that in case parents have remarks on the survey they are welcome to write it on the survey, none of them did. However, the parents at first were inquiring about the consent forms and were reluctant in signing them. Also some feedback came from parents that the survey takes much less time than specified.

Pilot Study Conclusions

Since pilot study teachers did not recommend further modification of survey, and since the group of upper elementary students in the pilot study did not find difficulty in completing the survey, it was decided to keep the upper elementary survey as it is with no further modifications. As for the lower elementary survey, it was decided to read the items for Grade 1 and Grade 2 students by rewording them in colloquial Lebanese Arabic. A version of the lower elementary survey that has the rewording of the items has been developed to be used by the researcher who is administering the survey to Grade 1 and 2 students. The researcher will be reading to Grade 1 and Grade 2 students from this form in order to ensure that same clarification has been presented to all participants in this group. It was also concluded that the completion of the survey takes less time than estimated; each of the two student surveys can be filled in around 20-30 minutes. Based on this, the modified versions of the survey will be used as they are since the participants in the pilot study were able to complete them with no difficulty.

Research Design

This research is a quantitative, descriptive, cross-sectional study that involves the use of a survey to identify the student needs. Using this design, the study provides a

description of the nature of student reported needs for each elementary level, the variation by elementary levels, the differences between students', parents', and educators' perspectives, and type of school (public and private).

Procedures

The schools were conveniently selected out of public and private schools in Greater Beirut area. Before going through any procedure, IRB approval on the research design, procedures, and forms to be used was received (Appendix G). Data collection started right after the pilot study and at the end of the 2011-2012 school year and resumed in the following year 2012-2013 and terminated in mid December 2012. The private schools were sent recruitment letters (Appendix H) that explain the purpose of the study and its method to get the school's approval of participation in the study. As for the public schools, the recruitment form was sent to the Ministry of Education-Directorate of Elementary Education (Appendix I). Educators were recruited (Appendix J) by direct contact and consent forms were handed to them (teachers, counselors, and principals) to get their approval. In addition to recruitment letters (Appendix K) and consent forms (Appendix L), parents were sent permission forms to get their approval of their children's participation in the survey- (Appendix M). Parents were contacted through their children who also received recruitment letters (Appendix N) and consent forms (Appendix O). After getting parents consent and permission, students who were willing to participate in the survey signed an assent form (Appendix P) just before completing the survey.

The students who returned the signed consent forms were allowed to complete the survey, and parent surveys were sent home. Grades 3-6 are completed the survey by

themselves in the classroom as a large group. Grade 1 and grade 2 students completed it in small groups of 5-7 with the supervision of the researcher. The parents completed the survey by filling it at home and then returning it to school. The teachers, educators completed the survey on their own in the school. The time for the completion of the lower elementary survey was around 25-30 minutes and that of the upper elementary survey around 20-30 minutes.

Variables

In this proposed study, there are three main independent variables (grade level, participant group, and school type) and 13 dependent variables: subscale needs.

Independent Variables

Level : Lower elementary, Upper elementary

Participant group : student, parent, educator

School type: public, private

Dependent Variables

The dependent variables are clustered around three main areas:

Service Needs: Physical Wellbeing, Personal Counseling, Home Life Counseling, and School Performance.

Instruction Needs: Academic Skills, Instructional Physical Wellbeing, Mental Emotional Health, Safety and Accident Prevention, Interpersonal Relationships

Environmental Needs: School Building Grounds, Involvement with Other Students, Involvement with Staff, Issues Outside School

Definitions of Dependent Variables

Service needs include the services provided by the school in the following domains: Physical Well-being, Personal Counseling, Family/Home Life Counseling, and School Performance

Physical Well Being (PWB) includes the services provided at school for physical and health care such as: health specialists, support for disabled students, first aid, and sports services.

Personal Counseling (PC) includes providing counseling services that deal with personal problems and concerns of students such as: coping with grief, managing feelings, and dealing with physical and emotional abuse. Other concerns may include: career counseling services, getting in touch with counselors and social workers, or even talking about problems with other students.

Home Life Counseling (HLC) includes helping students how to deal with their home issues in terms of understanding their parents expectations, taking care of themselves when their parents are not at home, and offering advice on what to say to their parents.

School Performance (SP) includes the services provided at school that help in optimizing the school performance such as: offering academic support for those who need it, proper guidance for students on how to perform the required tasks, collaborating with parents to assist students in completing their assignments when needed.

Instruction needs include the instruction offered to the students on the following: Academic Skills, Physical Well-being, Mental/Emotional Health, Safety/Accident Prevention, and Interpersonal Relationships

Academic Skills (AS) includes teaching students proper academic skills that help them improve their academic performance. These skills include: how to prepare for tests and quizzing, learning to take responsibility for learning, using resources at school such as library and computers, managing stress and anxiety about tests.

Instructional Physical Wellbeing (IPWB) includes teaching students how to take proper care of their health such as: how to take care of their skin, hair and teeth, how to protect themselves from diseases.

Mental Emotional Health (MEH) includes teaching students about how to talk about their feelings, how to manage anger as well as how to stand up for themselves.

Safety and Accident Prevention (SAP) includes teaching students to give first aid, teaching about sports safety and safety equipment, safety in and around cars as well as being safe on the street or in a public place.

Interpersonal Relationships (IR) includes teaching students about how to work out problems or conflicts with others, how to build healthy relationships, how to talk to family and friends, how to be more considerate and respectful of people of different views, how to be a better listener, how to help others deal with their problems, how to get along better with students from other grades and how to get along better with parents.

Environment needs include both the physical environment (School Building Grounds) and the social environment (Involvement with Staff, Involvement with Other Students, and Outside School Issues).

School Building Grounds (SBG) includes having school building and property clean and in good condition, having suitable chairs and desks, washrooms, and better lighting.

Involvement with Other Students (IWO) involving with other students in keeping the school property clean and in good condition, and dealing with other students properly.

Involvement with Staff (IWS) includes the social environment at school. This includes having good student-staff as well as parent-staff communication and relationships.

Issues Outside School (OS) this consists of the social environment outside the school and mainly at home. This covers having better relationships with parents, brothers, and sisters, or others, and being more responsible in doing things independently.

Data Analysis

Data entry was performed by the researcher on SPSS 17 software and double checked by another person who is proficient in computer software.

In order to allow for comparison between lower and upper elementary scales, the rating scale of lower elementary was converged as follows: 5= Yes , 3= Not Sure, 1= No. Therefore, the “Yes” answer is equivalent to “Strongly Agree”, “Not Sure” is the same as “Not Sure”, and “No” is equivalent to “Strongly Disagree”.

In order to answer the first question, descriptive statistics were used to show what the priority needs, ranked in order. In order to answer the second research

question, t-tests of independent samples were used to compare between the two samples: lower elementary and upper elementary. In order to answer the third research question, multivariate followed by post hoc analysis were used to see how the three groups of participants differ among each other on the subscales of each need area. In order to answer the fourth question, t-tests of independent samples were used to compare between the two samples: private and public schools.

It is important to note that data analysis did not include all of the original sample of 1072 participants, but rather only 732 participants. These are the participants who had complete answers to all items of the survey. Thus, 340 surveys have been discarded due to not having complete answers on all items of the survey.

CHAPTER IV

RESULTS

The purpose of this chapter is to report the guidance needs of lower and upper elementary students. It also presents how these needs differ by elementary level (lower vs. upper), participant (students, parents, and educators), and school type (public vs. private).

Descriptive statistics was used to report the ranking of the subscales as well as the need areas across samples. Multivariate and Post hoc analysis was followed to compare among the participants. In order to compare differences between the two elementary levels and the two school types, t-tests of independent samples was employed.

The following results are presented and discussed below in respect to each of the four research questions:

1- What are the self-reported guidance needs of students in lower elementary and upper elementary levels in Greater Beirut?

2- Do these needs differ between lower elementary and upper elementary levels?

3- Do the self-reported guidance needs of students differ with parents' and educators' perspectives?

4- Do these self-reported student needs differ between public and private schools in Greater Beirut?

Pilot Study Results

The results of the pilot study are not intended to answer any of the research questions. However, they are presented in this chapter as a separate section. Table 9, shows that in general the lower elementary sample have a higher total need mean score (4.62) compared to the upper elementary (4.41). It also shows that both elementary levels agree in having Instruction area as a top priority. However, the lower elementary differs in having the Service needs ranked after the Instruction and followed by the Environment needs. In the Upper elementary, the Environment needs comes in the second place, followed by Service needs.

Table 9

Pilot Study Results

Rank	Lower Elementary N=25			Upper Elementary N= 19			Total Sample N= 44		
	Needs	M	SD	Needs	M	SD	Needs	M	SD
1	HLC	4.84	0.55	IR	4.59	0.56	IR	4.71	0.52
2	IPWB	4.84	0.45	MEH	4.53	0.6	IPWB	4.69	0.49
3	SAP	4.82	0.38	SAP	4.53	0.61	SAP	4.69	0.51
4	IR	4.79	0.48	SBG	4.51	0.66	MEH	4.66	0.56
5	MEH	4.76	0.52	IWO	4.5	0.42	HLC	4.6	0.65
6	AS	4.71	0.47	IPWB	4.49	0.47	AS	4.54	0.47
7	IWS	4.6	0.61	IWS	4.37	0.38	SBG	4.53	0.83
8	SBG	4.55	0.96	SP	4.36	0.31	IWO	4.51	0.85
9	IWO	4.52	1.08	OS	4.34	0.55	IWS	4.5	0.53
10	SP	4.47	0.8	AS	4.32	0.38	SP	4.42	0.63
11	PWB	4.47	0.79	PWB	4.32	0.4	PWB	4.4	0.65
12	PC	4.44	1.04	HLC	4.28	0.65	OS	4.4	0.68
13	OS	4.44	0.77	PC	4.08	0.46	PC	4.29	0.85

"Table 9

Continued"

Rank	Lower Elementary N=25			Upper Elementary N= 19			Total Sample N= 44		
	Needs	M	SD	Needs	M	SD	Needs	M	SD
1	I	4.78	0.28	I	4.49	0.42	I	4.66	0.37
2	S	4.55	0.42	E	4.43	0.35	E	4.49	0.55
3	E	4.53	0.66	S	4.3	0.37	S	4.45	0.41
	Total	4.62	0.39	Total	4.41	0.3	Total	4.53	0.36

Results of Self- Reported Student Needs

This section presents the results that answer the first research question: What are the self-reported guidance needs of students in lower elementary and upper elementary levels in Greater Beirut?

Table 10 reports the descriptive statistics (the mean scores and standard deviations) of the subscales, need areas, and total needs reported by lower and upper elementary students and ranked from highest to lowest.

As appears in Table 10, the total needs mean score reported by lower elementary students is high (M= 4.49); however, lower elementary students report higher need for both Environment and Instruction areas compared to Service area. The top five needs rated by lower elementary students are : Safety and Accident Prevention, School Building Grounds, Instructional Physical Well Being, Interpersonal Relationships, and Home Life Counseling. Personal Counseling is rated the lowest by lower elementary students.

Upper elementary students also report a high total needs mean score (M= 4.63), but they report higher need for Environment than Instruction followed by Service. The top five rated needs of upper elementary students are : School Building Grounds, Outside School Issues, Safety and Accident Prevention, Involvement With Staff, and Involvement With Others (Table 10). Except for Safety and Accident Prevention, which belongs to Instruction area, the other four top rated subscales belong to the Environment area. Personal Counseling is rated lowest by upper elementary students.

The significance of the differences between the subscales within each of the elementary levels is verified by paired-sample t-tests in Appendix Q and Appendix R, and that between the areas of needs is verified paired-sample t-tests presented in Appendix S.

Table 10

Ranking of self-reported needs of lower and upper elementary students

Rank	Lower Elementary Students N=179			Upper Elementary Students N=109		
	Subscales	M	SD	Subscales	M	SD
1	Safety & Accident Prevention (SAP)	4.78	0.66	School Building Grounds (SBG)	4.81	0.35
2	School Building Grounds (SBG)	4.71	0.73	Outside School Issues (OS)	4.75	0.30
3	Instructional Physical Well Being (IPWB)	4.68	0.68	Safety & Accident Prevention (SAP)	4.74	0.36
4	Interpersonal Relationships (IR)	4.66	0.66	Involvement With Staff (IWS)	4.73	0.28
5	Home Life Counseling (HLC)	4.65	1.03	Involvement With Other Students (IWO)	4.71	0.40
6	Academic Skills (AS)	4.52	0.84	Interpersonal Relationships (IR)	4.70	0.43
7	Outside School Issues (OS)	4.51	0.61	Academic Skills (AS)	4.65	0.33

"Table 10

Continued"

Lower Elementary Students N=179				Upper Elementary Students N=109		
Rank	Subscales	M	SD	Subscales	M	SD
8	Involvement With Staff (IWS)	4.49	0.79	Mental Emotional Health (MEH)	4.61	0.50
9	Involvement With Other Students (IWO)	4.44	1.13	Instructional Physical Well Being (IPWB)	4.61	0.52
10	School Performance (SP)	4.43	0.72	Home Life Counseling (HLC)	4.54	0.54
11	Mental Emotional Health (MEH)	4.39	1.01	School Performance (SP)	4.51	0.43
12	Physical Well Being (PWB)	4.28	0.98	Physical Well Being (PWB)	4.42	0.52
13	Personal Counseling (PC)	3.90	1.17	Personal Counseling (PC)	4.41	0.49
1	Instruction (I)	4.59	0.57	Environment (E)	4.74	0.25
2	Environment (E)	4.56	0.56	Instruction (I)	4.65	0.33
3	Service (S)	4.32	0.60	Service (S)	4.50	0.40
Rank	Subscales	M	SD	Subscales	M	SD
	Total	4.49	0.50	Total	4.63	0.30

Comparison of Student Needs between Elementary Levels

This section presents results that answer the second research question: Do these needs differ between lower elementary and upper elementary grade levels?

Table 11 reports descriptive statistics and results of t-test of independent samples. On the total needs, lower elementary students express significant less mean score than upper elementary students (MD= -0.14, $p < .05$). As for the three areas of needs, lower elementary students express less need for Service (MD= -0.19, $p < .05$) and Environment (MD= -0.18, $p < .05$) than upper elementary students, but they do not significantly differ on the Instruction area.

When considering the subscales, Table 11 shows that lower elementary students report less need than upper elementary students on the following Environment subscales: Outside School Issues (MD= -0.24, $p < .05$), Involvement with Staff (MD= -0.24, $p < .05$), and Involvement With Other Students (MD= -0.27, $p < .05$). Among the Instruction subscales, lower elementary students express less need for Mental Emotional Health (MD= -0.23, $p < .05$) than upper elementary students. As for the Service subscales, Personal Counseling is reported to be less needed by lower elementary than upper elementary students (MD= -0.51, $p < .05$). Thus, the greatest difference between lower and upper elementary student reported needs is in the Environment area.

Table 11

t-test Comparisons of Student Scores between Elementary Levels

Subscales	Lower Elementary Students N=179		Upper Elementary Students N= 109		MD*	<i>t</i>	<i>df</i>	<i>p</i>
	M	SD	M	SD				
Safety & Accident Prevention (SAP)	4.78	0.66	4.74	0.36	0.04	0.54	286	.593
Instructional Physical Well Being (IPWB)	4.68	0.68	4.61	0.52	0.07	0.97	286	.332
Interpersonal Relationships (IR)	4.66	0.66	4.70	0.43	-0.05	-0.72	285	.475
Academic Skills (AS)	4.52	0.84	4.65	0.33	-0.13	-1.86	252	.065
Mental Emotional Health (MEH)	4.39	1.01	4.61	0.50	-0.23	-2.54	275	.012
Instruction	4.59	0.57	4.65	0.33	-0.06	-1.17	285	.245
School Building Grounds (SBG)	4.71	0.73	4.81	0.35	-0.10	-1.58	274	.114
Outside School Issues (OS)	4.51	0.61	4.75	0.30	-0.24	-4.41	277	.000

"Table 11

Continued"

Subscales	Lower Elementary Students N=179		Upper Elementary Students N= 109		MD*	t	df	p
	M	SD	M	SD				
Involvement With Staff (IWS)	4.49	0.79	4.73	0.28	-0.24	-3.71	241	.000
Involvement With Other Students (IWO)	4.44	1.13	4.71	0.40	-0.27	-2.94	241	.004
Environment	4.56	0.56	4.74	0.25	-0.18	-3.71	268	.000
Home Life Counseling (HLC)	4.65	1.03	4.54	0.54	0.11	1.05	286	.294
School Performance (SP)	4.43	0.72	4.51	0.43	-0.08	-1.12	286	.263
Physical Well Being (PWB)	4.28	0.98	4.42	0.52	-0.15	-1.65	282	.099
Personal Counseling (PC)	3.90	1.17	4.41	0.49	-0.51	-5.15	260	.000
Service	4.32	0.60	4.50	0.40	-0.19	-3.19	284	.002
Total	4.49	0.50	4.63	0.30	-0.14	-3.055	286	.002

* MD=Mean Difference

Comparisons of Students Perceptions with those of Parents and Educators

This section presents the results which answer the third research question: Do the self-reported guidance needs of students differ with other parents' and educators' perspectives?

Multivariate analysis followed by post hoc analysis was performed to detect the differences among participants in the lower and upper elementary levels in Table 12 and Table 13 respectively.

In Table 12, the total needs as well as the three areas of needs do not show any significant difference among the lower elementary participants. A significant difference among participants appears in four subscales.

Post hoc analysis in Table 12 shows that students express less need on Mental Emotional Health than both parents and educators. It also shows that students express less need than educators on School Building Grounds and greater need than educators on Safety and Accident Prevention. Furthermore, post hoc analysis shows that students express less need for Personal Counseling than both parents and educators.

Table 12

Multivariate Tests across Participants in Lower Elementary level

Subscales	S	P	E	Post hoc analysis				
	N= 179 M (SD)	N= 236 M (SD)	N= 36 M (SD)	F	Sig.	S/P	S/E	P/E
Academic Skills (AS)	4.52 (0.84)	4.51 (0.68)	4.61 (0.49)	0.31	.735	-	-	-
Instructional Physical Well Being (IPWB)	4.68 (0.68)	4.79 (0.50)	4.75 (0.65)	1.96	.142	-	-	-
Mental Emotional Health (MEH)	4.39 (1.01)	4.64 (0.81)	4.61 (0.93)	4.28	.014	S<P p=.015	S<E P=.400	- P=.978
Safety&Accident Prevention(SAP)	4.78 (0.66)	4.78 (0.58)	4.38 (0.86)	6.49	.002	- p=1.000	S>E p=.031	P>E p=.028
Interpersonal Relationships(IR)	4.66 (0.66)	4.75 (0.47)	4.63 (0.62)	1.58	.208	-	-	-
Instruction	4.59 (0.57)	4.68 (0.42)	4.59 (0.58)	1.90	0.150	-	-	-
School Building Grounds (SBG)	4.71 (0.73)	4.56 (0.88)	4.91 (0.28)	4.05	0.018	- p=.127	S<E p=.022	P<E p=.000
Involvement With Other Students (IWO)	4.44 (1.13)	4.36 (1.16)	4.53 (0.81)	0.54	0.586	-	-	-
Involvement With Staff (IWS)	4.49 (0.79)	4.49 (0.80)	4.57 (0.62)	0.18	0.835	-	-	-
Outside School Issues (OS)	4.51 (0.61)	4.43 (0.76)	4.54 (0.63)	0.89	0.410	-	-	-

"Table 12

Continued"

Subscales	S	P	E	Post hoc analysis				
	N= 179	N= 236	N= 36					
	M (SD)	M (SD)	M (SD)	F	Sig.	S/P	S/E	P/E
Environment	4.56 (0.56)	4.52 (0.58)	4.64 (0.41)	0.86	0.424	-	-	-
Physical Well Being(PWB)	4.28 (0.98)	4.06 (0.99)	4.26 (0.78)	2.62	.074	-	-	-
Personal Counseling (PC)	3.90 (1.17)	4.25 (1.08)	4.56 (0.91)	7.86	.000	S<P p=.006	S<E p=.001	- p=.162
Home Life Counseling(HLC)	4.65 (1.03)	4.68 (0.99)	4.17 (1.38)	3.83	.022	- p=.968	- p=.124	- p=.095
School Performance (SP)	4.43 (0.72)	4.52 (0.72)	4.53 (0.44)	0.92	.400	-	-	-
Service	4.32 (0.60)	4.38 (0.60)	4.38 (0.59)	0.58	.562	-	-	-
Total	4.49 (0.50)	4.53 (0.46)	4.53 (0.47)	0.34	.714	-	-	-

In Table 13, the total needs mean score does not show a significant difference among the upper elementary participants. Except for the Environment area, the other two need areas do not show a significant difference among participants.

Post hoc analysis in Table 13 shows that students express greater need than parents on all Environment subscales. In the Instruction area, post hoc analysis shows that students express greater need than parents on Safety and Accident Prevention and Academic Skills subscales. In the Service area, students differ by expressing less need for Personal Counseling subscale than educators.

Table 13

Multivariate Tests across Participants in Upper Elementary level

Subscales	SN=109	PN= 146	EN=26	Post hoc analysis				
	M (SD)	M (SD)	M (SD)	F	p	S/P	S/E	P/E
School Building Grounds (SBG)	4.81 (0.35)	4.67 (0.42)	4.77 (0.37)	4.52	.012	S>P .008	- .833	- .426
Involvement With Other Students (IWO)	4.71 (0.40)	4.56 (0.44)	4.76 (0.45)	5.54	.004	S>P .009	- .862	- .093
Involvement With Staff (IWS)	4.73 (0.28)	4.57 (0.37)	4.72 (0.42)	6.72	.001	S>P .001	- .997	- .243
Outside School Issues (OS)	4.75 (0.30)	4.46 (0.52)	4.71 (0.36)	14.75	.000	S>P .000	- .856	P<E .013
Environment	4.74 (0.25)	4.58 (0.35)	4.72 (0.36)	8.46	.000	S>P .000	- .967	- .178
Academic Skills (AS)	4.65 (0.33)	4.53 (0.37)	4.68 (0.38)	4.52	.012	S>P .020	- .881	- .138
Instructional Physical Well Being (IPWB)	4.61 (0.52)	4.65 (0.42)	4.81 (0.29)	2.12	.122	-	-	-
Mental Emotional Health (MEH)	4.61 (0.50)	4.63 (0.49)	4.64 (0.49)	0.06	.938	-	-	-
Safety & Accident Prevention(SAP)	4.74 (0.36)	4.60 (0.41)	4.61 (0.43)	4.27	.015	S>P .010	- .334	- .991
Interpersonal Relationships (IR)	4.70 (0.43)	4.65 (0.37)	4.65 (0.57)	0.47	.625	-	-	-
Instruction	4.65 (0.33)	4.60 (0.34)	4.69 (0.33)	1.12	.326	-	-	-
Physical Well Being (PWB)	4.42 (0.52)	4.39 (0.40)	4.62 (0.36)	2.74	.066	-	-	-
Personal Counseling(PC)	4.41 (0.49)	4.36 (0.40)	4.66 (0.35)	5.38	.005	- .595	S<E .011	P<E .001
Home Life Counseling (HLC)	4.54 (0.54)	4.55 (0.46)	4.59 (0.57)	0.10	.906	-	-	-
School Performance (SP)	4.51 (0.43)	4.50 (0.37)	4.68 (0.33)	2.37	.096	-	-	-
Service	4.50 (0.40)	4.48 (0.34)	4.65 (0.34)	2.31	.101	-	-	-
Total	4.63 (0.30)	4.56 (0.32)	4.69 (0.32)	3.07	.048	- .119	- .721	- .152

Comparisons between Private and Public Schools

This section presents results that answer the fourth research question: Do these self-reported student needs differ between public and private schools in Greater Beirut?

Table 14 shows comparisons of mean scores between lower elementary students in private and public schools. Lower elementary students in private schools express less need than those public in total needs score and the three areas of needs. Except for School Building Grounds, Safety and Accident Prevention, and Home Life Counseling, all other subscale scores have significant lower means in private schools compared to public schools.

Table 14

t-test Comparisons of lower elementary students between School Types

Lower Elementary								
Subscales	Private school Students N=133		Public school Students N=46		M D	t	df	p
	M	SD	M	SD				
School Building Grounds (SBG)	4.67	0.75	4.83	0.67	-0.15	-1.29	87	.200
Involvement With Other Students (IWO)	4.33	1.21	4.76	0.77	-0.43	-2.79	125	.006
Involvement With Staff (IWS)	4.39	0.81	4.75	0.67	-0.36	-2.93	93	.004
Outside School Issues (OS)	4.41	0.64	4.82	0.33	-0.41	-5.51	150	.000
Environment	4.48	0.57	4.81	0.45	-0.33	-4.00	98	.000
Academic Skills (AS)	4.40	0.87	4.86	0.64	-0.46	-3.77	105	.000
Instructional Physical Well Being (IPWB)	4.58	0.76	4.98	0.10	-0.40	-6.00	145	.000
Mental Emotional Health (MEH)	4.23	1.03	4.83	0.82	-0.59	-3.93	97	.000

"Table 14

Continued"

Lower Elementary								
Subscales	Private school Students N=133		Public school Students N=46		M D	t	df	p
	M	SD	M	SD				
Safety & Accident Prevention(SAP)	4.73	0.68	4.91	0.59	-0.18	-1.75	90	.084
Interpersonal Relationships (IR)	4.58	0.72	4.89	0.35	-0.31	-3.80	156	.000
Instruction	4.48	0.57	4.89	0.46	-0.41	-4.84	95	.000
Physical Well Being (PWB)	4.10	1.01	4.80	0.69	-0.70	-5.23	115	.000
Personal Counseling(PC)	3.77	1.22	4.28	0.93	-0.52	-2.62	177	.010
Home Life Counseling (HLC)	4.59	1.09	4.83	0.82	-0.23	-1.50	103	.135
School Performance (SP)	4.32	0.72	4.77	0.62	-0.45	-4.07	89	.000
Service	4.19	0.59	4.67	0.50	-0.47	-4.92	177	.000
Total	4.38	0.48	4.79	0.43	-0.40	-5.36	87	.000

Table 15 shows comparisons of mean scores between upper elementary students in private and public schools. In upper elementary level, Private school students express less need than public school students in total needs score and the three areas of needs. Except for Involvement With Other Students, Involvement With Staff and Academic Skills, all other subscale scores have significant lower mean scores in private schools compared to public schools.

Table 15

t-test Comparisons of upper elementary students between School Types

Upper Elementary								
	Private School Students N= 73		Public School Students N= 36		MD	<i>t</i>	<i>df</i>	<i>p</i>
	M	SD	M	SD				
School Building Grounds (SBG)	4.77	0.40	4.91	0.21	-0.14	-2.49	107	0.014
Involvement With Other Students (IWO)	4.67	0.44	4.79	0.26	-0.12	-1.76	104	0.082
Involvement With Staff (IWS)	4.70	0.27	4.78	0.29	-0.07	-1.31	107	0.192
Outside School Issues (OS)	4.70	0.34	4.84	0.17	-0.14	-2.80	107	0.006
Environment	4.70	0.27	4.83	0.17	-0.13	-3.14	101	0.002
Academic Skills (AS)	4.63	0.34	4.68	0.31	-0.05	-0.76	107	0.452
Instructional Physical Well Being (IPWB)	4.53	0.55	4.76	0.40	-0.23	-2.44	93	0.017
Mental Emotional Health (MEH)	4.52	0.53	4.79	0.37	-0.27	-3.07	94	0.003
Safety & Accident Prevention(SAP)	4.68	0.40	4.86	0.23	-0.17	-2.84	104	0.005
Interpersonal Relationships (IR)	4.64	0.49	4.84	0.22	-0.20	-2.95	106	0.004
Instruction	4.59	0.35	4.77	0.24	-0.18	-3.14	94	0.002
Physical Well Being (PWB)	4.33	0.54	4.61	0.43	-0.28	-2.90	86	0.005
Personal Counseling(PC)	4.34	0.52	4.56	0.39	-0.23	-2.30	107	0.023
Home Life Counseling (HLC)	4.47	0.58	4.68	0.42	-0.20	-2.07	92	0.041
School Performance (SP)	4.46	0.47	4.61	0.31	-0.16	-2.09	97	0.039
Service	4.44	0.42	4.64	0.30	-0.21	-2.94	93	0.004
Total	4.57	0.32	4.75	0.19	-0.17	-3.53	103	0.001

Results Summary

Students in the lower elementary level have no significant difference between Instruction and Environment areas, but both areas are more significantly rated than

Service. On the other hand, students in the upper elementary level have Environment area as more significantly rated than Instruction followed by Service. This briefly answers the first research question: What are the self-reported guidance needs of students in lower elementary and upper elementary levels in Greater Beirut?

Lower elementary students report significant less need than upper elementary students on the total needs as well as for Environment and Service areas. However, lower elementary students do not significantly differ from upper elementary students on Instruction area. In general, lower elementary students express less need than upper elementary students on five subscales. This shortly answers the second research question: Do these needs differ between lower elementary and upper elementary grade levels?

Comparisons among participants in each elementary level are briefed as follows, in answer to the third research question: Do the self-reported guidance needs of students differ with other parents' and educators' perspectives? The total needs as well as the three areas of needs do not show any significant difference among the lower elementary participants. However, students differ from parents on two subscales and from educators on four subscales. The total needs do not show a significant difference among the upper elementary participants. Except for the Environment area, the other two need areas do not show a significant difference among participants. Students differ from parents on six subscales and differ with educators only on the Personal Counseling subscale. Thus, lower elementary students agree more with parents and less with educators, whereas upper elementary students agree more with educators and less with parents.

Finally, the differences of the needs of lower and upper elementary students in private and public schools are briefed as follows, in order to answer the fourth research question: Do these self-reported student needs differ between public and private schools in Greater Beirut? Both lower and upper elementary students express less need in private schools than public schools on the total needs as well as the three areas of needs. In both elementary levels, students in public schools expressed less need for 10 out of the 13 subscales. Thus, students in public schools at both elementary levels report greater need than those in private schools for a wide range of needs.

CHAPTER V

DISCUSSION

The design of School Guidance and Counseling Programs that are supposed to meet students needs have long been based on expert judgments. Some researchers suggested that including students' perceptions of their own needs serves in better design of Comprehensive Guidance and Counseling Programs. Very limited research has been available worldwide on including self-reported needs of students in the intention to develop better counseling programs. Some Canadian studies (Drefs, 2002; Gordon, 2000; Kemeny, 1997; Robinson,1999) have used modified versions of Collins (1998) Student Needs Survey in order to identify the self-reported needs of students across all school levels. Some of these studies also compared between the perceptions of students and adults (parents and educators) about the needs of students. Other studies compared the differences of student self-reported needs across grade levels (Couture, 2002; Drefs, 2003) Knowing that in Lebanon there is limited research on self-reported guidance needs of students, especially in the lower elementary and upper elementary levels, this study aims to identify the needs of lower and upper elementary students in Greater Beirut public and private schools by including the perspective of students, parents, and school educators.

This study has made use of the surveys that were originally used in Drefs (2002) and Robinsons (1999) study, because those surveys were originally developed to assess the student needs related to Comprehensive Guidance and Counseling programs. The surveys were modified to suit the Lebanese context and translated to Arabic. The

needs assessed by the survey are clustered around three main areas: Service, Instruction, and Environment.

The study was conducted in 9 schools in Greater Beirut (6 private, 3 public). The sample (N= 732) included 288students, 382 parents, and 62 educators.

Results showed that students across elementary levels, and across private and public schools have reported high need for all the need subscales of the survey. However, there are some significant differences in ranking of needs within each school level. Comparisons between school levels, among participants and school types also showed some significant differences.

This chapter provides a discussion of the results of this study based on the following four areas that reflect the answers to the four research questions: student reported needs, differences in needs between elementary levels, differences in needs across participants, and differences in needs between public and private schools. The discussion includes comparing the results to previous studies on student needs, other relevant research, and making connections with theories. Limits and limitations of the study will be considered, and the chapter will end with a conclusion and recommendations for further research and practice.

Student Reported Needs

Lower elementary students in this study regarded Environment needs as having equal importance to those of Instruction and Service needs of least importance. This could be because lower elementary students in Lebanon are not aware of the nature and importance of Service needs and rather view more direct benefit from Environment and Instruction areas. This differs from the similar study done in Canadian context; Drefs

(2002) found out that lower elementary students reported highest needs for Instruction followed by Service and finally Environment needs. It could be that Canadians are more informed on Service needs due to having established school counseling programs for decades.

Results also showed that Safety and Accident Prevention, School Building Grounds, Instructional Physical Well Being, and Interpersonal Relationships are rated by lower elementary students as top subscales. Reporting high interest in receiving instruction on Safety and Accident Prevention and on Physical Wellbeing is supported by age-level characteristics of this age period which suggest that safety and growth are critical at elementary student age (Biehler & Snowman; 2000). Also, reporting high need for instruction on Interpersonal Relationships is justified by having elementary students tend to develop more stable friendships (Biehler & Snowman; 2000). The school physical environment is also of importance to students at elementary level because a healthy and well equipped school environment will serve in maintaining student health and safety (e.g. having better washrooms and clean surrounding). These results agree with Drefs (2003) on having lower elementary students reporting highest need on Instructional Physical Well-being and Interpersonal Relationships, but disagree by excluding Mental Emotional Health from being among the top needs and including Safety and Accident Prevention instead. Probably, the benefits that Lebanese lower elementary students may get from instruction on Safety and Accident Prevention - which includes teaching students about ways to protect themselves physically and prevent accidents - are more concrete to them than the benefits that they may get from Mental Emotional Health. As explained earlier, Mental Emotional Health subscale is about dealing with feelings and thoughts -both of which are too abstract for lower

elementary students to grasp. However, Canadian students are ahead in receiving guidance and counseling services as part of the Comprehensive Guidance and Counseling program which has been implemented there for decades. This advantage may have helped Canadian students develop better understanding and awareness of Mental Emotional Health and its benefits to them compared to Lebanese students who are poorly aware of it.

On the other hand, the results showed that Personal Counseling is rated as lowest subscale for lower elementary students. Reporting more need for guidance instruction rather than individual counseling services at elementary level matches with the Guidance and Counseling programs; at the elementary level, individual counseling services are less needed than upper school levels (ASCA, 2008).

As for upper elementary students, results of this study showed that they have Environment area as more significantly rated than Instruction followed by Service. All of the Environment subscales were rated among the five top subscales, in addition to Safety and Accident Prevention which belongs to the Instruction area. On the other hand, Personal Counseling was rated as lowest subscale. This indicates that upper elementary students are more concerned about the Environment than other areas. Even the Safety and Accident Prevention subscale, which belongs to the Instruction area, is related in a way or another to the physical environment since it is about teaching students how to stay safe and avoid accidents in their surroundings. On the other hand, students were least concerned about the Service area, probably because they do not see a direct and tangible benefit from it especially the Personal Counseling subscale. Another possible explanation could be that Lebanese students are not fully aware of the importance of Service needs and how they may affect them in person; thus,

they have ranked them least. In contrast to Lebanese students, Canadian students (Robinson, 1999) expressed more need for Services than the other two areas and were least concerned about Environment needs. Probably, the Canadian students may not have regarded the Environment need as a priority because they already have it as a met need. On the other hand, they regarded Service needs as a priority probably because it is an ongoing necessity. When considering the subscales, Robinson's findings agree only in having Issues Outside School among the top students rated needs (second ranked). Robinson considerably differs by having Safety and Accident Prevention ranked least rather than among the top student rated needs. This is probably because Canadian students are already receiving instruction related to Safety and Accident Prevention, but Issues Outside School is an ongoing need that both student populations have viewed as a priority. Issues Outside School, which include relationships with others at home or outside the school, vary from a person to another and are always ongoing and changing. Thus, these issues may need continuous follow up.

Difference between Lower and Upper Elementary Levels

Results showed that students regard Instruction needs have equal importance in both elementary levels but both Environment and Service needs of less importance in lower elementary level. Furthermore, lower elementary students differed from upper elementary students on 5 out of the 13 subscales. In particular, lower elementary students reported less need than upper elementary students for the following subscales: Outside School Issues, Involvement with Staff, and Involvement With Other Students, Personal Counseling, and Mental Emotional Health. The first three subscales are related to the social environment of the students at school and outside. Having students in lower

elementary express less need than upper elementary students for those three social environment subscales can be explained by social age level characteristics (Biehler & Snowman; 2000) which suggest that upper elementary students start to develop better friendships with others. Having lower elementary students express less need for Personal Counseling than upper elementary students can be supported by the ASCA model (ASCA, 2008) which suggests that less individual counseling is needed in early years. Having lower elementary students reporting less need for Mental Emotional Health - which involves dealing with feelings and thoughts- can be supported by the cognitive characteristics of this age group which suggest that lower elementary children are not able to understand abstract concepts such as feelings and thoughts and are more interested in concrete thinking (Biehler & Snowman; 2000). These results do not match with the comparison that Drefs (2003) did between lower and upper elementary levels except in agreeing on the shift from concerns of narrow social environment to broader social contexts.

Difference of Students Perceptions with those of Parents and Educators

Results showed that lower elementary students agree more with parents and less with educators, whereas upper elementary students agree more with educators and less with parents. These results, which are specific to a Lebanese context, reflect more congruence among the participants than all the original Canadian studies (Collins, 1998; Drefs, 2002; Gordon, 2000; Kemeny, 1997; Robinson, 1999) which had more variations in responses among participants. In the following comparisons will be made with Drefs (2002) and Robinsons (1999) studies, since those two studies have investigated the students needs at lower and upper elementary levels respectively.

Lower elementary students agreed with parents in expressing greater need than educators on Safety and Accident Prevention and less need on School Building Grounds. This suggests that lower elementary students are as much aware as their parents of the importance of receiving instruction on Safety and Accident Prevention but are less concerned than educators on School Building Grounds. Safety and Accident Prevention could have been rated higher by both parents and students rather than educators because it directly concerns the health and safety of the students; student health and safety are obviously a priority to student themselves as well as their parents. School Building Grounds may be of concern to educators more than students because it is the workplace of the educators. On the other hand, students expressed less need on Mental Emotional Health and Personal Counseling than both parents and educators. This may be explained by age level characteristics at this level (Biehler & Snowman; 2000) which suggest that lower elementary children have more concrete thinking and have difficulty in grasping abstract concepts such as thoughts and feelings which are dealt with in Mental Emotional Health and Personal Counseling. It can be concluded that lower elementary students in this study have less differences with parents than differences with educators. This may suggest that elementary students more attached to their parents at this level than their educators; thus, they may be more influenced by the viewpoints of their parents rather than their educators. This high degree of agreement may also be explained by age level characteristics of lower elementary students which tend to obey adults (Biehler & Snowman; 2000). By comparing to other studies, lower elementary students in Drefs (2002) study differed more with their parents on 5 other subscales. However, there has been no available study which compared the perspectives of lower elementary students with those of educators.

Among upper elementary participants, students expressed greater need than parents on all of the four Environment subscales and on both Academic Skills and Safety and Accident Prevention which belong to the Instruction area. This means that students feel greater need than parents for improving the Environment - which includes physical school environment and social environment inside and outside school. Knowing that it is the students who are engaged in this environment more than the parents, it is reasonable to have upper elementary students report greater need than parents on all Environment needs. However, having upper elementary students report greater need than parents on receiving instruction on Safety and Accident Prevention indicates that students feel greater need than parents for learning about ways to protect themselves and prevent accidents. This may reflect how students have a high degree of concern about their own safety which even exceeds the concern of their own parents. It could be that students feel the need for their own safety and security more than their parents. Perhaps the dangers and insecurities that students are facing at their schools are greater than parents' expectations. In addition, students are more concerned than parents on developing their Academic Skills. This also indicates a higher concern for students about their own academic needs than parents. Perhaps parents feel that schools are meeting the academic needs of students more than students do. Students may be directly feeling the difficulties they are facing in academics, and accordingly are reflecting their complaints.

Students in this study differed from parents on six subscales; in Robinson's study (Robinson, 1999) students differed from parents on 7 subscales. The only similarity with Robinson's study is in having students express less need than parents on Issues Outside School. On the other hand, in contrast to Robinson's study, the upper

elementary students in the current study express greater need than parents on Safety and Accident Prevention. Thus, it seems that Lebanese students are more concerned about their safety than their own parents, whereas Canadian students have their parents more concerned about their children's safety than their children themselves. It is interesting to note that Lebanese students are more aware of their safety needs compared to their own parents and compared to other students in other cultural contexts.

Results also showed that upper elementary students agree with educators on all the subscales but differ by expressing less need for Personal Counseling Service subscale. This could be explained by having educators more aware of counseling and the need for it than students. Thus, students in Lebanese context have a high degree of agreement with educators and differ only on Personal Counseling. This does not match with the Canadian context where students differed from educators on 9 subscales.

There is no available research in Lebanese literature that is directly related to comparing elementary student perceptions on their guidance needs with others (i.e. parents and educators). However, having more agreement with educators than differences has been reported in Lebanese context in other studies that do not directly target guidance needs; however, guidance needs are comprehensive enough to include issues related to education and school as a whole. Thus, some of these studies are mentioned here just to justify the point that students in Lebanese contexts tend to have a high degree of agreement with their educators on some educational issues which may be related to Academic Skills and school concerns related to Involvement with Staff.

For instance, Shehab (2011) found out that both students and teachers in a third grade writing classroom in a private school in Lebanon agree on using rubrics due to the

positive impact that they have on the teaching-learning process. Although Shehab is not directly addressing student guidance needs, the issue of using rubrics and its impact on teaching-learning process is related to Academic Skills subscale.

Katerji (2011) reported that upper elementary students agreed with teachers, head of cycle, school counselor and school principal that the rules were essential for improving students' academic achievement in addition to altering students' inappropriate behavior. This can be related to Involvement with Staff since setting the rules at school involves the interaction between both the school staff and students.

In brief, the students in this study had more agreement with parents and more differences with educators at lower elementary level. On the other hand, students had more differences with parents and more agreement with educators at upper elementary level. This could indicate that at upper elementary students become less affected by the home environment and more affected by the school environment; by the time students reach upper elementary level they may have developed ideas and thoughts that are more similar to those of educators than their own parents. Canadian students at lower elementary level differ more with their parents viewpoints, and at upper elementary level they differ more with both parents and educators. It could be that the Canadian culture is more encouraging for students to develop their independent viewpoints as early as childhood whether at home or school environments.

Student Needs in Public and Private Schools

Results showed that students in public schools at both elementary levels report greater need than those in private schools for a wide range of needs. Except for School Building Grounds, Safety and Accident Prevention, and Home Life Counseling, all

other subscales are reported as less needed by lower elementary students in private schools compared to public schools. Similarly, all subscales are reported as less needed by upper elementary students in private schools compared to public schools except for Involvement With Other Students, Involvement With Staff and Academic Skills.

The results reflect that students are aware of the existing gap between both private and public schools. Reports from Ministry of Education and Higher Education (MEHE, 2010) show that enrollment rates in public schools are decreasing sharply due to the broadening of the gap between public and private schools specifically in achievement. Other studies further explain how private and public schools in Lebanon are different. The study of Najjar (2008), which found more differences than similarities between private and public schools, may be relied on to explain the difference in results between private and public schools. Najjar reports public schools as less technologically equipped than private schools, which explains the result of public schools demanding more improvement on School Building and Grounds. Also Najjar's study reports having more academic collaborations in private schools among teachers who are driven to develop their profession; this may explain why private schools achieve better School Performance. The lack of flexible communication in public schools as well as the inconsistent relationship between teachers/staff and students reported by Najjar may explain why public schools demand more need on Involvement with Staff. Having parents less engaged in public schools may explain the greater need for Home Life Counseling in public schools. Having less discipline in public schools may explain why public schools reported greater need for Personal Counseling Services as well as instruction on Mental Emotional Health and Interpersonal Relationships.

Having public school students in both elementary levels expressing more need for Services related to Physical Wellbeing and Instruction on Physical Wellbeing can be explained by the Lebanese studies which showed that public school students have poorer health status compared to private school students. Studies that considered the health needs (Hanna , 2012; Melzer,2002; Moukarzel,2012) remarked that students health status is poorer in public schools compared to private ones and called for the need to develop health awareness programs at Lebanese schools as well as health services. This supports the result which showed greater need for Instruction on Physical Wellbeing in public schools compared to private ones.

Thus, having students report greater need for a wide range of needs in public compared to private schools justifies that students are aware of the existing broad difference between the two school types. It can be inferred that students as young as the studied age group can be aware of their needs and are able to report them.

Conclusions

Although both lower and upper elementary students in this study reported needs that minimally agree with similar studies (Drefs, 2002; Robinsons, 1999), the top needs that they reported are justified by age level characteristics of each elementary level. Also having both elementary levels rate Personal Counseling as least needed may be justified by the poor status of counseling programs at Lebanese schools (Ayyash-Abdoet al., 2010).

Lower elementary students in this study differed from those in Drefs' study (Drefs, 2002) by having more agreement with parents. Upper elementary students differ with parents on a wide range of needs but not as wide as the difference between

Canadian upper elementary students and their parents (Robinson, 1999). On the other hand, upper elementary students in this study express more agreement with educators on needs, which contrasts with Robinson's findings.

The wide range of differences between private and public schools in both elementary levels is justified by the poor status of public schools in Lebanon (MEHE, 2010). Thus, in their reporting of needs, students in public schools were able to feel the existing need to have more attention than private schools on a wide range of needs.

From these findings, it can be concluded that both lower and upper elementary students were able to detect their own needs to an extent that matches with the age level characteristics as well as existing status of differences between school types.

To conclude, students in this study expressed greater need for basic needs related to environment and instruction. They were not concerned about service needs which may be more of a luxury compared to school physical environment and instruction specifically related to safety and accident prevention. The opposite was witnessed in western studies where they already have those basic needs met and are looking forward to improving service needs. The students' inattention to the importance of counseling needs must be considered by counselors. Counselors may need to focus their efforts on raising awareness among elementary students on the importance of school counseling and its potential benefits to students themselves. Awareness on the importance of counseling services may also be needed for parents since their viewpoints may influence those of their children especially at the lower elementary level. Also knowing that educators may influence the viewpoints of students, they should also be

informed on the importance of counseling services and on ways to promote these services to their students.

Limitations of Study

The study is limited to the Greater Beirut region; thus, its results may not accurately reflect the situation of other students in Lebanon. The used survey may need more development to better suit the specific needs of the target students. The current modifications of the survey have left subscales with few items - like Home Life Counseling in the lower elementary level which was represented by only one item. This may have affected the validity of the subscale. The survey was read and clarified to Grade 1 and 2 students because they will not be able to complete it by themselves. The participants who filled the surveys were originally 1072 but data analysis had to exclude 340 surveys because they were not complete.

Recommendation for Further Research

Knowing that there is lack in research on self-reported needs of students in Lebanon, this study has paved the way in the direction of identifying student needs from their own perspective as early as lower elementary age level. It may not have exposed the students' needs fully and accurately; however, it serves as preliminary attempt from which future researchers may learn, modify and build on. Future research may be interested in developing better instruments that assess self-reported needs of students more comprehensively and accurately, especially at lower elementary level. Also future research may be interested in filling the gap of this research by analyzing data at the item level not only subscale level. This may allow for more detailed reporting of student needs. Knowing that this research is limited to elementary level, future research may be

interested in extending it to upper school levels. Finally, since this study used a developed versions of surveys that were originally used in Canadian context, future research may be interested in making cross-cultural comparisons with this study.

Recommendations for Practice

If schools are to attend to the self-reported needs of students in this study in both elementary levels then they may consider student top rated needs into consideration. Thus, lower elementary educators may pay more attention to student needs on Safety and Accident Prevention, School Building Grounds, Instructional Physical Well Being, and Interpersonal Relationships. Educators in the upper elementary level need to focus their attention on serving students more on all of the needs that are related to the physical and social environment in addition to Safety and Accident Prevention. On the other hand, educators may take into consideration that students in both elementary levels pay less attention to Personal Counseling needs. Educators may inform students more about this service and promote it to them, in case students have rated it least because of their minimal knowledge about it.

For schools that have existing counseling services, counselors may make use of the results in prioritizing the needs that they would include in guidance instruction at both elementary levels according to student preferences. Counselors may also benefit from knowing about the similarities and differences among the viewpoints of students, parents, and educators, for this may reflect to a certain extent student-parent as well as student-educator relationships. Counselors also should have a leading role in advocating for school counseling and raising awareness among students on this service which they seem to know very little about. Counselors should also advocate for meeting the student

basic needs – related to environment and instruction- in order to pave the way for establishing the service needs. Unless the basic student needs are met, it would be hard to establish any counseling services at school.

One of the major obstacles that may hinder the establishment of counseling services at Lebanese schools may be financial. The school which cannot afford the cost of improving its physical environment may not afford the cost of including counseling services. This applies to both school types but may be of greater concern in public schools. The ministry of Education, who is already aware of the gap between private and public schools, may add to its knowledge that even students as young as lower elementary age are aware of these deficiencies in public schools and are calling for a higher need on attending to a wide range of needs in public schools compared to private schools.

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APPENDIX A
ORIGINAL LOWER ELEMENTARY SURVEY

Student Needs Survey

Primary School
(Grades 1-3)

Student Survey

ISBN

1. Educational surveys — Alberta. I. Title. II. Title: Primary school
(grades 1-3): parent survey.

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Alberta
LEARNING

Student Needs Survey

for
Primary Schools
(Grades 1–3)

Please answer the questions in this booklet to help us find out what students in your school need.

You can skip any items that make you feel uncomfortable. However, the more you answer, the more we will know about what students at your school need.

You can skip items that make you uncomfortable.

Do not write your name on this book.
No one will know how you answered.

Note to Teacher:

Please transcribe student answers from booklet
to Primary Form Answer Sheet.

Acknowledgements

This survey was developed by a team of researchers from the:

Division of Applied Psychology

Faculty of Education

University of Calgary.

Project Leader and senior author

Bryan Hiebert, PhD

Development Team

Tamara Gordon

Shari Couture

Michelle Drefs

Joy Robinson.

Background Information

Draw an X in the box that describes you.

Are you a boy or a girl?	Boy	Girl			
What is your first language?	English	French	Chinese	Vietnamese	
	Arabic	Spanish	Punjabi	Other	
How long have you lived in Canada?	All your life	6 to 10 years	Less than 6 years	More than 10 years	
	4	5	6	7	8
What grade are you in?	K	1	2	3	
Who do you live with?	Parents	Other relatives	Foster/group placement		

Instructions

Read each sentence carefully and mark the answer that best describes how you feel. Do not think about how other people might answer. Answer the way you feel.

There are four possible answers. Place an "X" on the answer that best describes what you think.

- Y Yes, I agree
- ? If you are not sure
- N No, I don't agree
- If the question does not apply to you

Here is a sample sentence:	Yes	Not sure	No	Does not apply
I think that it is important to go to school every day.	Y	?	N	<input type="checkbox"/>
This person thinks it is important to go to school every day.				

Seeking Help							
At school, it is important for me to have . . .				Yes	Not sure	No	Does not apply
1.	another student to talk to about my problems.	Y	?	N	<input type="checkbox"/>		
2.	help to stop people from hurting my feelings.	Y	?	N	<input type="checkbox"/>		
3.	help to stop people from hurting my body.	Y	?	N	<input type="checkbox"/>		
4.	someone to help me understand what it means when someone I know dies.	Y	?	N	<input type="checkbox"/>		
5.	an adult to talk to who is not my teacher.	Y	?	N	<input type="checkbox"/>		
Physical Health							
At school, it is important for me to . . .				Yes	Not sure	No	Does not apply
6.	learn how to take proper care of my skin, hair and teeth.	Y	?	N	<input type="checkbox"/>		
7.	learn the names of the parts of my body.	Y	?	N	<input type="checkbox"/>		
8.	have someone to talk to about my weight.	Y	?	N	<input type="checkbox"/>		
9.	have my eyes and ears tested.	Y	?	N	<input type="checkbox"/>		
10.	learn how to tell when I am getting sick.	Y	?	N	<input type="checkbox"/>		
11.	learn how sleep affects my health and learning.	Y	?	N	<input type="checkbox"/>		
12.	learn how not to get diseases like the flu, colds, chicken pox, measles.	Y	?	N	<input type="checkbox"/>		
13.	learn first aid for small injuries.	Y	?	N	<input type="checkbox"/>		
14.	have more intramural sports.	Y	?	N	<input type="checkbox"/>		
15.	have more sports programs after school.	Y	?	N	<input type="checkbox"/>		
Relationships with Other People							
At school, it is important for me to learn . . .				Yes	Not sure	No	Does not apply
16.	how to work out problems or conflicts with others.	Y	?	N	<input type="checkbox"/>		
17.	how to be more considerate and respectful of others.	Y	?	N	<input type="checkbox"/>		
18.	how to fit in with other children.	Y	?	N	<input type="checkbox"/>		
19.	how to help people who are different than me feel like they belong.	Y	?	N	<input type="checkbox"/>		
20.	how to say “no” when my friends want me to do something that I don’t want to do.	Y	?	N	<input type="checkbox"/>		
21.	how to get along better with students from other grades.	Y	?	N	<input type="checkbox"/>		
22.	how to get along better with my parents and other adults.	Y	?	N	<input type="checkbox"/>		
23.	how being a boy or girl is part of being who I am.	Y	?	N	<input type="checkbox"/>		
24.	how to say “no” if someone touches my private parts.	Y	?	N	<input type="checkbox"/>		
25.	what to do if someone touches my private parts.	Y	?	N	<input type="checkbox"/>		

Mental/Emotional Health				
At school, it is important for me to learn . . .				
	Yes	Not sure	No	Does not apply
26.	Y	?	N	<input type="checkbox"/>
27.	Y	?	N	<input type="checkbox"/>
28.	Y	?	N	<input type="checkbox"/>
29.	Y	?	N	<input type="checkbox"/>
30.	Y	?	N	<input type="checkbox"/>
31.	Y	?	N	<input type="checkbox"/>

Family or Home Life				
At school, I want to learn . . .				
	Yes	Not sure	No	Does not apply
32.	Y	?	N	<input type="checkbox"/>
33.	Y	?	N	<input type="checkbox"/>
34.	Y	?	N	<input type="checkbox"/>

Remember:
 You can skip items that make you uncomfortable.
 No one will know how you answered.

Issues Outside of School				
These sentences are about where you live right now.				
It is important for me to have . . .				
	Yes	Not sure	No	Does not apply
35.	Y	?	N	<input type="checkbox"/>
36.	Y	?	N	<input type="checkbox"/>
37.	Y	?	N	<input type="checkbox"/>
38.	Y	?	N	<input type="checkbox"/>
39.	Y	?	N	<input type="checkbox"/>
40.	Y	?	N	<input type="checkbox"/>
41.	Y	?	N	<input type="checkbox"/>
42.	Y	?	N	<input type="checkbox"/>
43.	Y	?	N	<input type="checkbox"/>
44.	Y	?	N	<input type="checkbox"/>
45.	Y	?	N	<input type="checkbox"/>

You have been working very hard.

Perhaps your teacher would give you a short break now.

Remember: You can skip items that make you uncomfortable.
 No one will know how you answered.

Safety and Accident Prevention				
In order to live a safe life, it is important for me to learn . . .				
	Yes	Not sure	No	Does not apply
46. to play safely.	Y	?	N	<input type="checkbox"/>
47. about safety equipment, like bike helmets, kneepads, etc.	Y	?	N	<input type="checkbox"/>
48. about safety in and around cars.	Y	?	N	<input type="checkbox"/>
49. how to be safe on the street or in a public place.	Y	?	N	<input type="checkbox"/>
50. how to protect my personal privacy; e.g., internet, on the phone, at home, etc.	Y	?	N	<input type="checkbox"/>

School Performance				
I would do better in school if I . . .				
	Yes	Not sure	No	Does not apply
51. found my classes more interesting.	Y	?	N	<input type="checkbox"/>
52. wasn't so hungry.	Y	?	N	<input type="checkbox"/>
53. understood my work more easily.	Y	?	N	<input type="checkbox"/>
54. got into less trouble.	Y	?	N	<input type="checkbox"/>
55. had more field trips.	Y	?	N	<input type="checkbox"/>
56. had more guest speakers in my classes.	Y	?	N	<input type="checkbox"/>
57. felt better about how I do in school.	Y	?	N	<input type="checkbox"/>
58. did my school work more carefully.	Y	?	N	<input type="checkbox"/>

School Performance (continued)				
I would do better in school if I . . .				
	Yes	Not sure	No	Does not apply
59. felt comfortable telling my teacher when I don't understand what I have to do.	Y	?	N	<input type="checkbox"/>
60. had my parents give me more help with my schoolwork.	Y	?	N	<input type="checkbox"/>
61. was given more help with things I have trouble learning.	Y	?	N	<input type="checkbox"/>
62. understood what my teacher wants me to do.	Y	?	N	<input type="checkbox"/>
63. started to work more quickly.	Y	?	N	<input type="checkbox"/>
64. had less trouble getting along with my partners and completing group projects.	Y	?	N	<input type="checkbox"/>
65. found my school work less stressful.	Y	?	N	<input type="checkbox"/>

What my School is Like				
At school, I would like . . .	Yes	Not sure	No	Does not apply
66. less damage to school property.	Y	?	N	<input type="checkbox"/>
67. less garbage and litter scattered around the school.	Y	?	N	<input type="checkbox"/>
68. no spitting inside or around the school.	Y	?	N	<input type="checkbox"/>
69. the same chances for boys and girls to do things.	Y	?	N	<input type="checkbox"/>
70. less bullying.	Y	?	N	<input type="checkbox"/>
71. less fighting.	Y	?	N	<input type="checkbox"/>

What my School is Like (continued)				
At school, I would like . . .	Yes	Not sure	No	Does not apply
72. things like stealing and lying dealt with in a better way.	Y	?	N	<input type="checkbox"/>
73. better communication between teachers and parents.	Y	?	N	<input type="checkbox"/>
74. teachers who are less stressed.	Y	?	N	<input type="checkbox"/>
75. teachers and students who get along better.	Y	?	N	<input type="checkbox"/>
76. teachers being clear about how they want me to behave.	Y	?	N	<input type="checkbox"/>
77. fewer things and people interrupting my work.	Y	?	N	<input type="checkbox"/>
78. students helping make classroom rules.	Y	?	N	<input type="checkbox"/>
79. more choice for students in the work they do.	Y	?	N	<input type="checkbox"/>
80. teachers treating all students more fairly.	Y	?	N	<input type="checkbox"/>
81. clearer consequences for not following school rules.	Y	?	N	<input type="checkbox"/>
82. more activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school.	Y	?	N	<input type="checkbox"/>

School Buildings and Grounds					
It is important for me to have . . .					
	Yes	Not sure	No	Does not apply	
83.	a microwave to use at lunch.	Y	?	N	<input type="checkbox"/>
84.	better washrooms.	Y	?	N	<input type="checkbox"/>
85.	chairs and tables that fit me.	Y	?	N	<input type="checkbox"/>
86.	better temperature control in my classroom.	Y	?	N	<input type="checkbox"/>
87.	better noise control in my classroom.	Y	?	N	<input type="checkbox"/>
88.	a longer break at lunchtime.	Y	?	N	<input type="checkbox"/>
89.	better seating in the lunch room.	Y	?	N	<input type="checkbox"/>
90.	longer time to eat my lunch in the lunch room.	Y	?	N	<input type="checkbox"/>

Thank you for taking the time to complete this survey!

APPENDIX B
ORIGINAL UPPER ELEMENTARY SURVEY

Student Needs Survey

Elementary School
(Grades 4–6)

Student Survey



ISBN

1. Educational surveys — Alberta. I. Title. II. Title: Primary school (grades 1-3): parent survey.

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Student Needs Survey
for
Elementary Schools
(Grades 4–6)

Please answer the questions in this book to help us find out what students in your school need.

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

You can skip any items which you feel uncomfortable answering. However, the more you answer, the more we will know about what students at your school need.

The results of the survey will be used by the school in planning future programs. However, the school may not have the resources to meet all the identified needs immediately. Also, some needs may be the responsibility of groups outside the school. In any case, identifying student needs is a starting point for new projects.

The survey is anonymous.

All answers ARE strictly confidential.

Acknowledgements

This survey was developed by a team of researchers from the:
Division of Applied Psychology
Faculty of Education
University of Calgary.

Project Leader and senior author
Bryan Hiebert, PhD

Development Team
Tamara Gordon
Shari Couture
Michelle Drefs
Joy Robinson.

Instructions

This survey is about your needs. Please don't think about the needs of other students; tell us what you need.

Answer by filling in the appropriate circle on the answer sheet provided. Use an H.B. pencil.

In the space for student number, fill in the number on the front of your envelope. Do not fill in your own name or student ID number.

Read each statement and, focusing on your own personal needs, fill in the appropriate circle on the answer sheet provided:

- A** If you strongly agree
- B** If you agree
- C** If you don't feel strongly one way or the other (no opinion)
- D** If you disagree
- E** If you strongly disagree
- F** If the question does not apply to you

Example

The following changes to the school environment are important to me personally . . .
better air quality, temperature and humidity control.

Students who find that the air quality, temperature and humidity in the school need to be better controlled, likely would answer A or B.

Students who have no problems with the air quality, temperature and humidity in the school, likely would answer D or E.

Students who don't care either way, likely would answer C.

Please remember that this survey is anonymous.

All answers are strictly confidential.

Physical Health

It is important to me personally for the school to provide . . .

1. someone to talk to about my health.
2. special help for students with physical disabilities.
3. someone to talk to about my weight.
4. first aid for small injuries.
5. more intramural sports.
6. more sports programs after school.
7. eye and hearing testing.

It is important for me personally to learn . . .

8. how to prevent diseases, such as cancer or heart disease.
9. how sleep affects my health and learning.
10. how to avoid contagious diseases, like the flu, colds, chicken pox, measles and others.
11. how to take proper care of my skin, hair and teeth.
12. how my feelings affect my physical health.
13. how alcohol, drugs and smoking affect my health.
14. how to tell when I'm getting sick.

Seeking Help

It is important to me personally for the school to provide . . .

15. information about careers I am interested in.
16. information about getting in touch with social workers, counsellors or police officers.
17. help to stop physical or emotional abuse.
18. help to learn how to deal with the death of someone I know.
19. another student to talk to about my problems.
20. an adult to talk to who is not my teacher.

Remember: You can skip items that make you uncomfortable. No one will know how you answered.

Family or Home Life

It is important to me personally for the school to . . .

21. help me cope with my parents' separation or divorce.
22. help me cope with step-family issues.
23. help me cope with having part of my family living in another place.
24. help me understand what my parents expect of me.
25. help me learn how to take care of myself when my parents are not home.
26. offer advice on talking to my family about classmates or other friends.
27. offer advice on talking to my parents about sex.
28. help me deal with alcohol, drugs or gambling problems in my family.

School Performance

I would do better in school if I . . .

29. found my classes more interesting.
30. found my classes more challenging.
31. wasn't so hungry.
32. understood my school work more easily.
33. was able to read better.
34. was given special classes to help me with learning difficulties.
35. had more access to extra help for language arts, math, etc.
36. got into less trouble over my behaviour.
37. had better study skills (reading, note taking, writing tests, etc.).
38. had fewer learning problems or difficulties.
39. worried less about writing tests.
40. understood English better.
41. had more field trips.
42. had more guest speakers in my classes.
43. felt better about how well I do in school.
44. did my school work more carefully.
45. felt comfortable telling my teachers when I don't understand what I have to do.
46. I understood how the things I learn in school will be useful in my future.
47. I had my parents give me more help with my schoolwork.
48. I had a better idea of what my teachers want me to do.
49. my teachers told me why homework is important.
50. there were fewer distractions in class.
51. I did a better job of handing in my assignments on time.
52. I got down to work more quickly on my assignments.
53. I had more resources at school to do my schoolwork; e.g., computers, library, atlas, etc.
54. I had less trouble getting along with my partners and completing group projects.
55. I was more prepared for tests and quizzes.
56. I found tests and quizzes less stressful.
57. I took more responsibility for my learning.

Sexuality

It is important to me personally to learn about . . .

58. changes in my body and feelings as I grow up.
59. how being a boy or girl is part of my personality.
60. how to approach a teacher or counsellor regarding sensitive topics.
61. how to get help to stop sexual abuse or sexual assault.
62. what to do if someone touches my private parts.
63. factual information about sexual development.
64. the risks involved in prostitution and how to deal with pressures to become involved.

Remember:

This survey is about your needs.

Please don't consider the needs of other students.

Answer the way you personally feel.

Interpersonal Relationships

It is important to me personally to learn . . .

65. how to work out problems or conflicts with others.
66. how to build healthy relationships.
67. how to talk to my family and friends.
68. how to be more considerate and respectful of people whose views differ from mine.
69. how to stand up for myself in a group instead of being a follower all the time.
70. how to feel more accepted by others.
71. how to be a better listener.
72. how to help others deal with their problems.
73. how to get along better with members of the opposite sex.
74. how to get along better with members of the same sex.
75. how to get along better with students from other grades.
76. how to get along better with parents and other adults.

Mental/Emotional Health

It is important to me personally to gain the following information or skills . . .

77. how to deal with bad feelings.
78. how to feel good about myself.
79. how to deal with anger.
80. how to deal with feeling sad.
81. how to deal with thoughts of hurting myself or suicide.
82. how to find help in dealing with my feelings.
83. how to understand the way feelings affect how I act.
84. how to talk about my feelings more honestly.
85. how to set goals for myself.
86. how to stand up for myself.
87. how to accept my appearance.

Remember: You can skip items that make you uncomfortable.
No one will know how you answered.

School Atmosphere

The following changes to the school atmosphere are important to me personally . . .

88. less damage to school property.
89. less garbage and litter scattered around the school.
90. no spitting inside or around the school.
91. equal opportunities for boys and girls to do things.
92. less bullying.
93. more acceptance of other racial or cultural groups.
94. more respect for the fact that everyone is different.
95. more friendliness toward each other.
96. sexual harassment dealt with in a better way by adults.
97. crimes like stealing dealt with in a better way.
98. crimes like destroying other students' work dealt with in a better way.
99. more staff control of visitors in the school.
100. better communication between teachers and parents.
101. teachers feeling less stressed.
102. better teacher-student relationships.
103. teachers being clear about how they want me to behave.
104. more chances to be involved in school life; e.g., intramurals, school patrol, leadership, etc.
105. more understanding by teachers about the problems I face outside school.
106. students helping make rules and discussing assignments.
107. unfair treatment of students by teachers recognized and dealt with in a better way.
108. clear consequences for not following school rules.
109. teachers who treat all students the same.
110. more understanding by teachers about the amount of work I have to do.
111. extra help available more often.
112. more agreement between teachers, students and parents about school rules.
113. more understanding of disabilities, like deafness, learning disabilities, etc.
114. more activities, like clubs, games, crafts, sports, etc. offered at lunchtime or after school.

School Building and Grounds

The following changes to the school environment are important to me personally . . .

115. being able to use a microwave oven at lunch.
116. cleaner school building and grounds.
117. better washrooms.
118. chairs and tables that fit me.
119. more outside sand boxes and playground equipment.
120. better air quality, temperature and humidity control.
121. better noise control.
122. better quality lighting.
123. a longer break at lunch time.
124. better seating in the lunch room.
125. less pollution.
126. a mid-morning break between classes.

Safety and Accident Prevention

In order to live a safe life, it is important that I personally . . .

127. learn about the law and how it applies to me.
128. learn to give first aid.
129. learn about sports safety and safety equipment.
130. learn about safety in and around cars.
131. learn outdoor and survival skills.
132. learn to be safe on the street or in a public place.
133. learn how to protect my personal privacy; e.g., internet, on the phone, at home, etc.

Remember:

This survey is about your needs.

Please don't consider the needs of other students. Answer the way you personally feel.

You can skip items that make you uncomfortable.

No one will know how you answered.

Issues Outside School

Please answer this part in terms of where you live right now; e.g., with your family, in foster care, in a group home, etc.

In my life, the following changes are important to me personally . . .

134. enough money for my family to get the things we need, like food, clothing, shelter, etc.
135. fewer problems with alcohol, drugs or gambling.
136. more agreement about the rules in my home.
137. my parents spending more time with me.
138. people in my family spending more time at home.
139. less violence where I live (physical or sexual abuse).
140. less yelling and put-downs where I live.
141. the adults I live with getting some training as parents.
142. people feeling less stressed.
143. more caring, support and respect toward each other.
144. more understanding by adults about how many things I have to do outside of school.
145. more privacy for me.
146. having someone that I can depend upon.
147. being allowed to do more things on my own.
148. fewer expectations placed on me at home.
149. better relationships with my parents.
150. better relationships with my brothers and/or sisters.

Thank you for taking the time to complete this survey!

APPENDIX C
MODIFIED STUDENT NEEDS SURVEY FOR LOWER
ELEMENTARY SCHOOLS

(Grades 1–3)

Please answer the questions in this booklet to help us find out what you need.

You can skip any items that make you feel uncomfortable.

Do not write your name on this book.

Background Information

Draw a circle around the choice in the box that describes you.

Are you a boy or a girl?

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

What is your first language?

Arabic	French	English	Other
--------	--------	---------	-------

How old are you?

4	5	6	7	8	9
---	---	---	---	---	---

What grade are you in?

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

Who lives with you at home?

Parents	Relatives	Others
---------	-----------	--------

Instructions

Read each sentence carefully and mark the answer that best describes how you feel. Do not think about how other people might answer. Answer the way you feel.

There are four possible answers. Place an “X” on the answer that best describes what you think.

😊 Yes, I agree

? If you are not sure

☹ No, I don't agree

Here is a sample sentence:	Yes	Not sure	No
I think that it is important to go to school every day.	😊	?	☹
This person thinks it is important to go to school every day.			

Seeking Help			
At school, it is important for me to have . . .	Yes	Not sure	No
1. help to stop people from hurting my body.	☺	?	☹
2. someone to help me understand what it means when someone I know dies.	☺	?	☹
Physical Health			
At school, it is important for me to . . .	Yes	Not sure	No
3. learn how to take proper care of my skin, hair and teeth.	☺	?	☹
4. learn the names of the parts of my body.	☺	?	☹
5. have my eyes and ears tested.	☺	?	☹
6. learn how sleep affects my health and learning.	☺	?	☹
7. learn how not to get diseases like the flu, colds, chicken pox, measles.	☺	?	☹
8. have more intramural sports.	☺	?	☹
9. have more sports programs after school.	☺	?	☹
At school, it is important for me to learn . . .			
	Yes	Not sure	No
10. how to work out problems with others.	☺	?	☹
11. how to fit in with other children in my class.	☺	?	☹
12. how to get along better with students from other grades.	☺	?	☹
13. how to get along better with my parents.	☺	?	☹
Mental/Emotional Health			
At school, it is important for me to learn . . .	Yes	Not sure	No
14. what to do when I feel bad.	☺	?	☹
15. how to talk more about my feelings.	☺	?	☹
16. how to stand up for myself.	☺	?	☹
Family or Home Life			
At school, I want to learn . . .	Yes	Not sure	No
17. how to take care of myself when my parents are not home.	☺	?	☹

Issues Outside of School

These sentences are about where you live right now.

It is important for me to have . . .

	Yes	Not sure	No	
18. enough money for my family to get the things we need, like food, clothing, shelter, etc.	☺	?	☹	
19. my parents spend more time with me.	☺	?	☹	
20. more freedom to do things on my own.	☺	?	☹	
21. a better relationship with my parents.	☺	?	☹	
22. a better relationship with my brothers and/or sisters.	☺	?	☹	

Safety and Accident Prevention

In order to live a safe life, it is important for me to learn .

. .

	Yes	Not sure	No	
23. to play safely.	☺	?	☹	
24. about safety equipment, like bike helmets, kneepads, etc.	☺	?	☹	
25. about safety in and around cars.	☺	?	☹	
26. how to be safe on the street or in a public place.	☺	?	☹	

School Performance

I would do better in school if I . . .

	Yes	Not sure	No	
27. found my classes more interesting.	☺	?	☹	
28. wasn't so hungry.	☺	?	☹	
29. understood my work more easily.	☺	?	☹	
30. got into less trouble.	☺	?	☹	
31. had more field trips.	☺	?	☹	
32. did my school work more carefully.	☺	?	☹	
33. had my parents give me more help with my schoolwork.	☺	?	☹	
34. was given more help with things I have trouble learning.	☺	?	☹	
35. understood what my teacher wants me to do.	☺	?	☹	

What my School is Like			
At school, I would like . . .	Yes	Not sure	No
36. less damage to school property.	☺	?	☹
37. less garbage and litter scattered around the school.	☺	?	☹
38. less fighting.	☺	?	☹

What my School is Like (continued)			
At school, I would like . . .	Yes	Not sure	No
39. teachers and students who get along better.	☺	?	☹
40. teachers being clear about how they want me to behave.	☺	?	☹
41. clearer consequences for not following school rules.	☺	?	☹
42. more activities like clubs, games, crafts, sports, etc. offered at lunchtime or after school.	☺	?	☹

School Buildings and Grounds			
It is important for me to have . . .	Yes	Not sure	No
43. better washrooms.	☺	?	☹
44. chairs and tables that fit me.	☺	?	☹

Thank you for taking the time to complete this survey!

APPENDIX D

MODIFIED UPPER ELEMENTARY STUDENT SURVEY

(English Version)

Student Needs Survey
for
Upper Elementary Schools
(Grades 4–6)
Student Form

Please answer the questions in this booklet to help us find out what you need.
You can skip any items which you feel uncomfortable answering.

The survey is anonymous.
All answers ARE strictly confidential.

Instructions

This survey is about your needs.

Answer by circling the choice that is closest to your opinion.

Read each statement and, focusing on your own personal needs, circle the appropriate choice:

- 5 If you strongly agree (Strongly Agree)
- 4 If you agree (Agree)
- 3 If you are (Not Sure)
- 2 If you disagree (Disagree)
- 1 If you strongly disagree (Strongly Agree)

Physical Health		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	It is important to me personally for the school to provide . . . someone to talk to about my health.	5	4	3	2	1
2	special help for students with physical disabilities.	5	4	3	2	1
3	someone to talk to about my weight.	5	4	3	2	1
4	first aid for small injuries.	5	4	3	2	1
5	more sport events in my school.	5	4	3	2	1
6	more sports programs after school.	5	4	3	2	1
7	eye and hearing testing.	5	4	3	2	1

It is important for me personally to learn . . .						
8	how sleep affects my health and learning.	5	4	3	2	1
9	how to avoid contagious diseases, like the flu, colds, chicken pox, measles and others.	5	4	3	2	1
10	how to take proper care of my skin, hair and teeth.	5	4	3	2	1
11	how to tell when I'm getting sick.	5	4	3	2	1
Seeking Help It is important to me personally for the school to provide . . .		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
12	information about careers I am interested in.	5	4	3	2	1
13	information about getting in touch with social workers, counselors .	5	4	3	2	1
14	help to stop physical or emotional abuse.	5	4	3	2	1
15	help to learn how to deal with the death of someone I know.	5	4	3	2	1
16	another student to talk to about my problems.	5	4	3	2	1

Family or Home Life It is important to me personally for the school to . . .		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
17	help me understand what my parents expect of me.	5	4	3	2	1
18	help me learn how to take care of myself when my parents are not home.	5	4	3	2	1
19	offer advice on talking to my family about classmates or other friends.	5	4	3	2	1

School Performance I would do better in school if I . . .		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
20	found my classes more interesting.	5	4	3	2	1
21	found my classes more challenging.	5	4	3	2	1
22	wasn't so hungry.	5	4	3	2	1
23	understood my school work more easily.	5	4	3	2	1
24	was able to read better.	5	4	3	2	1
25	was given special classes to help me with learning difficulties.	5	4	3	2	1
26	had more access to extra help for language arts, math, etc.	5	4	3	2	1
27	got into less trouble over my behavior.	5	4	3	2	1
28	had better study skills (reading, note taking, writing tests, etc.).	5	4	3	2	1
29	worried less about tests.	5	4	3	2	1
30	understood Language of instruction better.	5	4	3	2	1
31	had more field trips.	5	4	3	2	1
32	did my school work more carefully.	5	4	3	2	1
33	felt comfortable telling my teachers when I don't understand what I have to do.	5	4	3	2	1
School Performance (continued) I would do better in school if . . .		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
34	I understood how the things I learn in school will be useful in my future.	5	4	3	2	1
35	I had my parents give me more help with my schoolwork.	5	4	3	2	1
36	I had a better idea of what my teachers want me to do.	5	4	3	2	1
37	my teachers told me why homework is important.	5	4	3	2	1
38	there were fewer distractions in class.	5	4	3	2	1
39	I hand in my assignments on time.	5	4	3	2	1
40	I got down to work more quickly on my assignments.	5	4	3	2	1
41	I had more resources at school to do my schoolwork; e.g., computers, library, atlas, etc.	5	4	3	2	1
42	I had less trouble getting along with my partners and completing group projects.	5	4	3	2	1
43	I was more prepared for tests and quizzes.	5	4	3	2	1
44	I found tests and quizzes less stressful.	5	4	3	2	1
45	I took more responsibility for my learning.	5	4	3	2	1

Interpersonal Relationships It is important to me personally to learn . . .		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
46	how to work out problems or conflicts with others.	5	4	3	2	1
47	how to build healthy relationships.	5	4	3	2	1
48	how to talk to my family and friends.	5	4	3	2	1
49	how to be more considerate and respectful of people whose views differ from mine.	5	4	3	2	1
50	how to be a better listener.	5	4	3	2	1
51	how to help others deal with their problems.	5	4	3	2	1
52	how to get along better with students from other grades.	5	4	3	2	1
53	how to get along better with parents	5	4	3	2	1
Mental/Emotional Health It is important to me personally to gain the following information or skills...		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
54	how to deal with anger.	5	4	3	2	1
55	how to deal with feeling sad.	5	4	3	2	1
56	how to talk about my feelings more honestly.	5	4	3	2	1
57	how to set goals for myself.	5	4	3	2	1
58	how to stand up for myself.	5	4	3	2	1

School Atmosphere		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	The following changes to the school atmosphere are important to me personally . . .					
59	less damage to school property.	5	4	3	2	1
60	less garbage and litter scattered around the school.	5	4	3	2	1
61	equal opportunities for boys and girls to do things.	5	4	3	2	1
62	less bullying.	5	4	3	2	1
63	more respect for the fact that everyone is different.	5	4	3	2	1
64	more friendliness toward each other.	5	4	3	2	1
65	better communication between teachers and parents.	5	4	3	2	1
66	teachers feeling less stressed.	5	4	3	2	1
67	better teacher-student relationships.	5	4	3	2	1
68	teachers being clear about how they want me to behave.	5	4	3	2	1
69	students helping make rules and discussing assignments.	5	4	3	2	1
70	clear consequences for not following school rules.	5	4	3	2	1
71	teachers who treat all students the same.	5	4	3	2	1
72	more understanding by teachers about the amount of work I have to do.	5	4	3	2	1
73	extra help available more often.	5	4	3	2	1
74	more understanding of disabilities, like deafness, learning disabilities, etc.	5	4	3	2	1
75	more activities, like clubs, games, crafts, sports, etc. offered at lunchtime or after school.	5	4	3	2	1

school Building and Grounds		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The following changes to the school environment are important to me personally . . .						
76	cleaner school building and grounds.	5	4	3	2	1
77	better washrooms.	5	4	3	2	1
78	chairs and tables that fit me.	5	4	3	2	1
79	more outside playground equipment.	5	4	3	2	1
80	better quality lighting.	5	4	3	2	1
Safety and Accident Prevention		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
81	Learn about the law and how it applies to me	5	4	3	2	1
82	Learn to give first aid	5	4	3	2	1
83	Learn about sports safety and safety equipment	5	4	3	2	1
84	Learn about safety in and around cars	5	4	3	2	1
85	Learn to be safe on the street or in a public place	5	4	3	2	1
Issues Outside School		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Please answer this part in terms of where you live right now. In my life, the following changes are important to me personally . . .						
86	enough money for my family to get the things we need, like food, clothing, shelter, etc.	5	4	3	2	1
87	my parents spending more time with me.	5	4	3	2	1
88	more caring, support, and respect toward each other.	5	4	3	2	1
89	having someone that I can depend upon.	5	4	3	2	1
90	being allowed to do more things on my own.	5	4	3	2	1
91	fewer responsibilities placed on me at home.	5	4	3	2	1
92	better relationships with my parents.	5	4	3	2	1
93	better relationships with my brothers and/or sisters.	5	4	3	2	1

APPENDIX E
STUDENT ARABIC VERSION OF MODIFIED LOWER
ELEMENTARY SURVEY

استبيان احتياجات طلاب الحلقة الأولى
(الصفوف: 1-3)
نموذج التلميذ

الرجاء الإجابة على الأسئلة في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجاتك.
يمكنك أن تترك السؤال الذي لا ترغب في الإجابة عليه.

رجاءً، لا تكتب اسمك على هذه الصفحات.

معلومات عنك

ضع دائرة حول الإجابة المناسبة

				صبي بنت		هل أنت صبي أم بنت ؟
				العربية		ما هي لغتك الأولى؟
				الانكليزية		كم عمرك؟
				الفرنسية		في أي صف أنت؟
				غيرها		من يعيش معك في البيت؟
9	8	7	6	5	4	
				3	2	
				أقاربي غير ذلك	1 أهلي	

التعليمات

إقرأ كل جملة بدقة، ثم اختر الإجابة الأفضل التي تعبر عن رأيك.
هنالك ثلاث أجوبة ممكنة. ضع دائرة حول الجواب الذي يعبر عن رأيك إلى حد كبير:

☺ نعم (أوافق)
؟ (لست متأكد)
☹ لا (لا أوافق)

مثال:

لا	غير متأكد	نعم	
☹	؟	☺	من المهم أن أذهب إلى المدرسة كل يوم

هذا الشخص يظن أنه من المهم أن يذهب إلى المدرسة كل يوم

	طلب المساعدة في المدرسة، يهمني أن أحصل على ...	نعم	غير متأكد	لا
1	مساعدة لوقف الآخرين من إيذاء جسدي	☺	؟	☹
2	شخص يشرح ليماذا يعني عندما يمتدح شخص أعرفه	☺	؟	☹
	الصحة الجسدية في المدرسة، يهمني أن...	نعم	غير متأكد	لا
3	أتعلم كيف أعتني بجلدي، و شعري، و أسناني	☺	؟	☹
4	أتعلم أسماء أعضاء جسدي	☺	؟	☹
5	أحصل على فحص للعين والأذن	☺	؟	☹
6	أتعلم كيف يؤثر النوم على الصحة و الدراسة	☺	؟	☹
7	أتعلم الوقاية من الأمراض مثل (الانفلونزا ونزلات البرد وجذري الماء والحصبة).	☺	؟	☹
8	أن يوجد مسابقات رياضية أكثر	☺	؟	☹
9	أن يوجد برامج رياضية بعد الدوام	☺	؟	☹
	العلاقات مع الآخرين في المدرسة، يهمني أن أتعلّم...	نعم	غير متأكد	لا
10	كيف أحل مشكلاتي مع الآخرين	☺	؟	☹
11	كيف أنسجم مع التلاميذ في صفّي	☺	؟	☹
12	كيف أتعايش بشكل أفضل مع التلاميذ في الصفوف الأخرى	☺	؟	☹
13	كيف أتفق بشكل أفضل مع أهلي	☺	؟	☹
	الصحة العقلية/العاطفية في المدرسة، يهمني أن أتعلّم...	نعم	غير متأكد	لا
14	ماذا أفعل عندما أكون غير مرتاح	☺	؟	☹
15	كيف أتكلم أكثر عن مشاعري	☺	؟	☹
16	كيف أذاع عن نفسي (عن رأيي)	☺	؟	☹
	الحياة في البيت في المدرسة، يهمني أن أتعلّم...	نعم	غير متأكد	لا
17	كيف أهتم بنفسي عندما يكون أهلي خارج المنزل	☺	؟	☹
	خارج المدرسة يهمني أن...	نعم	غير متأكد	لا
18	يوجد عند أهلي مال كافٍ لكي يشتروا ما نحتاجه من طعام، وثياب وغيرها.	☺	؟	☹
19	يقضي أهلي معي وقت أطول	☺	؟	☹
20	يكون عندي حرية أكبر لكي أفعل الأشياء لوحدي	☺	؟	☹
21	يكون عندي علاقة أفضل مع أهلي	☺	؟	☹
22	يكون عندي علاقة أفضل مع إخوتي و أخواتي	☺	؟	☹
	السلامة والوقاية من الحوادث لكي أعيش حياة آمنة ، يهمني أن أتعلّم...	نعم	غير متأكد	لا
23	كيف ألعب بطريقة آمنة (دون مخاطرة، دون أن أعرض نفسي للخطر)	☺	؟	☹
24	عن معدات السلامة، مثل خوذات الدراجة (الطاسة) ، وغيرها .	☺	؟	☹
25	عن السلامة داخل السيارة ، و حول السيارات	☺	؟	☹
26	كيف أحافظ على سلامتي في الشارع و الأماكن العامة	☺	؟	☹

لا	غير متأكد	نعم	الأداء المدرسي سوف يكون أدائي في المدرسة أفضل إذا...	
☹	؟	☺	وجدت الصفوف ممتعة أكثر ومشوقة.	27
☹	؟	☺	لم أكن جائعاً جداً	28
☹	؟	☺	فهمت واجباتي بسهولة أكثر	29
☹	؟	☺	وقعت في متاعب أقل	30
☹	؟	☺	كان لدي رحلات أكثر	31
☹	؟	☺	أنجزت واجباتي المدرسية بدقة أكثر	32
☹	؟	☺	ساعدني أهلي أكثر في إنجاز واجباتي المدرسية	33
☹	؟	☺	حصلت على مساعدة أكثر في الأشياء التي لدي مشكلة في تعلمها	34
☹	؟	☺	فهمت ماذا تريد مني المعلمة أن أفعل	35
لا	غير متأكد	نعم	جو المدرسة في المدرسة، أرغب أن يكون هنالك...	
☹	؟	☺	تخريب أقل على مبنى المدرسة و الممتلكات (الجدران، المقاعد، اللوح..)	36
☹	؟	☺	أوساخ أقل في المدرسة (عدم رمي الأوساخ خارج سلة المهملات)	37
☹	؟	☺	تشاجر أقل بين التلاميذ	38
☹	؟	☺	علاقات أفضل بين المعلمات و التلاميذ	39
☹	؟	☺	تعليمات واضحة من المعلمات عن كيف يريدوني أن أتصرف	40
☹	؟	☺	قصاص واضح أكثر عند مخالفة قوانين المدرسة	41
☹	؟	☺	أنشطة أكثر مثل: النوادي ، و الألعاب، و الأشغال وغيرها..	42
لا	غير متأكد	نعم	مبنى المدرسة يهمني أن يكون هنالك...	
☹	؟	☺	حمامات أفضل	43
☹	؟	☺	مقاعد مريحة وطاولات تناسبني أكثر	44

شكراً على وقتك في ملئ الاستبيان !

Simplified Version of Student Arabic Lower Elementary Survey

استبيان احتياجات طلاب الحلقة الأولى
(الصفوف: 1-3)
نموذج التلميذ

الرجاء الإجابة على الأسئلة في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجاتك.
يمكنك أن تترك السؤال الذي لا ترغب في الإجابة عليه.

رجاءً، لا تكتب اسمك على هذه الصفحات.

معلومات عنك

صبي بنت					
العربية الانكليزية الفرنسية غيرها					
4	5	6	7	8	9
1	2	3			
أهلي	أقاربي	غير ذلك			

ضع دائرة حول الإجابة المناسبة

هل أنت صبي أم بنت ؟

ما هي لغتك الأولى؟

كم عمرك؟

في أي صف أنت؟

من يعيش معك في البيت؟

التعليمات

اقرأ كل جملة بدقة، ثم اختر الإجابة الأفضل التي تعبر عن رأيك.

هنالك ثلاث أجوبة ممكنة. ضع دائرة حول الجواب الذي يعبر عن رأيك إلى حد كبير:

😊 نعم (أوافق)

؟ (لست متأكد)

☹ لا (لا أوافق)

مثال:

نعم	غير متأكد	لا
😊	؟	☹

من المهم أن أذهب إلى المدرسة كل يوم

هذا الشخص يظن أنه من المهم أن يذهب إلى المدرسة كل يوم.

لا	غير متأكد	نعم	طلب المساعدة في المدرسة، يهمني أن أحصل على ...
☹	؟	☺	1 مساعدة لوقف الآخرين من إيذاء جسدي " مساعدة لوقف من يضربني أو يؤذي "
☹	؟	☺	2 شخص يشرح لي ماذا يعني عندما يموت شخص أعرفه " شخص يشرح لي شو يعني لما يموت حدا بعرفه "
لا	غير متأكد	نعم	الصحة الجسدية في المدرسة، يهمني أن ...
☹	؟	☺	3 أتعلم كيف أعتني بجلدي، و شعري، و أسناني
☹	؟	☺	4 أتعلم أسماء أعضاء جسدي
☹	؟	☺	5 أحصل على فحص للعين والأذن
☹	؟	☺	6 أتعلم كيف يؤثر النوم على الصحة و الدراسة " أتعلم كيف اذا نمت ممكن صير أنشط و أفهم الدرس أكثر و كيف اذا ما نمت منيح ما كون نشيط و ما أفهم الدرس "
☹	؟	☺	7 أتعلم الوقاية من الأمراض مثل (الانفلونزا و نزلات البرد و جدري الماء و الحصبة). " أتعلم كيف حافظ على صحتي حتى ما أمرض "
☹	؟	☺	8 أن يوجد مسابقات رياضية أكثر
☹	؟	☺	9 أن يوجد برامج رياضية بعد الدوام
لا	غير متأكد	نعم	العلاقات مع الآخرين في المدرسة، يهمني أن أتعلم ...
☹	؟	☺	10 كيف أحل مشكلاتي مع الآخرين " اذا تخانقت مع رفقاتي كيف اتصالح معهم "
☹	؟	☺	11 كيف أنسجم مع التلاميذ في صفّي " كيف احكي و أنشغل مع التلاميذ بصفي انا ومرتاح "
☹	؟	☺	12 كيف أتعايش بشكل أفضل مع التلاميذ في الصفوف الأخرى " كيف احكي مع التلاميذ بالصفوف الثانية بشكل أفضل "
☹	؟	☺	13 كيف أتفق بشكل أفضل مع أهلي " كيف أفهم على أهلي ويفهموني أكثر "
لا	غير متأكد	نعم	الصحة العقلية/العاطفية في المدرسة، يهمني أن أتعلم ...
☹	؟	☺	14 ماذا أفعل عندما أكون غير مرتاح " شو بعمل لما حس اني مني مرتاح: تعبان، مزعوج ... "
☹	؟	☺	15 كيف أتكلّم أكثر عن مشاعري " كيف يحكي أكثر عن لما كون حزين، فرحان، زعلان، خايف .. "
☹	؟	☺	16 كيف أدافع عن نفسي (عن رأيي) " شو بقدر قول لما حدا ما يعجبوا كلامي "
لا	غير متأكد	نعم	الحياة في البيت في المدرسة، يهمني أن أتعلم ...
☹	؟	☺	17 كيف أهتم بنفسني عندما يكون أهلي خارج المنزل

لا	غير متأكد	نعم	خارج المدرسة يهمني أن...
☹	؟	☺	18 يوجد عند أهلي مال كافٍ لكي يشتروا ما نحتاجه من طعام، وثياب وغيرها.
☹	؟	☺	19 يقضي أهلي معي وقت أطول
☹	؟	☺	20 يكون عندي حرية أكبر لكي أفعل الأشياء لوحدي "كون قادر أكثر ان أعمل الأشياء لوحدي وبدون ما حدا يقول لا"
☹	؟	☺	21 يكون عندي علاقة أفضل مع أهلي "كون مبسوط أكثر مع أهلي وهني يكونوا مبسطين معي"
☹	؟	☺	22 يكون عندي علاقة أفضل مع إخوتي و أخواتي "كون مبسوط أكثر مع اخوتي واخواتي وهني يكونوا مبسطين معي"
لا	غير متأكد	نعم	السلامة والوقاية من الحوادث لكي أعيش حياة آمنة ، يهمني أن أتعلّم...
☹	؟	☺	23 كيف أَلعب بطريقة آمنة (دون مخاطرة، دون أن أعرض نفسي للخطر) "كيف أَلعب بدون ما أوقع أو أرحح حالي..."
☹	؟	☺	24 عنصعدات السلامة، مثل خوذاتالدراجة (الطاسة) ، وغيرها . "عن الأشياء اللي بتحميني مثل الطاسة اللي منستعملها لركوب الدراجة..."
☹	؟	☺	25 عن السلامة داخل السيارة ، و حول السيارات "كيف بنتبه على حالي بالسيارة و بين السيارات"
☹	؟	☺	26 كيف أحافظ على سلامتي في الشارع و الأماكن العامة "كيف بنتبه على حالي لما كون بالشارع و بالسوق"
لا	غير متأكد	نعم	الأداء المدرسي سوف يكون أدائي في المدرسة أفضل إذا...
☹	؟	☺	27 وجدت الصفوف ممتعة أكثر ومشوّقة. "إذا كانت الدروس بالصف حلوة و مسليّة أكثر"
☹	؟	☺	28 لم أكن جائعاً جداً
☹	؟	☺	29 فهمت واجباتي بسهولة أكثر "فهمت الوظيفة أو التمارين بسهولة أكثر"
☹	؟	☺	30 وقعت في متاعب أقل "كان عندي مشاكل وصعوبات أقل"
☹	؟	☺	31 كان لدي رحلات أكثر
☹	؟	☺	32 أنجزت واجباتي المدرسية بدقّة أكثر "قرأت الوظيفة و التمارين منيح وانتبهت انا وعم جاوب حتى تكون الوظيفة و التمارين صحيحة أكثر"
☹	؟	☺	33 ساعدني أهلي أكثر في إنجاز واجباتي المدرسية
☹	؟	☺	34 حصلت على مساعدة أكثر في الأشياء التي لدي مشكلة في تعلّمها "إذا ساعدوني أكثر بالأشياء اللي بلاقيها أصعب"
☹	؟	☺	35 فهمت ماذا تريد مني المعلمة أن أفعل

لا	غير متأكد	نعم	جو المدرسة في المدرسة، أرغب أن يكون هنالك...
☹	؟	☺	36 تخريب أقل على مبنى المدرسة و الممتلكات (الجدران، المقاعد، اللوح..)
☹	؟	☺	37 أوساخ أقل في المدرسة (عدم رمي الأوساخ خارج سلة المهملات)
☹	؟	☺	38 تشاجر أقل بين التلاميذ " ما يكون في خناق كثير بين التلاميذ"
☹	؟	☺	39 علاقات أفضل بين المعلمات و التلاميذ " يكونوا المعلمات مبسوطين من التلاميذ أكثر و التلاميذ مبسوطين من المعلمات"
☹	؟	☺	40 تعليمات واضحة من المعلمات عن كيف يريدوني أن أتصرف " بشرحوا لنا أكثر شو لازم نعمل "
☹	؟	☺	41 قصاص واضح أكثر عند مخالفة قوانين المدرسة " أعرف أكثر انو اذا عملت شي غلط كيف رح اتعاقب"
☹	؟	☺	42 أنشطة أكثر مثل: النوادي ، و الألعاب، و الأشغال وغيرها..
لا	غير متأكد	نعم	مبنى المدرسة يهمني أن يكون هنالك...
☹	؟	☺	43 حمامات أفضل
☹	؟	☺	44 مقاعد مريحة وطاولات تناسبني أكثر

شكراً على وقتك في ملئ الاستبيان !

Educator Arabic Version of Modified Lower Elementary Survey

استبيان احتياجات طلاب الحلقة الأولى
(الصفوف: 1-3)
نموذج المعلم/ المربي

الرجاء الإجابة على الأسئلة في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجات طلابك.
يمكنك أن تترك (السؤال) الذي لا ترغب في الإجابة عليه.

رجاءً، لا تكتب اسمك على هذه الصفحات.

معلومات عنك
ضع دائرة حول الإجابة المناسبة

معلم مرشد تربوي مدير

أنت...

إذا كنت معلم، أي مادة تدرّس؟

اللغة العربية	اللغة الأجنبية	الرياضيات	العلوم	الاجتماعيات	غير ذلك

1 2 3

أي صف (صفوف) في الحلقة الأولى تدرّس؟

التعليمات

اقرأ كل جملة بدقة، ثم اختر الإجابة الأفضل التي تعبر عن رأيك.

هنالك ثلاث أجوبة ممكنة. ضع دائرة حول الجواب الذي يعبر عن رأيك إلى حد كبير:

نعم (أوافق)

؟ (لست متأكد)

لا (لا أوافق)

مثال:

نعم	غير متأكد	لا
نعم	؟	لا

من المهم أن أذهب إلى المدرسة كل يوم

هذا الشخص يظن أنه من المهم أن يذهب إلى المدرسة كل يوم

	طلب المساعدة في المدرسة، يهتم الطالب أن يحصل على ...	أوافق	غير متأكد	لا أوافق
1	مساعدة لوقف الآخرين من إيذاء جسده	نعم	؟	لا
2	شخص يشرح لهماذا يعني عندما يمتو تشخص يعرفه	نعم	؟	لا
	الصحة الجسدية في المدرسة، يهتم الطالب أن ...	أوافق	غير متأكد	لا أوافق
3	يتعلم كيف يعتني بجلده، و شعره، و أسنانه	نعم	؟	لا
4	يتعلم أسماء أعضاء جسده	نعم	؟	لا
5	يحصل على فحص للعين والأذن	نعم	؟	لا
6	يتعلم كيف يؤثر النوم على الصحة و الدراسة	نعم	؟	لا
7	يتعلم الوقاية من الأمراض (مثل الانفلونزا و نزلات البرد و جدري الماء و الحصبة).	نعم	؟	لا
8	أن يوجد مسابقات رياضية أكثر	نعم	؟	لا
9	أن يوجد برامج رياضية بعد الدوام	نعم	؟	لا
	العلاقات مع الآخرين في المدرسة، يهتم الطالب أن يتعلم...	أوافق	غير متأكد	لا أوافق
10	كيف يحل مشكلاته مع الآخرين	نعم	؟	لا
11	كيف ينسجم مع التلاميذ في صفه	نعم	؟	لا
12	كيف يتعايش بشكل أفضل مع التلاميذ في الصفوف الأخرى	نعم	؟	لا
13	كيف يتفق بشكل أفضل مع أهله	نعم	؟	لا
	الصحة العقلية/العاطفية في المدرسة، يهتم الطالب أن يتعلم...	أوافق	غير متأكد	لا أوافق
14	ماذا يفعل عندما يكون غير مرتاح	نعم	؟	لا
15	كيف يتكلم أكثر عن مشاعره	نعم	؟	لا
16	كيف يدافع عن نفسه (عن رأيه)	نعم	؟	لا
	الحياة في البيت في المدرسة، يهتم الطالب أن يتعلم...	أوافق	غير متأكد	لا أوافق
17	كيف يهتم بنفسه عندما يكون أهله خارج المنزل	نعم	؟	لا
	خارج المدرسة يهتم الطالب أن ...	أوافق	غير متأكد	لا أوافق
18	يوجد عند أهله مال كافٍ لكي يشتروا ما يحتاجه من طعام، وثياب وغيرها.	نعم	؟	لا
19	يقضي أهله معه وقت أطول	نعم	؟	لا
20	يكون عنده حرية أكبر لكي يفعل الأشياء لوحده	نعم	؟	لا
21	يكون عنده علاقة أفضل مع أهله	نعم	؟	لا
22	يكون عنده علاقة أفضل مع إخوته و أخواته	نعم	؟	لا
	السلامة والوقاية من الحوادث لكي يعيش حياة آمنة ، يهتم الطالب أن يتعلم...	أوافق	غير متأكد	لا أوافق
23	كيف يلعب بطريقة آمنة (دون مخاطرة، دون أن يعرض نفسه للخطر)	نعم	؟	لا
24	عنمعدات السلامة، مثل خوذات الدراجة (الطاسة) ، وغيرها .	نعم	؟	لا
25	عن السلامة داخل السيارة ، و حول السيارات	نعم	؟	لا
26	كيف يحافظ على سلامته في الشارع و الأماكن العامة	نعم	؟	لا

	الأداء المدرسي	سوف يكون أداء الطالب في المدرسة أفضل إذا...	أوافق	غير متأكد	لا أوافق
27	وجد الصفوف ممتعة أكثر ومشوقة.	نعم	؟	لا	
28	لم يكن جائعاً جداً	نعم	؟	لا	
29	فهم واجباته بسهولة أكثر	نعم	؟	لا	
30	وقع في متاعب أقل	نعم	؟	لا	
31	كان لديه رحلات أكثر	نعم	؟	لا	
32	أنجز واجباته المدرسية بدقة أكثر	نعم	؟	لا	
33	ساعده أهله أكثر في إنجاز واجباته المدرسية	نعم	؟	لا	
34	حصل على مساعدة أكثر في الأشياء التي لديه مشكلة في تعلمها	نعم	؟	لا	
35	فهم ماذا تريد منه المعلمة أن يفعل	نعم	؟	لا	
	جو المدرسة	في المدرسة، يرغب الطالب أن يكون هنالك...	أوافق	غير متأكد	لا أوافق
36	تخريب أقل على مبنى المدرسة و الممتلكات (الجدران، المقاعد، اللوح..)	نعم	؟	لا	
37	أوساخ أقل في المدرسة (عدم رمي الأوساخ خارج سلة المهملات)	نعم	؟	لا	
38	تشاجر أقل بين التلاميذ	نعم	؟	لا	
39	علاقات أفضل بين المعلمات و التلاميذ	نعم	؟	لا	
40	تعليمات واضحة من المعلمات عن كيف يريدونه أن يتصرف	نعم	؟	لا	
41	قصاص واضح أكثر عند مخالفة قوانين المدرسة	نعم	؟	لا	
42	أنشطة أكثر مثل: النوادي ، و الألعاب، و الأشغال وغيرها..	نعم	؟	لا	
	مبنى المدرسة	يهم الطالب أن يكون هنالك...	أوافق	غير متأكد	لا أوافق
43	حمامات أفضل	نعم	؟	لا	
44	مقاعد مريحة وطاولات تناسبه أكثر	نعم	؟	لا	

شكراً على وقتك في ملئ الاستبيان !

Parent Arabic Version of Modified Lower Elementary Survey

استبيان احتياجات طلاب الحلقة الأولى
(الصفوف: 1-3)
كتيب الأهل

الرجاء الإجابة على الأسئلة في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجات ابنك/ ابنتك.
يمكنك أن تترك (السؤال) الذي لا ترغب في الإجابة عليه.
رجاءً، لا تكتب اسمك على هذه الصفحات.

معلومات عنك وعن طفلك
ضع دائرة حول الإجابة المناسبة

الأب		الأم		المربي للطفل	
صبي		بنت			
العربية	الانكليزية	الفرنسية	غيرها		
4	5	6	7	8	9
1	2	3			

أنت...

طفلك؟

ما هي لغة طفلك الأولى؟

كم عمر طفلك الآن؟

في أي صف طفلك الآن؟

التعليمات

اقرأ كل جملة بدقة، ثم اختر الإجابة الأفضل التي تعبر عن رأيك.

هنالك ثلاث أجوبة ممكنة. ضع دائرة حول الجواب الذي يعبر عن رأيك إلى حد كبير:

نعم (أوافق)

؟ (لست متأكد)

لا (لا أوافق)

مثال:

نعم	غير متأكد	لا
نعم	؟	لا

من المهم أن أذهب إلى المدرسة كل يوم

هذا الشخص يظن أنه من المهم أن يذهب إلى المدرسة كل يوم.

	طلب المساعدة في المدرسة، يهتم طفلي أن يحصل على ...	أوافق	غير متأكد	لا أوافق
1	مساعدة لوقف الآخرين من إيذاء جسده	نعم	؟	لا
2	شخص يشرح لهماذا يعني عندما يمتدح شخص يعرفه	نعم	؟	لا
	الصحة الجسدية في المدرسة، يهتم طفلي أن...	أوافق	غير متأكد	لا أوافق
3	يتعلم كيف يعتني بجلده، و شعره، و أسنانه	نعم	؟	لا
4	يتعلم أسماء أعضاء جسده	نعم	؟	لا
5	يحصل على فحص للعين والأذن	نعم	؟	لا
6	يتعلم كيف يؤثر النوم على الصحة و الدراسة	نعم	؟	لا
7	يتعلم الوقاية من الأمراض (مثل الانفلونزا ونزلات البرد وجذري الماء والحصبة).	نعم	؟	لا
8	أن يوجد مسابقات رياضية أكثر	نعم	؟	لا
9	أن يوجد برامج رياضية بعد الدوام	نعم	؟	لا
	العلاقات مع الآخرين في المدرسة، يهتم طفلي أن يتعلم...	أوافق	غير متأكد	لا أوافق
10	كيف يحل مشكلاته مع الآخرين	نعم	؟	لا
11	كيف ينسجم مع التلاميذ في صفه	نعم	؟	لا
12	كيف يتعايش بشكل أفضل مع التلاميذ في الصفوف الأخرى	نعم	؟	لا
13	كيف يتفق بشكل أفضل مع أهله	نعم	؟	لا
	الصحة العقلية/العاطفية في المدرسة، يهتم طفلي أن يتعلم...	أوافق	غير متأكد	لا أوافق
14	ماذا يفعل عندما يكون غير مرتاح	نعم	؟	لا
15	كيف يتكلم أكثر عن مشاعره	نعم	؟	لا
16	كيف يدافع عن نفسه (عن رأيه)	نعم	؟	لا
	الحياة في البيت في المدرسة، يهتم طفلي أن يتعلم...	أوافق	غير متأكد	لا أوافق
17	كيف يهتم بنفسه عندما يكون أهله خارج المنزل	نعم	؟	لا
	خارج المدرسة يهتم طفلي أن...	أوافق	غير متأكد	لا أوافق
18	يوجد عند أهله مال كافٍ لكي يشتروا ما يحتاجه من طعام، وثياب وغيرها.	نعم	؟	لا
19	يقضي أهله معه وقت أطول	نعم	؟	لا
20	يكون عنده حرية أكبر لكي يفعل الأشياء لوحده	نعم	؟	لا
21	يكون عنده علاقة أفضل مع أهله	نعم	؟	لا
22	يكون عنده علاقة أفضل مع إخوته و أخواته	نعم	؟	لا

	السلامة والوقاية من الحوادث لكي يعيش حياة آمنة ، يهتم طفلي أن يتعلم...	أوافق	غير متأكد	لا أوافق
23	كيف يلعب بطريقة آمنة (دون مخاطرة، دون أن يعرض نفسه للخطر)	نعم	؟	لا
24	عنمعدات السلامة، مثل خوذاتالدراجة (الطاسة) ، و غيرها .	نعم	؟	لا
25	عن السلامة داخل السيارة ، و حول السيارات	نعم	؟	لا
26	كيف يحافظ على سلامته في الشارع و الأماكن العامة	نعم	؟	لا

الأداء المدرسي	أوافق	غير متأكد	لا أوافق
سوف يكون أداء طفلي في المدرسة أفضل إذا...	أوافق	غير متأكد	لا أوافق
27 وجد الصفوف ممتعة أكثر ومشوقة.	نعم	؟	لا
28 لم يكن جائعاً جداً	نعم	؟	لا
29 فهم واجباته بسهولة أكثر	نعم	؟	لا
30 وقع في متاعب أقل	نعم	؟	لا
31 كان لديه رحلات أكثر	نعم	؟	لا
32 أنجز واجباته المدرسية بدقة أكثر	نعم	؟	لا
33 ساعده أهله أكثر في إنجاز واجباته المدرسية	نعم	؟	لا
34 حصل على مساعدة أكثر في الأشياء التي لديه مشكلة في تعلمها	نعم	؟	لا
35 فهم ماذا تريد منه المعلمة أن يفعل	نعم	؟	لا
جو المدرسة	أوافق	غير متأكد	لا أوافق
في المدرسة، يرغب طفلي أن يكون هنالك...	أوافق	غير متأكد	لا أوافق
36 تخريب أقل على مبنى المدرسة و الممتلكات (الجدران، المقاعد، اللوح..)	نعم	؟	لا
37 أوساخ أقل في المدرسة (عدم رمي الأوساخ خارج سلة المهملات)	نعم	؟	لا
38 تشاجر أقل بين التلاميذ	نعم	؟	لا
39 علاقات أفضل بين المعلمات و التلاميذ	نعم	؟	لا
40 تعليمات واضحة من المعلمات عن كيف يريدونه أن يتصرف	نعم	؟	لا
41 قصاص واضح أكثر عند مخالفة قوانين المدرسة	نعم	؟	لا
42 أنشطة أكثر مثل: النوادي ، و الألعاب، و الأشغال وغيرها..	نعم	؟	لا
مبنى المدرسة	أوافق	غير متأكد	لا أوافق
يهم طفلي أن يكون هنالك...	أوافق	غير متأكد	لا أوافق
43 حمامات أفضل	نعم	؟	لا
44 مقاعد مريحة وطاولات تناسبه أكثر	نعم	؟	لا

شكراً على وقتك في ملئ الاستبيان !

APPENDIX F
STUDENT ARABIC VERSION OF MODIFIED UPPER
ELEMENTARY SURVEY

استبيان احتياجات طلاب الحلقة الثانية
(الصفوف: 4-6)

نموذج التلميذ
الرجاء الإجابة على أسئلة الاستبيان في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجاتك.
يمكنك أن تترك السؤال الذي لا ترغب في الإجابة عليه.
رجاءً، لا تكتب اسمك على هذا الكتيب.
الإجابات ستكون في سرية تامة.

معلومات عنك
ضع دائرة حول الإجابة المناسبة

صبي بنت

هل أنت صبي أم بنت ؟

العربية الانكليزية الفرنسية غيرها

ما هي لغتك الأولى؟

8 9 10 11 12 13

كم عمرك؟

4 5 6

في أي صف أنت؟

أهلي أقاربي غير ذلك

من يعيش معك في البيت؟

التعليمات

هذا الاستبيان هو حول الأمور التي تحتاجها.

عند الاجابة على كل سؤال، قم بوضع دائرة حول الجواب الأقرب الى رأيك.

اقرأ كل جملة، ركز على ما تحتاجه، ثم ضع دائرة حول أحد هذه الاجوبة:

5 إذا كنت توافق بشدة

4 إذا كنت توافق

3 إذا كان لا راي لك بذلك

2 إذا كنت ترفض

1 إذا كان ترفض بشدة

مثال:

أوافق بشدة	أوافق	بدون رأي	أرفض	أرفض بشدة
5	4	3	2	1

من المهم أن أذهب إلى المدرسة كل يوم

هذا الشخص يوافق بشدة أنه من المهم أن يذهب إلى المدرسة كل يوم

الصحة الجسدية يهمني أن يتوفر في المدرسة...	أوافق بشدة	أوافق	بدون رأي	أرفض	أرفض بشدة
1 شخص أتحدّث معه عن صحّتي	5	4	3	2	1
2 عناية خاصة بالطلاب ذوي الاعاقة الحركية	5	4	3	2	1
3 شخص أتحدّث معه عن وزني	5	4	3	2	1
4 إسعافات أولية للجروح الصغيرة	5	4	3	2	1
5 عدد أكبر من النشاطات الرياضية (مباريات و غيرها)	5	4	3	2	1
6 برامج رياضية أكثر بعد الدوام	5	4	3	2	1
7 فحص للنظر و السمع	5	4	3	2	1
يهمني شخصياً أن أتعلّم في المدرسة...	أوافق بشدة	أوافق	بدون رأي	أرفض	أرفض بشدة
8 كيف يؤثر النوم على صحّتي و دراستي و تعلّمي	5	4	3	2	1
9 كيفية تجنب الأمراض المعدية، مثل الانفلونزا و نزلات البرد و جدي الماء و الحصبة و غيرها.	5	4	3	2	1
10 كيف أعتني بشعري، و جلدي، و أسناني بشكل جيّد	5	4	3	2	1
11 كيف أعرف عندما أمرض	5	4	3	2	1

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	طلب المساعدة يهمني شخصياً أن تؤمن المدرسة...
1	2	3	4	5	12 معلومات عن المهن التي تهمني
1	2	3	4	5	13 معلومات عن كيفية الاتصال مع مرشدين نفسيين واجتماعيين.
1	2	3	4	5	14 مساعدة على وقف الاعتداء الجسدي و العاطفي
1	2	3	4	5	15 مساعدة في كيفية التعامل مع حالة وفاة شخص أعرفه
1	2	3	4	5	16 تلميذ آخر لأحدثه عن مشاكله
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	في البيت و مع الأهل يهمني أن يتوفر في المدرسة...
1	2	3	4	5	17 مساعدة في فهم ماذا يتوقع مني أهلي
1	2	3	4	5	18 تعليم عن كيف يجب أن أعتني بنفسى عندما يكون أهلي خارج البيت
1	2	3	4	5	19 نصائح عن كيف ينبغي أن أخبر أهلي عن رفاقي و زملائي
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	الأداء في المدرسة سوف يكون أدائي أفضل في المدرسة إذا...
1	2	3	4	5	20 وجدت الصفوف ممتعة أكثر ومشوقة
1	2	3	4	5	21 وجدت في الحصّة تحديات أكثر
1	2	3	4	5	22 لم أكن جائعاً إلى حدّ كبير
1	2	3	4	5	23 فهمت واجباتي بسهولة أكثر
1	2	3	4	5	24 استطعت أن أقرأ بشكل أفضل
1	2	3	4	5	25 أعطوني دروس إضافية للمساعدة في الصعوبات التي أواجهها في الدراسة
1	2	3	4	5	26 حصلت على مساعدة إضافية في المواد (مثل اللغات، الرياضيات وغيرها)
1	2	3	4	5	27 واجهت متاعب أقل في سلوكي (تصرفات)
1	2	3	4	5	28 كان لدي مهارات دراسة أفضل (قراءة، كتابة ملاحظات، تلخيص ...)
1	2	3	4	5	29 كان لدي قلق أقل حول الامتحانات
1	2	3	4	5	30 فهمت اللغة أفضل (اللغة التي يتم التدريس بها)
1	2	3	4	5	31 كان هنالك رحلات أكثر
1	2	3	4	5	32 أنجزت واجباتي المدرسية بدقة أكثر
1	2	3	4	5	33 كنت مرتاحاً عندما قلت لمعلمتي إنني لا أفهم ماذا يجب أن أفعل
1	2	3	4	5	34 فهمت كيف أن الأشياء التي أتعلّمها في المدرسة ستفنعني بالمستقبل
1	2	3	4	5	35 ساعدني أهلي أكثر في إنجاز واجباتي المدرسية
1	2	3	4	5	36 كان لدي فكرة واضحة أكثر عن ماذا تريد مني المعلمة
1	2	3	4	5	37 وضّحت لنا المعلمات أهمية الفروض
1	2	3	4	5	38 كان هناك مقاطعات أقل في الصف
1	2	3	4	5	39 سلّمت واجباتي على الوقت
1	2	3	4	5	40 قمت بإنجاز واجباتي بسرعة أكثر
1	2	3	4	5	41 كان هناك في المدرسة مصادر أكثر تساعدني في إنجاز واجباتي (مثل كمبيوتر، مكتبة، أطلس)
1	2	3	4	5	42 كان لدي متاعب أقل في التعامل مع شركائي لإنجاز المشاريع الجماعية
1	2	3	4	5	43 كنت مستعداً أكثر للاختبارات
1	2	3	4	5	44 وجدت الامتحانات أقل ضغطاً
1	2	3	4	5	45 تحمّلت مسؤولية أكثر تجاه دراستي

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	العلاقات مع الآخرين يهمني أن أتعلّم...
1	2	3	4	5	46 كيف أعالج مشكلاتي و خلافاتي مع الآخرين
1	2	3	4	5	47 كيف أبني علاقات جيّدة مع الآخرين
1	2	3	4	5	48 كيف أتحدّث مع رفاقي وأهلي
1	2	3	4	5	49 كيف أحترم و أقدر الآخرين الذين يختلف رأيهم عن رأيي
1	2	3	4	5	50 كيف أستمع للآخرين بشكل أفضل
1	2	3	4	5	51 كيف أساعد الآخرين في حل مشكلاتهم
1	2	3	4	5	52 كيف أتعامل بشكل أفضل مع التلاميذ من صفوف أخرى
1	2	3	4	5	53 كيف أتفق أكثر مع أهلي
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	الصحة العقلية/ العاطفية يهمني أن أتعلّم معلومات أو أكتسب مهارات أكثر عن...
1	2	3	4	5	54 ماذا أفعل حين أكون غاضباً
1	2	3	4	5	55 ماذا أفعل حين أكون حزينا
1	2	3	4	5	56 كيف أتحدّث عن مشاعري بصدق أكثر
1	2	3	4	5	57 كيف أحدد أهدافاً لنفسي
1	2	3	4	5	58 كيف أدافع عن نفسي (عن رأيي)

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	جو المدرسة يهمني أن يكون هنالك...
1	2	3	4	5	59 محافظة أكثر على ممتلكات المدرسة (المقاعد، اللوح ...)
1	2	3	4	5	60 محافظة أكثر على نظافة المدرسة
1	2	3	4	5	61 فرص متساوية للصبيان والبنات لفعل الأشياء
1	2	3	4	5	62 مضابقات أقل بين الطلاب
1	2	3	4	5	63 احترام أكثر لاختلاف بين الناس
1	2	3	4	5	64 تعامل برفق أكثر بين بعضنا
1	2	3	4	5	65 تواصل أفضل بين الأهل و المعلمات / المعلمين
1	2	3	4	5	66 إرهاب أقلّ للمعلمات / المعلمين
1	2	3	4	5	67 علاقات أفضل بين التلاميذ و المعلمات/ المعلمين
1	2	3	4	5	68 وضوح أكثر من المعلمة/ المعلم عن كيف يجب أن أتصرف
1	2	3	4	5	69 مشاركة للتلاميذ في وضع القوانين و مناقشة فروض الدراسة
1	2	3	4	5	70 عواقب واضحة أكثر عند مخالفة قوانين المدرسة
1	2	3	4	5	71 معاملة لجميع التلاميذ بشكل متساوٍ بدون تفرقة من قبل المعلمات/ المعلمين
1	2	3	4	5	72 تفهم أكثر من المعلمات/ المعلمين عن كمية الواجبات المطلوبة مني
1	2	3	4	5	73 مساعدة إضافية متوفرة بشكل أكثر
1	2	3	4	5	74 تفهم أكثر للإعاقات (مثل إعاقة البصر، السمع، إعاقات التعلّم وغيرها)
1	2	3	4	5	75 أنشطة أكثر (مثل النوادي، المسابقات الترفيهية، الأشغال و غيرها..)

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	مبنى المدرسة يهمني أن تحدث التغييرات الآتية في المدرسة...	
1	2	3	4	5	أن يكون مبنى المدرسة أكثر نظافة	76
1	2	3	4	5	أن تكون الحمامات أفضل	77
1	2	3	4	5	أن تكون المقاعد مريحة	78
1	2	3	4	5	أن يكون في الملعب معدات للعب أكثر	79
1	2	3	4	5	أن يكون هنالك إضاءة أفضل	80
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	السلامة و الوقاية من الحوادث يهمني أن أتعلّم...	
1	2	3	4	5	عن القانون و كيف يطبق عليّ	81
1	2	3	4	5	كيف أقدم إسعافات أولية	82
1	2	3	4	5	عن السلامة في الألعاب الرياضية و استخدام معدّات السلامة	83
1	2	3	4	5	عن السلامة داخل السيارة ، و بين السيارات	84
1	2	3	4	5	كيف أحافظ على سلامتي في الشارع و الأماكن العامة	85
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	خارج المدرسة في حياتي، هذه التغييرات تهمني...	
1	2	3	4	5	يوجد عند أهلي مال كافٍ لكي يشتروا ما نحتاجه من طعام، وثياب وغيرها.	86
1	2	3	4	5	يقضي أهلي معي وقت أطول	87
1	2	3	4	5	أن يكون هناك اهتمام، و احترام، و دعم أكثر لبعضنا البعض	88
1	2	3	4	5	يكون لدي شخص يمكنني أن أعتد عليه	89
1	2	3	4	5	يكون عندي حرية أكبر لكي أفعل الأشياء لوحدي	90
1	2	3	4	5	يكون لدي مسؤوليات أقل في البيت	91
1	2	3	4	5	يكون عندي علاقة جيّدة مع أهلي	92
1	2	3	4	5	يكون عندي علاقة جيّدة مع إخوتي و أخواتي	93

شكراً على وقتك في ملئ الإستبيان!

Parent Arabic Version of Modified Upper Elementary Survey

استبيان احتياجات طلاب الحلقة الثانية
(الصفوف: 4-6)
نموذج الأهل

الرجاء الإجابة على أسئلة الاستبيان في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجات ابنك/ابنتك.
يمكنك أن تترك السؤال الذي لا ترغب في الإجابة عليه.

رجاءً، لا تكتب اسمك على هذا الكتيب.
الإجابات ستكون في سرية تامة.

معلومات عنك وعن طفلك
ضع دائرة حول الإجابة المناسبة
أنت...
طفلك؟
ما هي لغة طفلك الأولى؟
كم عمر طفلك الآن؟
في أي صف طفلك الآن؟
التعليمات

الأب	الأم	المرتبّي للطفل
العربية	الانكليزية	الفرنسية
8	9	10
4	5	6
		غيرها
		12
		13

هذا الاستبيان هو حول الأمور التي يحتاجها طفلك.
عند الإجابة على كل سؤال، قم بوضع دائرة حول الجواب الأقرب الى رأيك.
اقرأ كل جملة، ركّز على ما تحتاجه، ثم ضع دائرة حول أحد هذه الاجوبة:

- 1 إذا كنت ترفض بشدة
- 2 إذا كنت ترفض
- 3 إذا كان لا رأي لك بذلك
- 4 إذا كنت توافق
- 5 إذا كنت توافق بشدة

مثال:

هذا الشخص يوافق بشدة أنه من المهم أن يذهب إلى المدرسة كل يوم.

أوافق بشدة	أوافق	بدون رأي	أرفض	أرفض بشدة
5	4	3	2	1

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	الصحة الجسدية يهتم طفلي أن يتوقّر في المدرسة...	
1	2	3	4	5	شخص يتحدّث معه عن صحّته	1
1	2	3	4	5	عناية خاصة بالطلاب ذوي الإعاقة الحركية	2
1	2	3	4	5	شخص يتحدّث معه عن وزنه	3
1	2	3	4	5	إسعافات أولية للجروح الصغيرة	4
1	2	3	4	5	عدد أكبر من النشاطات الرياضية (مباريات و غيرها)	5
1	2	3	4	5	برامج رياضية أكثر بعد الدوام	6
1	2	3	4	5	فحص للنظر و السمع	7
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	يهتم طفلي شخصياً أن يتعلّم في المدرسة...	
1	2	3	4	5	كيف يؤثّر النوم على صحته و دراسته و تعلّمه	8
1	2	3	4	5	كيفية تجنب الأمراض المعدية، مثل الانفلونزا ونزلات البرد و جدري الماء والحصبة وغيرها.	9
1	2	3	4	5	كيف يعتني بشعره، و جلده، و أسنانه بشكل جيّد	10
1	2	3	4	5	كيف يعرف عندما يمرض	11
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	طلب المساعدة يهتم طفلي شخصياً أن تؤمن المدرسة...	
1	2	3	4	5	معلومات عن المهن التي تهتمّه	12
1	2	3	4	5	معلومات عن كيفية الاتصال مع مرشدين نفسيين واجتماعيين.	13
1	2	3	4	5	مساعدة على وقف الاعتداء الجسدي و العاطفي	14
1	2	3	4	5	مساعدة في كيفية التعامل مع حالة وفاة شخص يعرفه	15
1	2	3	4	5	تلميذ آخر ليحدثه عن مشاكله	16
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	في البيت و مع الأهل يهتم طفلي أن يتوقّر في المدرسة...	
1	2	3	4	5	مساعدة في فهم ماذا يتوقّع منه أهله	17
1	2	3	4	5	تعليم عن كيف يجب أن يعتني بنفسه عندما يكون أهله خارج البيت	18
1	2	3	4	5	نصائح عن كيف ينبغي أن يخبر أهله عن رفاقه و زملائه	19

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	الأداء في المدرسة سوف يكون أداء طفلي أفضل في المدرسة إذا...
1	2	3	4	5	20 وجد الصفوف ممتعة أكثر ومشوقة
1	2	3	4	5	21 وجد في الحصّة تحديات أكثر
1	2	3	4	5	22 لم يكن جائعاً إلى حدّ كبير
1	2	3	4	5	23 فهم واجباته بسهولة أكثر
1	2	3	4	5	24 استطاع أن يقرأ بشكل أفضل
1	2	3	4	5	25 أعطوه دروس إضافية للمساعدة في الصعوبات التي يواجهها في الدراسة
1	2	3	4	5	26 حصل على مساعدة إضافية في المواد (مثل اللغات، الرياضيات وغيرها)
1	2	3	4	5	27 واجه متاعب أقلّ في سلوكه (تصرفات)
1	2	3	4	5	28 كان لديه مهارات دراسة أفضل (قراءة، كتابة ملاحظات، تلخيص...)
1	2	3	4	5	29 كان لديه قلق أقل حول الامتحانات
1	2	3	4	5	30 فهم اللغة أفضل (اللغة التي يتمّ التدريس بها)
1	2	3	4	5	31 كان هنالك رحلات أكثر
1	2	3	4	5	32 أنجز واجباته المدرسية بدقة أكثر
1	2	3	4	5	33 كان مرتاحاً عندما يقول لمعلمته إنه لا يفهم ماذا يجب أن يفعل
1	2	3	4	5	34 فهم كيف أن الأشياء التي يتعلمها في المدرسة ستنتفعه بالمستقبل
1	2	3	4	5	35 ساعد أهله أكثر في إنجاز واجباته المدرسية
1	2	3	4	5	36 كان لديه فكرة واضحة أكثر عن ماذا تريد منه المعلمة
1	2	3	4	5	37 وضّحت له المعلمات أهمية الفروض
1	2	3	4	5	38 كان هناك مقاطعات أقل في الصف
1	2	3	4	5	39 سلّم واجباته على الوقت
1	2	3	4	5	40 قام بإنجاز واجباته بسرعة أكثر
1	2	3	4	5	41 كان هناك في المدرسة مصادر أكثر تساعده في إنجاز واجباته (مثل كمبيوتر، مكتبة، أطلس)
1	2	3	4	5	42 كان لديه متاعب أقل في التعامل مع شركائه لإنجاز المشاريع الجماعية
1	2	3	4	5	43 كان مستعداً أكثر للامتحانات
1	2	3	4	5	44 وجد الامتحانات أقل ضغطاً
1	2	3	4	5	45 تحمّل مسؤولية أكثر تجاه دراسته
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	العلاقات مع الآخرين بهيم طفلي أن يتعلّم...
1	2	3	4	5	46 كيف يعالج مشكلاته و خلافاته مع الآخرين
1	2	3	4	5	47 كيف يبني علاقات جيّدة مع الآخرين
1	2	3	4	5	48 كيف يتحدّث مع رفاقه وأهله
1	2	3	4	5	49 كيف يحترم و يقدر الآخرين الذين يختلف رأيهم عن رأيه
1	2	3	4	5	50 كيف يستمع للآخرين بشكل أفضل
1	2	3	4	5	51 كيف يساعد الآخرين في حل مشكلاتهم
1	2	3	4	5	52 كيف يتعامل بشكل أفضل مع التلاميذ من صفوف أخرى
1	2	3	4	5	53 كيف يتفق أكثر مع أهله

أوافق بشدة	أوافق	بدون رأي	أرفض بشدة	أرفض بشدة	الصحة العقلية/ العاطفية يهم طفلي أن يتعلم معلومات أو يكتسب مهارات أكثر عن...
5	4	3	2	1	54 ماذا يفعل حين يكون غاضباً
5	4	3	2	1	55 ماذا يفعل حين يكون حزينا
5	4	3	2	1	56 كيف يتحدّث عن مشاعره بصدق أكثر
5	4	3	2	1	57 كيف يحدد أهدافاً لنفسه
5	4	3	2	1	58 كيف يدافع عن نفسه (عن رأيه)
أوافق بشدة	أوافق	بدون رأي	أرفض بشدة	أرفض بشدة	جو المدرسة يهم طفلي أن يكون هنالك...
5	4	3	2	1	59 محافظة أكثر على ممتلكات المدرسة (المقاعد، اللوح ...)
5	4	3	2	1	60 محافظة أكثر على نظافة المدرسة
5	4	3	2	1	61 فرص متساوية للصبيان والبنات لفعل الأشياء
5	4	3	2	1	62 مضايقات أقل بين الطلاب
5	4	3	2	1	63 احترام أكثر لاختلاف بين الناس
5	4	3	2	1	64 تعامل برفق أكثر بين بعض
5	4	3	2	1	65 تواصل أفضل بين الأهل و المعلمات / المعلمين
5	4	3	2	1	66 إرهاق أقل للمعلمات / المعلمين
5	4	3	2	1	67 علاقات أفضل بين التلاميذ و المعلمات/ المعلمين
5	4	3	2	1	68 وضوح أكثر من المعلمة/ المعلم عن كيف يجب أن يتصرف
5	4	3	2	1	69 مشاركة للتلاميذ في وضع القوانين و مناقشة فروض الدراسة
5	4	3	2	1	70 عواقب واضحة أكثر عند مخالفة قوانين المدرسة
5	4	3	2	1	71 معاملة لجميع التلاميذ بشكل متساوٍ بدون تفرقة من قبل المعلمات/ المعلمين
5	4	3	2	1	72 تفهم أكثر من المعلمات/ المعلمين عن كمية الواجبات المطلوبة منه
5	4	3	2	1	73 مساعدة إضافية متوفرة بشكل أكثر
5	4	3	2	1	74 تفهم أكثر للإعاقات (مثل إعاقة البصر، السمع، إعاقات التعلم وغيرها)
5	4	3	2	1	75 أنشطة أكثر (مثل النوادي، المسابقات الترفيهية، الأشغال وغيرها..)
أوافق بشدة	أوافق	بدون رأي	أرفض بشدة	أرفض بشدة	مبنى المدرسة يهم طفلي أن تحدث التغييرات الآتية في المدرسة...
5	4	3	2	1	76 أن يكون مبنى المدرسة أكثر نظافة
5	4	3	2	1	77 أن تكون الحمامات أفضل
5	4	3	2	1	78 أن تكون المقاعد مريحة
5	4	3	2	1	79 أن يكون في الملعب معدات للعب أكثر
5	4	3	2	1	80 أن يكون هنالك إضاءة أفضل
أوافق بشدة	أوافق	بدون رأي	أرفض بشدة	أرفض بشدة	السلامة و الوقاية من الحوادث يهم طفلي أن يتعلم...
5	4	3	2	1	81 عن القانون و كيف يطبق عليه
5	4	3	2	1	82 كيف يقدم إسعافات أولية
5	4	3	2	1	83 عن السلامة في الألعاب الرياضية و استخدام معدّات السلامة
5	4	3	2	1	84 عن السلامة داخل السيارة ، و بين السيارات
5	4	3	2	1	85 كيف يحافظ على سلامتي في الشارع و الأماكن العامة

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	خارج المدرسة في حياة طفلي، هذه التغييرات تهمة...	
1	2	3	4	5	يوجد عند أهله مال كافٍ لكي يشتروا ما يحتاجه من طعام، وثياب وغيرها.	86
1	2	3	4	5	يقضي أهله معه وقت أطول	87
1	2	3	4	5	أن يكون هناك اهتمام، و احترام، و دعم أكثر لبعضنا البعض	88
1	2	3	4	5	يكون لديه شخص يمكنه أن يعتمد عليه	89
1	2	3	4	5	يكون عنده حرية أكبر لكي يفعل الأشياء لوحده	90
1	2	3	4	5	يكون لديه مسؤوليات أقل في البيت	91
1	2	3	4	5	يكون عنده علاقة جيدة مع أهله	92
1	2	3	4	5	يكون عنده علاقة جيدة مع إخوته و أخواته	93

شكراً على وقتك في ملء الإستبيان!

Educator Arabic Version of Modified Upper Elementary Survey

استبيان احتياجات طلاب الحلقة الثانية
(الصفوف: 4-6)
نموذج المعلم

الرجاء الإجابة على أسئلة الاستبيان في هذا الكتيب و ذلك لكي تساعدنا لمعرفة ما هي احتياجات الطالب.
يمكنك أن تترك السؤال الذي لا ترغب في الإجابة عليه.

رجاءً، لا تكتب اسمك على هذا الكتيب.
الإجابات ستكون في سرية تامة.

معلومات عنك
ضع دائرة حول الإجابة المناسبة

معلم مرشد تربوي مدير

أنت...

إذا كنت معلم، أي مادة تدرّس؟

اللغة العربية	اللغة الأجنبية الرياضيات	العلوم	الاجتماعيات	غير ذلك
		4	5	6

أي صف (صفوف) في الحلقة الثانية تدرّس؟
التعليمات

هذا الاستبيان هو حول الأمور التي يحتاجها الطالب.
عند الإجابة على كل سؤال، قم بوضع دائرة حول الجواب الأقرب الى رأيك.
اقرأ كل جملة، ركّز على ما تحتاجه، ثم ضع دائرة حول أحد هذه الاجوبة:

- إذا كنت توافق بشدة
إذا كنت توافق
إذا كنت ترفض
إذا كنت ترفض بشدة
0 إذا كان الأمر لا ينطبق

مثال:

هذا الشخص يوافق بشدة أنه من المهم أن يذهب إلى المدرسة كل يوم.

أوافق بشدة	أوافق	بدون رأي	أرفض	أرفض بشدة
5	4	3	2	1

من المهم أن أذهب إلى المدرسة كل يوم

أرفض بشدة	أرفض بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة	الصحة الجسدية يهتم الطالب أن يتوقّر في المدرسة...	
1	2	3	4	5	شخص يتحدث معه عن صحته	1
1	2	3	4	5	عناية خاصة بالطلاب ذوي الإعاقة الحركية	2
1	2	3	4	5	شخص يتحدث معه عن وزنه	3
1	2	3	4	5	إسعافات أولية للجروح الصغيرة	4
1	2	3	4	5	عدد أكبر من النشاطات الرياضية (مباريات و غيرها)	5
1	2	3	4	5	برامج رياضية أكثر بعد الدوام	6
1	2	3	4	5	فحص للنظر و السمع	7
أرفض بشدة	أرفض بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة	يهتم الطالب شخصياً أن يتعلّم في المدرسة...	
1	2	3	4	5	كيف يؤثر النوم على صحته و دراسته و تعلّمه	8
1	2	3	4	5	كيفية تجنب الأمراض المعدية، مثل الانفلونزا ونزلات البرد وجذري الماء والحصبة وغيرها.	9
1	2	3	4	5	كيف يعتني بشعره، و جلده، و أسنانه بشكل جيّد	10
1	2	3	4	5	كيف يعرف عندما يمرض	11
أرفض بشدة	أرفض بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة	طلب المساعدة يهتم الطالب شخصياً أن تؤمن المدرسة...	
1	2	3	4	5	معلومات عن المهن التي تهتمه	12
1	2	3	4	5	معلومات عن كيفية الاتصال مع مرشدين نفسيين واجتماعيين.	13
1	2	3	4	5	مساعدة على وقف الاعتداء الجسدي و العاطفي	14
1	2	3	4	5	مساعدة في كيفية التعامل مع حالة وفاة شخص يعرفه	15
1	2	3	4	5	تلميذ آخر ليحدثه عن مشاكله	16
أرفض بشدة	أرفض بشدة	أوافق بشدة	أوافق بشدة	أوافق بشدة	في البيت و مع الأهل يهتم الطالب أن يتوقّر في المدرسة...	
1	2	3	4	5	مساعدة في فهم ماذا يتوقّع منه أهله	17
1	2	3	4	5	تعليم عن كيف يجب أن يعتني بنفسه عندما يكون أهله خارج البيت	18
1	2	3	4	5	نصائح عن كيف ينبغي أن يخبر أهله عن رفاقه و زملائه	19

الأداء في المدرسة سوف يكون أداء الطالب أفضل في المدرسة إذا...	أوافق بشدة	أوافق	بدون رأي	أرفض بشدة	أرفض
20	5	4	3	2	1
وجد الصفوف ممتعة أكثر ومشوقة					
21	5	4	3	2	1
وجد في الحصّة تحديات أكثر					
22	5	4	3	2	1
لم يكن جائعاً إلى حدّ كبير					
23	5	4	3	2	1
فهم واجباته بسهولة أكثر					
24	5	4	3	2	1
استطاع أن يقرأ بشكل أفضل					
25	5	4	3	2	1
أعطوه دروس إضافية للمساعدة في الصعوبات التي يواجهها في الدراسة					
26	5	4	3	2	1
حصل على مساعدة إضافية في المواد (مثل اللغات، الرياضيات وغيرها)					
27	5	4	3	2	1
واجه متاعب أقل في سلوكه (تصرفات)					
28	5	4	3	2	1
كان لديه مهارات دراسة أفضل (قراءة، كتابة ملاحظات، تلخيص...)					
29	5	4	3	2	1
كان لديه قلق أقل حول الامتحانات					
30	5	4	3	2	1
فهم اللغة أفضل (اللغة التي يتم التدريس بها)					
31	5	4	3	2	1
كان هنالك رحلات أكثر					
32	5	4	3	2	1
أنجز واجباته المدرسية بدقة أكثر					
33	5	4	3	2	1
كان مرتاحاً عندما يقول لمعلمته إنه لا يفهم ماذا يجب أن يفعل					
34	5	4	3	2	1
فهم كيف أن الأشياء التي يتعلمها في المدرسة ستنتفعه بالمستقبل					
35	5	4	3	2	1
ساعد أهله أكثر في إنجاز واجباته المدرسية					
36	5	4	3	2	1
كان لديه فكرة واضحة أكثر عن ماذا تريد منه المعلمة					
37	5	4	3	2	1
وضّحت له المعلمات أهمية الفروض					
38	5	4	3	2	1
كان هناك مقاطعات أقل في الصف					
39	5	4	3	2	1
سَلِمَ واجباته على الوقت					
40	5	4	3	2	1
قام بإنجاز واجباته بسرعة أكثر					
41	5	4	3	2	1
كان هناك في المدرسة مصادر أكثر تساعد في إنجاز واجباته (مثل كمبيوتر، مكتبة، أطلس)					
42	5	4	3	2	1
كان لديه متاعب أقل في التعامل مع شركائه لإنجاز المشاريع الجماعية					
43	5	4	3	2	1
كان مستعداً أكثر للامتحانات					
44	5	4	3	2	1
وجد الامتحانات أقل ضغطاً					
45	5	4	3	2	1
تحمل مسؤولية أكثر تجاه دراسته					

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	العلاقات مع الآخرين يهتم الطالب أن يتعلم...	
1	2	3	4	5	كيف يعالج مشكلاته و خلافاته مع الآخرين	46
1	2	3	4	5	كيف يبني علاقات جيدة مع الآخرين	47
1	2	3	4	5	كيف يتحدث مع رفاقه وأهله	48
1	2	3	4	5	كيف يحترم و يقدر الآخرين الذين يختلف رأيهم عن رأيه	49
1	2	3	4	5	كيف يستمع للآخرين بشكل أفضل	50
1	2	3	4	5	كيف يساعد الآخرين في حل مشكلاتهم	51
1	2	3	4	5	كيف يتعامل بشكل أفضل مع التلاميذ من صفوف أخرى	52
1	2	3	4	5	كيف يتفق أكثر مع أهله	53
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	الصحة العقلية/ العاطفية يهتم الطالب أن يتعلم معلومات أو يكتسب مهارات أكثر عن...	
1	2	3	4	5	ماذا يفعل حين يكون غاضباً	54
1	2	3	4	5	ماذا يفعل حين يكون حزينا	55
1	2	3	4	5	كيف يتحدث عن مشاعره بصدق أكثر	56
1	2	3	4	5	كيف يحدد أهدافا لنفسه	57
1	2	3	4	5	كيف يدافع عن نفسه (عن رأيه)	58
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	جو المدرسة يهتم الطالب أن يكون هنالك...	
1	2	3	4	5	محافظة أكثر على ممتلكات المدرسة (المقاعد، اللوح ...)	59
1	2	3	4	5	محافظة أكثر على نظافة المدرسة	60
1	2	3	4	5	فرص متساوية للصبيان والبنات لفعل الأشياء	61
1	2	3	4	5	مضايقات أقل بين الطلاب	62
1	2	3	4	5	احترام أكثر لاختلاف بين الناس	63
1	2	3	4	5	تعامل برفق أكثر بين بعض	64
1	2	3	4	5	تواصل أفضل بين الأهل و المعلمات / المعلمين	65
1	2	3	4	5	إرهاق أقل للمعلمات / المعلمين	66
1	2	3	4	5	علاقات أفضل بين التلاميذ و المعلمات/ المعلمين	67
1	2	3	4	5	وضوح أكثر من المعلمة/ المعلم عن كيف يجب أن يتصرف	68
1	2	3	4	5	مشاركة للتلاميذ في وضع القوانين و مناقشة فروض الدراسة	69
1	2	3	4	5	عواقب واضحة أكثر عند مخالفة قوانين المدرسة	70
1	2	3	4	5	معاملة لجميع التلاميذ بشكل متساوٍ بدون تفرقة من قبل المعلمين/ المعلمات	71
1	2	3	4	5	تفهم أكثر من المعلمات/ المعلمين عن كمية الواجبات المطلوبة منه	72
1	2	3	4	5	مساعدة إضافية متوفرة بشكل أكثر	73
1	2	3	4	5	تفهم أكثر للإعاقات (مثل إعاقة البصر، السمع، إعاقات التعلم وغيرها)	74
1	2	3	4	5	أنشطة أكثر (مثل النوادي، المسابقات الترفيهية، الأشغال و غيرها..)	75

أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	مبنى المدرسة يهتم الطالب أن تحدث التغييرات الآتية في المدرسة...
1	2	3	4	5	76 أن يكون مبنى المدرسة أكثر نظافة
1	2	3	4	5	77 أن تكون الحمامات أفضل
1	2	3	4	5	78 أن تكون المقاعد مريحة
1	2	3	4	5	79 أن يكون في الملعب معدات للعب أكثر
1	2	3	4	5	80 أن يكون هنالك إضاءة أفضل
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	السلامة و الوقاية من الحوادث يهتم الطالب أن يتعلم...
1	2	3	4	5	81 عن القانون و كيف يطبق عليه
1	2	3	4	5	82 كيف يقدم إسعافات أولية
1	2	3	4	5	83 عن السلامة في الألعاب الرياضية و استخدام معدّات السلامة
1	2	3	4	5	84 عن السلامة داخل السيارة ، و بين السيارات
1	2	3	4	5	85 كيف يحافظ على سلامتي في الشارع و الأماكن العامة
أرفض بشدة	أرفض	بدون رأي	أوافق	أوافق بشدة	خارج المدرسة في حياة الطالب، هذه التغييرات تهمّه...
1	2	3	4	5	86 يوجد عند أهله مال كافٍ لكي يشتروا ما يحتاجه من طعام، وثياب وغيرها.
1	2	3	4	5	87 يقضي أهله معه وقت أطول
1	2	3	4	5	88 أن يكون هناك اهتمام، و احترام، و دعم أكثر لبعضنا البعض
1	2	3	4	5	89 يكون لديه شخص يمكنه أن يعتمد عليه
1	2	3	4	5	90 يكون عنده حرية أكبر لكي يفعل الأشياء لوحده
1	2	3	4	5	91 يكون لديه مسؤوليات أقل في البيت
1	2	3	4	5	92 يكون عنده علاقة جيّدة مع أهله
1	2	3	4	5	93 يكون عنده علاقة جيدة مع إخوته و أخواته

شكراً على وقتك في ملء الإستبيان!

APPENDIX G

IRB APPROVAL LETTER



Institutional Review Board | لجنة الأخلاقيات

www.aub.edu.lb

APPROVAL OF RESEARCH

April 27, 2012

Name of Principal Investigator: Dr. Karma El-Hassan
 Address of Principal Investigator: American University of Beirut
 Phone Number of Principal Investigator: 01-350000 ext. 3131
 Email Address of Principal Investigator: kelhassan@aub.edu.lb

Dear Dr. El-Hassan,

On April 27, 2012 the IRB reviewed the following protocol:

Type of Review:	Initial, expedited
Project Title:	Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Investigator:	Dr. Karma El-Hassan
IRB ID:	FAS KE.03
Funding Agency:	None
Documents reviewed:	Application, proposal (version March 30, 2012), principal letter (English, version April 27, 2012), parental informed consent form for study and pilot (English and Arabic, version April 27, 2012), parental permission consent document for study and pilot (English and Arabic, version April 27, 2012), recruitment letter for the Directorate of Elementary Education (English and Arabic, version April 27, 2012), teacher/counselor/principal consent documents for study and pilot (English, version April 27, 2012), recruitment letter for teacher/counselor/principal for study and pilot (English and Arabic, version April 27, 2012), recruitment letter for parents for study and pilot (English and Arabic, version April 27, 2012), recruitment letter for students for study and pilot (English and Arabic, version April 27, 2012), student survey – grades 1-3 and grades 4-6 (English and Arabic versions), parent survey – grades 1-3 and grades 4-6 (English and Arabic versions), teacher survey – grades 4-6 (English and Arabic versions), educator survey – grades 1-3 (English and Arabic versions), child assent for study and pilot (English and Arabic, version April 27, 2012).

The IRB approved the protocol from April 27, 2012 to April 27, 2013 inclusive. Before February 27, 2013 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure.

If continuing review approval is not granted before the expiration date of April 27, 2013, approval of this research expires on that date.

Please find attached the stamped approved documents:

- proposal (version March 30, 2012)
- principal letter (English, version April 27, 2012)
- parental informed consent form for study and pilot (English and Arabic, version April 27, 2012)
- parental permission consent document for study and pilot (English and Arabic, version April 27, 2012)
- recruitment letter for the Directorate of Elementary Education (English and Arabic, version April 27, 2012)
- teacher/counselor/principal consent documents for study and pilot (English, version April 27, 2012)
- recruitment letter for teacher/counselor/principal for study and pilot (English and Arabic, version April 27, 2012)
- recruitment letter for parents for study and pilot (English and Arabic, version April 27, 2012)
- recruitment letter for students for study and pilot (English and Arabic, version April 27, 2012)
- student survey – grades 1-3 and grades 4-6 (English and Arabic versions)
- parent survey – grades 1-3 and grades 4-6 (English and Arabic versions)
- teacher survey – grades 4-6 (English and Arabic versions)
- educator survey – grades 1-3 (English and Arabic versions)
- child assent for study and pilot (English and Arabic, version April 27, 2012)

Kindly, use the approved informed consent document to document consent.

The American University of Beirut and its Institutional Review Board, under the Institution's Federal Wide Assurance with OHRP, comply with the Department of Health and Human Services (DHHS) Code of Federal Regulations for the Protection of Human Subjects ("The Common Rule") 45CFR46, subparts A, B, C, and D, with 21CFR56; and operate in a manner consistent with the Belmont report, FDA guidance, Good Clinical Practices under the ICH guidelines, and applicable national/local regulations



Sincerely,

Michael Clinton

Michael Clinton, PhD
IRB Vice Chairperson
Social & Behavioral Sciences

Cc: Ibrahim Salti, MD, PhD
Chairperson of the IRB

...LEA

APPENDIX H

PRIVATE SCHOOLS LETTER

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Private Schools Recruitment Letter for Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan Co-Investigator: Anisa Beydoun

Dear School Principal,

You are invited to participate in a research study which is entitled: Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools. The research is being conducted with the goal of fulfilling an M.A. thesis in Educational Psychology for the co-investigator, Anisa Beydoun. The purpose of the study is to identify the guidance needs of lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (primary vs. elementary), and perspectives of participants (students, parents, educators : school counselors, teachers, and school principals).

In this study, the participants will complete a survey about the student needs. There are two main forms of the survey: lower elementary survey and upper elementary survey. Each survey has three versions: student version, parent version, and educator version. The survey has been piloted in Spring 2012, and the estimated time for completing the survey was not more than 30-35 minutes.

One section from every grade level will participate in the survey. Students of grades 2-6 will complete the survey in their classroom during a period of their school day. However, Grade 1 students would complete the survey individually, by being interviewed by the co-investigator. Parents will complete the survey on their own at home, and the educators will complete it on their own in the school.

The risk in this study is minimal; the type of survey questions is not more than what students may be occasionally asked by a teacher about their preferences in school, home, or life in general. Moreover, the data will be collected anonymously and confidentiality will be secured.

The benefits of this study are in obtaining information about the student guidance needs in Greater Beirut schools. This will help educators and school counselors to design better programs for meeting the needs of lower and upper elementary students in Greater Beirut schools. The participating school will have a copy of the obtained results, so that they may benefit from knowing more about their students' needs.

The data collection from the schools is expected to start as soon as the academic year 2012-2013 starts. If you wish to participate in this study, kindly confirm to the investigators.

If you have any further questions, please contact:

Primary Investigator: Dr. Karma El Hassan , at Tel: 961 1 350000, Ext. 3131/0,
Fax : 01 365 019 ,Email: kelhasan@aub.edu.lb .

Co-Investigator: Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb .

If you have questions, concerns, or complaints about the research study and would like to contact someone independent of the research team, kindly contact the Social & Behavioral Sciences Institutional Review Board at the following address:

American University of Beirut

Tel: 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

APPENDIX I

PUBLIC SCHOOLS LETTER

(English Version)

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Public Schools Recruitment Letter for Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan Co-Investigator: Anisa Beydoun

To The Directorate of Elementary Education,

A research is being conducted with the goal of fulfilling an M.A. thesis in Educational Psychology for the co-investigator, Anisa Beydoun. The purpose of the study is to identify the guidance needs of lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (primary vs. elementary), and perspectives of participants (students, parents, educators : school counselors, teachers, and school principals).

Since this research involves public schools, we are asking your permission to access the public schools in Greater Beirut in order to collect data.

In this study, the participants will complete a survey about the student needs. There are two main forms of the survey: lower elementary survey and upper elementary survey. Each survey has three versions: student version, parent version, and educator version. The survey has been piloted in Spring 2012, and the estimated time for completing the survey was not more than 30-35 minutes.

One section from every grade level will participate in the survey. Students of grades 2-6 will complete the survey in their classroom during a period of their school day. However, Grade 1 students would complete the survey individually, by being interviewed by the co-investigator. Parents will complete the survey on their own at home, and the educators will complete it on their own in the school.

The risk in this study is minimal; the type of survey questions is not more than what students may be occasionally asked by a teacher about their preferences in school, home, or life in general. Moreover, the data will be collected anonymously and confidentiality will be secured.

The benefits of this study are in obtaining information about the student guidance needs in Greater Beirut schools. This will help educators and school counselors to design better programs for meeting the needs of lower and upper elementary students in Greater Beirut schools. The participating school will have a copy of the obtained results, so that they may benefit from knowing more about their students' needs.

The data collection from the schools is expected to start as soon as the academic year 2012-2013 starts. If you wish to participate in this study, kindly confirm to the investigators.

If you have any further questions, please contact:

Primary Investigator: Dr. Karma El Hassan , at Tel: 961 1 350000, Ext. 3131/0,
Fax : 01 365 019 ,Email: kelhasan@aub.edu.lb .

Co-Investigator: Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb .

If you have questions, concerns, or complaints about the research study and would like to contact someone independent of the research team, kindly contact the Social & Behavioral Sciences Institutional Review Board at the following address:

American University of Beirut

Tel: 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

(Arabic Version)

الجامعة الأمريكية في بيروت
كلية العلوم والآداب / دائرة التربية
رسالة دعوة للمشاركة في البحث:
الإحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى
الباحث المشارك: أنيسة بيضون الباحث الأساسي: د. كريمة الحسن

جاناب مديرية التعليم الإبتدائي ،

هنالك بحث يتم إجراؤه حالياً في الجامعة الأمريكية في بيروت، وهو لأجل اتمام رسالة الماجستير التي تقوم بها الباحثة المشاركة: أنيسة بيضون. الهدف من هذا البحث هو التعرف على الإحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى، و معرفة ما إذا كان هناك ثمة فرق بين هذه الإحتياجات باختلاف نوع المدرسة (خاصة/ رسمية)، واختلاف المرحلة التعليمية (الحلقة الأولى/ الثانية)، واختلاف آراء المشاركين في البحث (الطلاب، الأهل، المربين: معلمين، مرشدين، و مدراء المدارس).

فيما أن هذا البحث يتطلب مشاركة مدارس رسمية، نرجو من جانبكم السماح للباحثة المشاركة، أنيسة بيضون، بالدخول الى المدارس الرسمية في بيروت وبيروت الكبرى (الضواحي المباشرة) ، وذلك لأجل ملئ الاستبيانات المتعلقة بالبحث.

البحث يتطلب من المشاركين أن يملأوا استبيان عن احتياجات الطالب. هنالك نموذجان أساسيان لهذا الاستبيان: نموذج للحلقة الأولى، و نموذج للحلقة الثانية. و لكل من هذين النموذجين ثلاث نسخات: نسخة الطالب، و نسخة الأهل، و نسخة المربي. الوقت المقدر لملئ الاستبيان حوالي: 30-35 دقيقة على الأكثر.

سيتم اختيار شعبة واحدة من كل صف للمشاركة في ملئ الاستبيان. الطلاب من الصف الثاني أساسي وحتى السادس أساسي سوف يملأون الاستبيان في إحدى الحصص داخل الصف. أما طلاب الصف الأول أساسي، فسوف يملأون الاستبيان فردياً، خارج الصف، مع الباحثة المشاركة. أما الأهل، فسوف يملأون الاستبيان لوحدهم في البيت، و المربون (المعلمين، المرشد، المدير) فسوف يملأونها لوحدهم في المدرسة.

المخاطر في هذا البحث ضئيلة جداً، فنوع الأسئلة التي ستطرح في الاستبيان ليست أكثر مما قد يتعرض له الطالب من مناقشات في الصف حول ما يفضله في مدرسته وبيته أو الحياة بشكل عام. بالإضافة إلى ذلك، فإن المعلومات المجموعة من الاستبيان سوف تحفظ بسرية تامة و تراعي خصوصية المشاركين .

أما الفوائد المتوقعة من هذا البحث، فهي متعلقة بجمع معلومات عن احتياجات الطلاب الإرشادية في مدارس بيروت الكبرى. هذه المعلومات قد تفيد العاملين في الحقل التربوي والإرشادي بشكل خاص في إعداد برامج إرشادية تخدم احتياجات طلاب الحلقة الأولى والثانية في مدارس بيروت الكبرى بشكل أدق. كما أن المدرسة المشاركة ستحصل على نتائج البحث لعلها تستفيد في معرفة احتياجات طلابها أكثر.

سوف تبدأ عملية ملئ الاستبيانات في المدارس مع بداية العام الدراسي 2012-2013.

إذا كان لديكم أي استفسار، الرجاء الإتصال ب: الباحث الأساسي: د. كريمة الحسن

Tel: 961 1 350000, Ext. 3131/0, Fax : 01 365 019 ,Email: kelhasan@aub.edu.lb

والباحث المشارك: أنيسة بيضون Email: anb02@aub.edu.lb Tel: 03 613074

إذا كان لديكم أي سؤال، استفسار، أو شكوى تجاه هذا البحث وتودون الإتصال بجهة محايدة، يمكنكم الإتصال بلجنة الأخلاقيات على العنوان الآتي:

الجامعة الأميركية في بيروت

Tel: 01 374374, ext: 5445 Fax: 01 374374, ext: 5444 Email: irb@aub.edu.lb

APPENDIX J

EDUCATOR RECRUITMENT LETTER

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Educator Recruitment Letter for Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan, Co-Investigator: Anisa Beydoun

Dear educator,

You are invited to participate in a research study which is entitled: Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools. The research is being conducted with the goal of fulfilling an M.A. thesis in Educational Psychology for the co-investigator, Anisa Beydoun. The purpose of the study is to identify the guidance needs of lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (primary vs. elementary), and perspectives of participants (students, parents, educators : school counselors, teachers, and school principals).

In this study, the participants will complete a survey about the student needs. There are two main forms of the survey: lower elementary survey and upper elementary survey. Each survey has three versions: student version, parent version, and educator version. The survey has been piloted in Spring 2012, and the estimated time for completing the survey was not more than 30-35 minutes.

One section from every grade level will participate in the survey. Students of grades 2-6 will complete the survey in their classroom during a period of their school day. However, Grade 1 students would complete the survey individually, by being interviewed by the co-investigator. Parents will complete the survey on their own at home, and the educators will complete it on their own in the school.

The risk in this study is minimal; the type of survey questions is not more than what students may be occasionally asked by a teacher about their preferences in school, home, or life in general. Moreover, the data will be collected anonymously and confidentiality will be secured.

The benefits of this study are in obtaining information about the student guidance needs in Greater Beirut schools. This will help educators and school counselors to design better programs for meeting the needs of lower and upper elementary students in Greater Beirut schools. The participating school will have a copy of the obtained results, so that they may benefit from knowing more about their students' needs.

The data collection from the schools is expected to start as soon as the academic year 2012-2013 starts. If you wish to participate in this study, kindly confirm to the investigators.

If you have any further questions, please contact:

Primary Investigator: Dr. Karma El Hassan , at Tel: 961 1 350000, Ext. 3131/0,
Fax : 01 365 019 ,Email: kelhasan@aub.edu.lb .

Co-Investigator: Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb .

If you have questions, concerns, or complaints about the research study and would like to contact someone independent of the research team, kindly contact the Social & Behavioral Sciences Institutional Review Board at the following address:

American University of Beirut

Tel: 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

APPENDIX K

PARENT RECRUITMENT LETTER

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Parent Recruitment Letter for Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan, Co-Investigator: Anisa Beydoun

Dear parent,

We would like you to participate in a research study about the Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools. The research is being conducted with the goal of fulfilling an M.A. thesis in Educational Psychology for the co-investigator, Anisa Beydoun. The purpose of the study is to identify the guidance needs of lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut and to see if they differ by school (public vs. private), level (primary vs. elementary), and perspectives of participants (students, parents, educators : school counselors, teachers, and school principals).

In this study, the participants will complete a survey about the student needs. There are two main forms of the survey: lower elementary survey and upper elementary survey. Each survey has three versions: student version, parent version, and educator version. The estimated time for completing the survey is not more than 30-35 minutes.

One section from every grade level will participate in the survey. Students of grades 2-6 will complete the survey in their classroom during a period of their school day. However, Grade 1 students would complete the survey individually, by being interviewed by the co-investigator. Parents will complete the survey on their own at home, and the educators will complete it on their own in the school.

The risk in this study is minimal; the type of survey questions is not more than what students may be occasionally asked by a teacher about their preferences in school, home, or life in general. Moreover, the data will be collected anonymously and confidentiality will be secured.

The benefits of this study are in obtaining information about the student guidance needs in Greater Beirut schools. This will help educators and school counselors to design better programs for meeting the needs of lower and upper elementary students in Greater Beirut schools. The participating school will have a copy of the obtained results, so that they may benefit from knowing more about their students' needs.

The data collection from the schools is expected to start as soon as the academic year 2012-2013 starts. If you wish to participate in this study, kindly confirm to the investigators.

If you have any further questions, please contact:

Primary Investigator: Dr. Karma El Hassan , at Tel: 961 1 350000, Ext. 3131/0,
Fax : 01 365 019 ,Email: kelhasan@aub.edu.lb .
Co-Investigator: Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb .

If you have questions, concerns, or complaints about the research study and would like to contact someone independent of the research team, kindly contact the Social & Behavioral Sciences Institutional Review Board at the following address:

American University of Beirut

Tel: 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

We will be communicating with you through sending and receiving forms through your children at school. You will find attached in this letter a parent consent form, and a parent permission form. The parent consent form is for you to read and decide whether you yourself want to participate in this study or not. The parent permission form is for you to decide whether you want your child to participate in the study or not. Once you decide to participate, kindly return the signed forms back with your children as soon as you sign them and no later than one week from the day this letter was sent to you.

(Arabic Version)

الجامعة الأمريكية في بيروت
كلية العلوم و الآداب / دائرة التربية
رسالة دعوة الأهل للمشاركة في البحث:
الإحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى
الباحث الأساسي: د. كريمة الحسن، الباحث المشارك: أنيسة بيضون

حضرة ولي أمر الطفل،
هنالك بحث يتم إجراؤه في الجامعة الأمريكية في بيروت، وهو لأجل اتمام رسالة الماجستير التي تقوم بها الباحثة المشاركة: أنيسة بيضون. الهدف من هذا البحث هو التعرف على الإحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى، الخاصة و الرسمية، و معرفة ما إذا كان هناك فرق بين هذه الإحتياجات باختلاف نوع المدرسة (خاصة/ رسمية)، و اختلاف المرحلة التعليمية (الحلقة الأولى/ الثانية)، و اختلاف آراء المشاركين في البحث (الطلاب، الأهل، المرَبِّين: معلمين، مرشدين، و مدراء المدارس).

البحث يتطلَّب من المشاركين أن يملأوا استبيان عن احتياجات الطالب. هنالك نموذجان أساسيان لهذا الاستبيان: نموذج للحلقة الأولى، و نموذج للحلقة الثانية. و لكل من هذين النموذجين ثلاث نسخات: نسخة الطالب، و نسخة الأهل، و نسخة المرَبِّين. فأنتم مدعوون لملئ استبيان الأهل الذي سيرسل لكم مع طفلكم في حال وافقتم.

إن الوقت المقدر لملئ نموذج استبيان الأهل لن يستغرق أكثر من 30-35 دقيقة.

إن المخاطر في هذا البحث ضئيلة جداً، فنوع أسئلة الاستبيان ليست أكثر مما قد يُسأل عنه الطالب في بعض الأحيان حول ما يفضله في مدرسته وبيته أو الحياة بشكل عام. بالإضافة إلى ذلك، فإن المعلومات المجموعة من الاستبيان سوف تحفظ بسرية تامة و تراعي خصوصية المشاركين .
أما الفوائد المتوقعة من هذا البحث ، فتتعلق بجمع معلومات عن احتياجات الطلاب الإرشادية في مدارس بيروت الكبرى. هذه المعلومات قد تفيد التربويين و المرشدين بشكل خاص في إعداد برامج تخدم احتياجات طلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى تحديداً. كما أن المدرسة المشاركة ستحصل على نتائج البحث لعلها تستفيد في معرفة احتياجات طلابها أكثر.

سوف تبدأ عملية ملئ الاستبيانات في المدارس مع بداية العام الدراسي 2012-2013.
سوف يتم التواصل معكم من خلال المراسلة بواسطة طفلكم. و تجدون مرفقاً مع هذه الرسالة، نموذج موافقة على المشاركة في البحث، فإذا كنتم ترغبون في المشاركة ، الرجاء قراءتها جيداً و ثم التوقيع عليها. كذلك تجدون نموذج إذن لمشاركة طفلكم في البحث. نأمل أن تقرأوها جيداً و توقعوا عليها في حال كنتم ترغبون أن يشارك طفلكم. يرجى إرسال الوثائق عند الموافقة عليها مع طفلكم الى المدرسة لكي يستلمها منكم الباحث المشارك، وذلك في مدة أقصاها أسبوع من يوم إرسال هذه الرسالة لكم.

إذا كان لديكم أي استفسار، الرجاء الإتصال بـ :

الباحث الأساسي: د. كريمة الحسن. Tel: 961 1 350000, Ext. 3131/0, Fax : 01 365 019

Email: kelhasan@aub.edu.lb .

والباحث المشارك: أنيسة بيضون. Tel: 03 613074 , Email: anb02@aub.edu.lb
إذا كان لديكم أي سؤال، استفسار، أو شكوى تجاه هذا البحث و تودون الإتصال بجهة محايدة، يمكنكم الإتصال بلجنة الأخلاقيات على العنوان الآتي: الجامعة الأميركية في بيروت،

Tel: 01 374374, ext: 5445, Fax: 01 374374, ext: 5444, Email: irb@aub.edu.lb

شكراً لتعاونكم،

فريق البحث

APPENDIX L

STUDENT RECRUITMENT LETTER

(English Version)

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Student Recruitment Letter for Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan, Co-Investigator: Anisa Beydoun

Dear student,

You are invited to be in a research study which is about the Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools.

The purpose of the study is to know about the guidance needs of lower elementary (grade 1-3) and upper elementary (grade 4-6) students of private and public schools in Greater Beirut. It is also to know if they differ by school (public vs. private), level (primary vs. elementary), and views of participants (students, parents, educators : school counselors, teachers, and school principals).

The participants will complete a survey about the student needs. There are two main forms of the survey: lower elementary survey and upper elementary survey. Each form has three versions: student version, parent version, and educator version.

One section from every grade level will participate in the survey. Students of grades 2-6 will complete the survey in their classroom during a certain period. However, Grade 1 students would complete the survey one by one, by being with by the co-investigator. The co-investigator will read for Grade 1 students the questions, hear their answers, and record them on the survey. Parents will complete the survey on their own at home, and the educators will complete it on their own in the school.

The estimated time for completing lower elementary survey is around 30-35 minutes.

The harm in this study very little; the survey questions are simple and not more than what students may be asked by a teacher about what they like in school, home, or life in general. Also the survey answers will be collected without having your name on them and without anyone knowing what you answered.

The good things in this study are in knowing about the student needs in Greater Beirut schools. This information will help educators to make better programs for meeting the needs of lower and upper elementary students in Greater Beirut schools

The data collection from the schools is expected to start as soon as the academic year 2012-2013 starts.

You will receive a child assent form that you have to read with care in order to decide if you want to participate or no. You have one week period starting from the day you receive this document to decide and return the signed assent form in case you want to participate.

If you have any further questions, please contact:

Primary Investigator: Dr. Karma El Hassan , at Tel: 961 1 350000, Ext. 3131/0,
Fax : 01 365 019, Email: kelhasan@aub.edu.lb .

Co-Investigator: Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb .

If you would like to contact someone independent of the research team, to talk or ask about things related to the study, kindly contact the Social & Behavioral Sciences Institutional Review Board at the following address:

American University of Beirut, **Tel:** 01 374374, ext: 5445, **Fax:** 01 374374,
ext: 5444, **Email:** irb@aub.edu.lb

Thank you,
Research team

(Arabic Version)

الجامعة الأمريكية في بيروت
كلية العلوم و الآداب / دائرة التربية
رسالة دعوة للمشاركة للطلاب في البحث:
الإحتياجات الإرشادية لطلاب الحلقتين الأولى و الثانية في مدارس بيروت الكبرى
الباحث الأساسي: د. كريمة الحسن، الباحث المشارك: أنيسة بيضون

إلى الطالب العزيز،

هنالك بحث في الجامعة الأمريكية في بيروت لأجل اتمام رسالة الماجستير التي تقوم بها الباحثة المشاركة: أنيسة بيضون. الهدف من هذا البحث هو أن نعرف الإحتياجات الإرشادية لطلاب الحلقتين الأولى و الثانية في مدارس بيروت الكبرى، الخاصة و الرسمية، و معرفة ما إذا كان هناك فرق بين هذه الإحتياجات مع اختلاف نوع المدرسة (خاصة/ رسمية)، و المرحلة التعليمية (الحلقة الأولى/ الثانية)، و آراء المشاركين في البحث (الطلاب، الأهل، المربين: معلمين، مرشدين، و مدراء المدارس).

البحث يتطلّب من المشاركين أن يملأوا استبيان عن احتياجات الطالب. هنالك نموذجان أساسيان لهذا الاستبيان: نموذج للحلقة الأولى، و نموذج للحلقة الثانية. و لكل من هذين النموذجين ثلاث نسخات: نسخة الطالب، و نسخة الأهل، و نسخة المربي. بما أنك من الطلاب، ندعوك للمشاركة في ملئ استبيان الطلاب في وقت سيحدد لكم بالاتفاق مع المدرسة. إن وقت ملئ نموذج استبيان الطالب هو حوالي: 30-35 دقيقة.

إن الضرر من المشاركة في هذا البحث قليل جداً، فنوع الأسئلة التي ستطرح في الاستبيان ليست أكثر مما قد تسمعه عادة في الصف من أسئلة عن ماذا تحب في المدرسة و البيت أو الحياة بشكل عام. كذلك لن يعرف أحد ماذا أجبت على الاستبيان، لأننا لن نطلب أن تكتب اسمك على الاستبيان. أما الفوائد المتوقعة من هذا البحث، فهي ان الباحثون سوف يعرفون أكثر عن احتياجات الطلاب في مدارس بيروت الكبرى. هذه المعلومات قد تفيد التربويين في إعداد برامج تخدم احتياجات طلاب الحلقتين الأولى و الثانية في مدارس بيروت الكبرى.

سوف تبدأ عملية ملئ الاستبيانات في المدارس مع بداية العام الدراسي 2012-2013. سوف تحصل على ورقة "موافقة الطفل على المشاركة في البحث". نرجو أن تقرأها جيداً وتفكر جيداً إذا كنت ترغب في المشاركة بالبحث أم لا. لديك أسبوع كامل لتفكر إذا كنت ترغب في المشاركة أم لا. بعد ذلك يمكنك أن تعيد لنا ورقة " موافقة الطفل على المشاركة في البحث" موقعة منك إذا اردت المشاركة.

إذا كان لديكم أي استفسار، الرجاء الإتصال ب: الباحث الأساسي: د. كريمة الحسن

Tel: 961 1 350000, Ext. 3131/0, Fax : 01 365 019 ,

Email: kelhasan@aub.edu.lb .

والباحث المشارك: أنيسة بيضون Tel: 03 613074 , Email: anb02@aub.edu.lb

إذا كان لديك أي سؤال، استفسار، أو شكوى تجاه هذا البحث وتريد الإتصال بأشخاص غير فريق البحث، يمكنك الإتصال بلجنة الأخلاقيات على العنوان الآتي: الجامعة الأميركية في بيروت،

Tel: 01 374374, ext: 5445, Fax: 01 374374, ext: 5444, Email: irb@aub.edu.lb

شكراً لك،
فريق البحث

APPENDIX M

EDUCATOR CONSENT FORM

THE AMERICAN UNIVERSITY OF BEIRUT
Faculty of Arts and Sciences/ Department of Education
Consent Document for Educators For the Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan , Co-investigator: Anisa Beydoun

Study site: 8 schools in Greater Beirut (2 public, 6 private)
Participantsof the study: 960 students, 960 parents, 64 teachers, 8 school counselors, and 8 principals.

Your school has already consented for the research to be conducted on its premises. The research involves the participation of students, parents, and educators. You were selected to participate since you are an educator. Please read the information below and feel free to ask any questions that you may have.

A. Project Description

1. This consent applies only to your school. A copy of this consent will be kept with you.

2. In this study, you will fill a survey about the guidance needs of elementary students. There are two main forms of the survey: lower elementary survey, and upper elementary survey. Teachers will fill either form, depending on the elementary level in which they teach. As for counselors and school principals, they are invited to fill both surveys since they are in charge of all the elementary levels.

3. The participating educators in this survey are recruited by direct contact.

4. The collection of data for the research study is expected to be done as early as the school year 2012-2013 starts. The estimated time for completing the survey is no more than 30-35 minutes.

5. The research is conducted for fulfilling an M.A. thesis in Educational Psychology for the co-investigator.

B. Risks and Benefits

Your participation in this study does not involve any physical risk or emotional risk to you beyond the risks of daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in no way affects your relationship with AUB.

The benefits of this study are not directly or immediately attained by the participants. However, your participation helps researchers have a better idea about the guidance needs of the target students. The data collected, if utilized in the future, may help educators in designing guidance programs that better serve the needs of lower and upper elementary students in Greater Beirut schools.

C. Confidentiality

Your name and other identifying information will never be attached to your answers. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and the co-investigator working directly on this project. All data will be destroyed responsibly after the required retention period (three years). Your privacy will be maintained in all published and written data resulting from this study. Your name or other identifying information will not be used in our reports or published papers.

D. Contact Information

1) If you have any questions or concerns about the research you may contact:

Primary Investigator: Dr. Karma El Hassan, Director Office of Institutional Research & Assessment (OIRA)
American University of Beirut, Tel: 01 350000, Ext. 3131/0 , Fax : 01 365 019, Email: kelhasan@aub.edu.lb

Co-Investigator: Anisa Beydoun Tel: 03 613074, Email: anb02@aub.edu.lb

2) If you have any questions, concerns or complains about your rights as a participant in this research, you can contact the following office at AUB: Social & Behavioral Sciences Institutional Review Board

American University of Beirut, **Tel:** 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

E. Participant rights

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate no way influences your relationship with AUB.

If you wish to participate, kindly sign your name and date below to indicate that you have read the information in this paper and that you agree to participate.

I have read and understood the above information. I agree to participate in the research study.

Participant: _____ Date: _____ Time: _____

Signature of Research Team (Co-investigator):

Date: _____ Time: _____

APPENDIX N

PARENT CONSENT FORM

(English Version)

THE AMERICAN UNIVERSITY OF BEIRUT
Faculty of Arts and Sciences/ Department of Education
Parent Consent Form for the Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan , Co-investigator: Anisa Beydoun

Study site: 8 schools in Greater Beirut (2 public, 6 private)

Participants of the study: 960 students, 960 parents, 64 teachers, 8 school counselors, and 8 principals.

Your child's school has already agreed that the research be conducted on its premises. The research involves the participation of students, parents, and educators. You were selected to participate since you are a parent, and accordingly this consent document was sent to you through your child. Please read the information below and feel free to ask any questions that you may have.

A. Project Description

1. A copy of this consent will be kept with you.
2. The parents are recruited by being sent consent letters which their children get at school from the co-investigator. After one week from the day of sending the letters, the parents who returned signed consent forms will be sent the survey to fill at home, and return it within a period of another week.
3. There are two main forms of the survey: lower elementary survey, and upper elementary survey. You will fill the form that is related to your child's grade level and according to your own opinion.
4. The collection of data for the research study is expected to be done as early as the school year 2012-2013 starts.
The estimated time for completing the survey is no more than 30-35 minutes.
5. The research is conducted for fulfilling an M.A. thesis in Educational Psychology for the co-investigator.

B. Risks and Benefits

There is no physical or emotional risk beyond the risks of daily life. However, there are only 2 questions in the survey for Grades 1-3 that may be sensitive:

At school it is important for my child to have:
help to stop people from hurting his/her body.
someone to help my child understand what it means when someone I know dies.

You are free not to answer questions that seem uncomfortable to you. The benefits of this study are not directly or immediately attained by the participants. However, the researchers in particular and other educators in general may have a better idea about the guidance needs of the target students.

C. Confidentiality

Your name and other identifying information will never be attached to your answers. All codes and data are kept in a locked drawer in a locker room or in a password protected computer that is kept secure. Data access is limited to the Principal Investigator and the co-investigator working directly on this project. All data will be destroyed responsibly after the required retention period (three years.) Your privacy will be maintained in all published and written data resulting from this study. Your name or other identifying information will not be used in our reports or published papers.

D. Contact Information

1) If you have any questions or concerns about the research you may contact:

Primary Investigator: Dr. Karma El Hassan, Tel: 01 350000, Ext. 3131/0, Fax : 01 365 019, Email: kelhasan@aub.edu.lb

Co-Investigator: Anisa Beydoun, Tel: 03 613074, Email: anb02@aub.edu.lb

2) If you have any questions, concerns or complains about your rights as a participant in this research, you can contact the following office at AUB: Social & Behavioral Sciences Institutional Review Board

American University of Beirut, **Tel:** 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

E. Participant rights

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Discontinuing participation in no way affects your relationship with AUB. Kindly sign your name and date below to indicate that you have read and understood the information in this paper and that you agree to participate. Please return this consent form as soon as you sign it, and no later than one week from the day it was sent.

Yes I agree to participate

No I don't agree to participate

Name and Signature of Parent/Guardian Relationship to
child(Father/Mother etc.) Date _____

(Arabic Version)

الجامعة الأمريكية في بيروت
كلية الآداب و العلوم / دائرة التربية
موافقة الأهل للاشتراك في البحث:
الاحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى
الباحث الأساسي: د. كريمة الحسن، الباحث المشارك: أنيسة بيضون

موقع البحث: 8 مدارس في بيروت الكبرى (2 مدرسة رسمية، و 6 مدرسة خاصة)
المشاركون في البحث: 960 تلميذ، 960 من الأهل، 64 معلم، 8 مرشد تربوي ، 8 مدير.

إن مدرسة طفلكم قد وافقت أن تكون من المدارس المشاركة في هذا البحث. يشمل هذا البحث مشاركة طلاب، و أهل، و تربويين، ولقد تم اختياركم بما أنكم من الأهل. و تم ارسال هذه الوثيقة لكم من الباحث المشارك من خلال تسليمها لطفلكم في المدرسة. فضلاً اقرؤوا المعلومات الآتية وخذوا راحتكم لطرح أي سؤال أو استفسار لديكم. وصف المشروع
هذه الوثيقة صالحة فقط لمدرسة طفلكم، و ستحصلون على نسخة منها.
لقد تم التواصل مع الأهل للمشاركة بواسطة إرسال الرسائل عبر أبناهم. بعد موافقتكم على المشاركة. سوف تملأون استبيان عن احتياجات الطلاب في الحلقة الأولى و الثانية حسب رأيكم أنتم. هنالك نموذجان من هذا الاستبيان: نموذج للحلقة الأولى و نموذج للحلقة الثانية. أنتم ستملأون النموذج التابع لصف طفلكم. في حال موافقتكم سوف يتم إرسال الاستبيان اليكم من خلال أبنائكم وذلك بعد أسبوع من تاريخ إرسال هذه الرسالة.
الوقت المقدّر لملي الاستبيان ليس أكثر من 30-35 دقيقة.
هذا البحث هو لأجل استكمال رسالة ماجستير في علم النفس التربوي للباحث المشارك.

المخاطر و المنافع
إن مشاركتكم في هذا البحث ليس لها أي مخاطر حسيّة أو نفسيّة ، ليس أكثر ممّا قد تصادفونه في حياتكم الطبيعية اليومية.
هنالك سؤالان فقط في الاستبيان الخاص بالحلقة الأولى ، قد يكون فيهما حساسيّة إلى حد ما:

في المدرسة بهم طفلي أن يحصل على :
مساعدة لوقف الآخرين من إيذاء جسده
شخص يشرح له ماذا يعنى عندما يموت شخص يعرفه

لديكم الحرية التامة للامتناع عن الإجابة عن اي سؤال تجدونه غير مريح.
إن المنافع من هذا البحث قد لا يكتسبها المشارك بشكل فوري أو مباشر، إنما المشاركة في هذا البحث قد تفيد في إضافة معلومات للباحثين في مجال علم النفس التربوي ، و بخاصة في المجال الإرشادي، لأجل إعداد برامج إرشادية قد تخدم الفئة المستهدفة في هذا البحث - أي طلاب الحلقة الأولى والثانية في مدارس بيروت الكبرى. السريّة
لضمان سريّة اجاباتكم، فإن اسمكم و أي معرّفات تخصّكم لن يتم ربطها بإجاباتكم. أي بيانات يتم جمعها في هذا البحث سيتم الاحتفاظ بها في درج مغلق ، وفي حاسوب لا يتم التحكم بمحتواه من قبل أحد سوى الباحث الأساسي و الباحث المشارك. كل البيانات التي يتم جمعها في هذا البحث سوف يتم تلفها فور انتهاء المهلة المتاحة وهي ثلاث سنوات على الأكثر. إن خصوصيتكم سوف تبقى محفوظة طوال البحث، و لن يتم ذكر أسمائكم في أي تقرير أو أي من المطبوعات.
معلومات الإتصال:
إذا كان لديكم أي استفسار حول هذا البحث يمكنكم الاتصال بـ:

الباحث الأساسي: د. كريمة الحسن ، الجامعة الأمريكية في بيروت، تلفون: 3131 / 350000 - 01 فاكس: 01 365 019، بريد الكتروني: kelhasan@aub.edu.lb

الباحث المشارك: أنيسة بيضون ، تلفون: 03613074 ، بريد الكتروني: anb02@aub.edu.lb
إذا كان لديكم أي استفسارات أو شكاوى حول حقوقكم كمشاركين في هذا البحث، يمكنكم الاتصال بهذا المكتب في الجامعة الأمريكية في بيروت: Social & Behavioral Sciences Institutional Review Board
Tel: 01 374374, ext: 5445, Fax: 01 374374, ext: 5444, Email: irb@aub.edu.lb

حقوق المشاركين

إن المشاركة في هذا البحث هي تطوعية. يمكنك إيقافها في أي وقت ودون خسارة أو ضرر. إن قرارك في عدم المشاركة لا يؤثر في أي شكل من الأشكال بعلاقتك مع الجامعة الأمريكية.
أما إذا كنت ترغب في المشاركة، فضلاً وقّع في الفراغ في الأسفل على أنك قرأت المعلومات في هذه الوثيقة وفهمتها وانك موافق على المشاركة.
الرجاء إرسال هذه الوثيقة الى المدرسة في حال توقيعها، وخلال مدة أقصاها أسبوع من التاريخ الذي تم فيه إرسال الرسالة إليكم.

لقد قرأت وفهمت المعلومات في هذه الوثيقة، و إنني :

أوافق على المشاركة لا أوافق على المشاركة

اسم وتوقيع ولي الأمر: _____ التاريخ: _____
صلة ولي الأمر بالطفل (أب/أم/ غير ذلك) : _____

APPENDIX O

CHILD PERMISSION

(English Version)

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Permission for Child to Participate in Research
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan, Co-Investigator: Anisa Beydoun
Study site: 8 schools in Greater Beirut (2 public, 6 private)
Participants: 960 students, 960 parents, 64 teachers, 8 school counselors, and 8 principals.

Your child's school has already agreed that the research be conducted on its premises. Your child was selected to participate since he/she is a student at the school, and accordingly this parental permission was sent to you through your child; it applies only to your child's school and you will be receiving a copy of it.

In addition to the parental permission form, children who are 7 years of age and more will also be assented. In case, children are less than 7 years of age, they will not be included in the study if they show signs of dissent.

Your child's participation is voluntary.

Please consider the information carefully before you decide to allow your child to participate.

Purpose: The research aims at identifying the needs of lower and upper elementary students from their own perspective, and comparing it to the perspectives of their parents and educators (teachers, school counselor - if available- and school principal). It is going to be performed in 8 schools (2 public, and 6 private). The participants will complete a survey in order to achieve the purpose of the study.

Procedures/Tasks: After one week from the day of sending parental permission forms, students whose parents have permitted them and who themselves have assented to participate, will complete the survey at the school. Grades 2-6 will complete the survey in their classroom. Grade 1 students will complete the survey by being individually interviewed by the co-investigator.

Duration: The collection of data for the research study is expected to be done as early as the school year 2012-2013 starts.

The estimated time for completing the survey is no more than 30-35 minutes.

Risks and Benefits: There is no physical or emotional risk beyond the risks of daily life. However, there are only 2 questions in the survey for Grades 1-3 that may be sensitive:

<p>At school it is important for me to have: help to stop people from hurting my body. someone to help me understand what it means when someone I know dies</p>

(Arabic version)

الجامعة الأمريكية في بيروت
كلية العلوم و الآداب / دائرة التربية
إذن الأهل لمشاركة طفلهم في البحث:
الإحتياجات الإرشادية لطلاب الحلقتين الأولى و الثانية في مدارس بيروت الكبرى
الباحث الأساسي: د. كرمة الحسن الباحث المشارك: أنيسة بيضون

موقع البحث: 8 مدارس في بيروت الكبرى (2 مدرسة رسمية، و 6 مدرسة خاصة)
المشاركون: 960 تلميذ، 960 من الأهل، 64 معلم، 8 مرشد تربوي ، 8 مدير.

لقد وافقت مدرسة طفلكم لإجراء هذا البحث في المدرسة. و لقد تم اختيار طفلكم للمشاركة بما انه طالب في هذه المدرسة. لذا تم إرسال لكم وثيقة إذن الأهل للسماح لطفلكم في المشاركة في البحث، و قد تم إرسالها من قبل الباحث المشارك و بواسطة طفلكم في المدرسة. إن هذه الوثيقة صالحة فقط للمدرسة التي يدرس فيها طفلكم وستحصلون على نسخة منها. بالإضافة إلى وثيقة إذن الأهل، فإن الأطفال الذين هم من عمر 7 سنوات وما فوق سوف يطلب منهم أيضاً الموافقة ، عبر وثيقة إذن الطفل، قبل المشاركة بالبحث. بالنسبة للأطفال الذين هم دون 7 سنوات، في حال أظهروا أنهم لا يرغبون في المشاركة فلن يتم إدخالهم في البحث. الرجاء قراءة المعلومات الآتية بتمعن قبل أن تقرروا السماح لابنكم في المشاركة.

الهدف من هذا البحث: إن هذا البحث يهدف الى تحديد الاحتياجات الارشادية لطلاب الحلقتين الأولى والثانية في مدارس بيروت الكبرى من وجهة نظر الطلاب أنفسهم، ثم مقارنتها مع وجهات نظر الأهل، المعلمين، و المرشدين التربويين، و مدراء المدارس. سيتم إجراؤها في 8 مدارس: 6 مدارس خاصة و 2 مدارس رسمية. و سيتم ذلك عبر ملئ استبيانات عن الاحتياجات الارشادية للطلاب من قبل المشاركين في البحث .

الاجراءات/ المهمّات: بعد أسبوع من يوم ارسال وثيقة إذن الأهل، الطلاب الذين حصلوا على موافقة الأهل و الذين هم أنفسهم وافقوا على المشاركة، سيقومون بملئ الاستبيان المطلوب. سيقوم طلاب الصف الثاني أساسي و حتى السادس أساسي بملئ استبيان عن الاحتياجات الارشادية المتعلقة بهم، وذلك في خلال تواجدهم في الصف في حصّة من الحصص سوف تحدد لاحقاً. إنما طلاب الصف الأول أساسي، فسوف يقومون بالاجابة على الاستبيان بشكل فردي بإشراف الباحث المشارك.

المدة الزمنية: الوقت المقدّر لملئ الاستبيان ليس أكثر من 30-35 دقيقة. ومن المتوقع أن يتم ملئ الاستبيانات مع بداية العام الدراسي 2012-2013.
المخاطر والمنافع: إن مشاركة طفلكم في هذا البحث ليس لها أي مخاطر حسيّة أو نفسيّة ، ليس أكثر ممّا قد يصادفه في حياته الطبيعية اليومية.
إن أسئلة استبيان الأطفال تهدف الى معرفة رأي الأطفال أنفسهم عن احتياجاتهم الخاصة بهم من حيث الخدمات في المدرسة، التعليم، و الجو المحيط بهم. بعض الأسئلة قد يتعلّق بحياة أطفالكم في البيت أو خارج المدرسة بشكل عام. هنالك سؤالان فقط في الاستبيان الخاص بالحلقة الأولى ، قد يكون فيهما حساسيّة إلى حد ما:

في المدرسة يهمني أن أحصل على :
مساعدة لوقف الآخرين من إيذاء جسدي
شخص يشرح لي ماذا يعني عندما يموت شخص أعرفه

أطفالكم لديهم الحرية التامة للامتناع عن الإجابة عن اي سؤال يجدونه غير مريح.
إن المنافع من هذا البحث قد لا يكتسبها المشارك بشكل فوري أو مباشر، انما المشاركة في هذا البحث قد تقيد في إضافة معلومات للباحثين في مجال علم النفس التربوي ، و بخاصة في المجال الإرشادي، لأجل إعداد برامج إرشادية قد تخدم الفئة المستهدفة في هذا البحث - أي طلاب الحلقتين الأولى و الثانية في مدارس بيروت الكبرى.

السريّة: لضمان سرّيّة اجاباة طفلكم، فإن اسمه أو اسمكم و أي معرّفات تخصّكم لن يتم ربطها بإجابات طفلكم. أي بيانات يتم جمعها في هذا البحث سيتم الاحتفاظ بها في درج مغلق ، وفي حاسوب لا يتم التحكم بمحتواه من قبل أحد سوى الباحث الأساسي و الباحث المشارك. كل البيانات التي يتم جمعها في هذا البحث سوف يتم تذفها فور انتهاء المهلة المتاحة وهي ثلاث سنوات على الأكثر. إن خصوصيتكم سوف تبقى محفوظة طوال البحث، و لن يتم ذكر أسمائكم في أي تقرير أو أي من المطبوعات.

معلومات الإتصال: إذا كان لديكم أي استفسار حول البحث يمكنكم الإتصال بـ:
الباحث الأساسي: د. كرمة الحسن ، الجامعة الأمريكية في بيروت، هاتف: 3131 / 350000 - 01 ، فاكس: 01 365 019

بريد الكتروني: kelhasan@aub.edu.lb
الباحث المشارك: أنيسة بيضون ، هاتف: 03 613074 ، بريد الكتروني: anb02@aub.edu.lb
إذا كان لديكم أي استفسارات أو شكاوى حول حقوقكم كمشاركين في البحث، يمكنكم الإتصال بمكتب الأخلاقيات في الجامعة الأمريكية في بيروت:

هاتف: 01 374374 مقسم: 5445 ، فاكس: 01 374374 مقسم: 5444 ، بريد الكتروني: irb@aub.edu.lb

توقيع وثيقة السماح لطفلكم في المشاركة
لقد قرأت هذه الوثيقة وفهمت المعلومات التي فيها، ولقد كان لدي الفرصة لأن أ طرح استفساراتي و أسألتي حول المشاركة في البحث، وأنا أوافق بملئ إرادتي بأن يشارك طفلي في هذا البحث ، وأعلم أن لدي الحق بأن يتوقف طفلي عن المشاركة في أي وقت ممكن و لن يؤثر ذلك على حقوقي أو حقوق طفلي.

نعم أوافق على مشاركة طفلي
 لا أوافق على مشاركة طفلي
اسم الطفل: _____ توقيع ولي الأمر: _____ (أب/أم/ غير ذلك) : _____
التاريخ: _____

APPENDIX P

CHILD ASSENT FORM

(English Version)

The American University of Beirut
Faculty of Arts and Science/ Department of Education
Child Assent Form for the Research Study:
Guidance Needs of Lower and Upper Elementary Students in Greater Beirut Schools
Primary Investigator: Dr. Karma El Hassan, Co-Investigator: Anisa Beydoun

Study site: 8 schools in Greater Beirut (2 public, 6 private)

Participants: 960 students, 960 parents, 64 teachers, 8 school counselors, and 8 principals.

Your school has accepted to be one of the schools who participate in the research study.

Being a student in this selected school, you are asked to be in the research study. Studies are done to find better ways to treat people or to better understand how kids think about things or how kids and adults may behave at different times.

This form will tell you about the study to help you decide whether or not you want to participate.

You should ask any questions you have before making up your mind. You can think about it and discuss it with your family or friends before you decide.

It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and leave the study at any time and this will not harm you at all.

If you decide you want to be in the study, your parent (or guardian) will also need to give permission for you to be in the study.

This form is only limited for use in your school, and you will get a copy of it when you sign it.

1. What is this study about?

The study is about finding what the needs of students in Grades 1-6 in Greater Beirut schools are.

Students themselves will be asked about their own needs. Also, parents, teachers, school counselors, and principals will be asked about the needs of the students.

2. What will I need to do if I am in this study?

You need to fill in a survey that has questions about your own needs which are about services you like to have at school, things you like to learn about, and what you need to have in your school place.

3. How long will I be in the study?

The survey will take at most 30-35 minutes. This will be during a period at the school to be assigned in the beginning of the school year 2012-2013.

4. Can I stop being in the study?

You may stop being in the study at any time.

5. What bad things might happen to me if I am in the study?

In general, bad things are unlikely to happen in this study. The questions asked in the study are simple, and they may be similar to questions teachers may ask you at school. However, few

questions may be related to your life at home, and for Grades 1-3, there are 2 questions in their survey which are about things that may upset children:

At school it is important for me to have:
help to stop people from hurting my body.
someone to help me understand what it means when someone I know dies.

You are free not to answer a question which does not make you feel comfortable. Anyhow, you will not be asked to write your name on the survey which you will fill, and no one will know what your answers are.

6. What good things might happen to me if I am in the study?

You may not gain directly from the study, but people who work in education will know more about the needs of students who are in your age and in schools of your region. As a result, they will know how to deal with this group of students better.

7. Who can I talk to about the study?

For questions about the study you may contact:

Dr. Karma El Hassan , American University of Beirut, Tel: 01 350000, Ext. 3131/0 , Fax : 01 365 019 , Email: kelhasan@aub.edu.lb

Anisa Beydoun, Tel: 03 613074 , Email: anb02@aub.edu.lb

To ask questions to someone who is not part of the research team, contact the AUB Social & Behavioral Science Institution Review Board at : **Tel:** 01 374374, ext: 5445, **Fax:** 01 374374, ext: 5444, **Email:** irb@aub.edu.lb

Signing the assent form

You have a maximum of one week to return in the assent form starting from the day you receive it from the co-investigator. If you want to participate in the study, please write or sign your name in the space provided below.

By signing below you agree that you have read this form, had the chance to ask questions before deciding, and you accept to be in the research study.

Yes I agree to participate

No I don't agree to participate

Signature or printed name of child
Investigator/Research Staff

Date Time (AM/PM)

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the child.

Name of person obtaining assent

Signature Date and Time

Arabic Version

الجامعة الأمريكية في بيروت
كلية العلوم و الآداب / دائرة التربية
موافقة الطفل للمشاركة في البحث:
الإحتياجات الإرشادية لطلاب الحلقة الأولى و الثانية في مدارس بيروت الكبرى
الباحث المشارك: أنيسة بيضون الباحث الأساسي: د. كريمة الحسن

موقع البحث: 8 مدارس في بيروت الكبرى (2 مدرسة رسمية، و 6 مدرسة خاصة)
المشاركون: 960 تلميذ، 960 من الأهل، 64 معلم، 8 مرشد تربوي، 8 مدير.

لقد وافقت مدرستك على المشاركة في هذا البحث، وبما أنك تلميذ في هذه المدرسة، ندعوك للمشاركة في هذا البحث.
البحث يتم عادة لكي يجد الباحثون طرق أفضل للتعامل مع الناس أو لكي يفهموا كيف يفكر هؤلاء، أو كيف قد يتصرفون في أوقات مختلفة.
هذه الورقة تشرح لك عن البحث وتساعدك لكي تقرر إذا كنت تريد أن تشارك أم لا.
يجب أن تسأل أي سؤال لديك قبل أن تقرر.
لا بأس أن تقول " لا " إذا لا تريد أن تشارك. إذا قلت "نعم" يمكنك أن تغيّر رأيك وتوقف المشاركة في أي وقت، و هذا لن يضرّك أبداً.
إذا كنت تريد أن تشارك، فإن أحد من أهلك (أو ولي أمرك)، يجب أن يسمح لك بالمشاركة.
هذه الورقة تصلح للمدرسة التي أنت فيها فقط، وسوف تحصل على نسخة منها عند موافقتك.

ما هو هذا البحث؟
نريد أن نعرف في هذا البحث ماذا يحتاج طلاب الصف الأول الى الصف السادس أساسي في مدارس بيروت الكبرى.
وذلك عبر سؤال التلاميذ ، و الأهل، و المعلمين، و المرشدين التربويين و مدراء المدارس.
ماذا يجب أن أفعل إذا شاركت في هذا البحث؟
يجب أن تجيب على استبيان – أوراق عليها أسئلة – عن ماذا تحتاج أنت من الخدمات التي تحب أن تكون موجودة في المدرسة، الأشياء التي تحب أن تتعلمها، و الأشياء التي تحب أن تكون موجودة في مبنى المدرسة. أيضاً هنالك بعض الأسئلة عن حياتك في البيت و خارج المدرسة بشكل عام.
كم من الوقت سأبقي في البحث؟
سوف تحتاج تقريباً الى 30-35 دقيقة لكي تجيب على اسئلة الاستبيان، و ذلك خلال حصة تتحدد مع بداية العام الدراسي 2012-2013.
هل يمكنني أن أتوقف عن المشاركة ؟
نعم، يمكن أن تتوقف عن المشاركة في أي وقت.
ما هو الضرر الذي سيحدث لي إذا شاركت ؟
بشكل عام، ليس هنالك ضرر. الأسئلة التي سوف نطرحها هي أسئلة بسيطة، و يمكن أن تكون سمعت مثلها من قبل في المدرسة. ولكن بعض الأسئلة قد تتعلّق بحياتك في البيت. بالنسبة للحلقة الأولى، هنالك سؤالان قد يسببا بعض الازعاج للطفل وهما :

في المدرسة يهمني أن أحصل على :
مساعدة لوقف الآخرين من إيذاء جسدي
شخص يشرح لي ماذا يعني عندما يموت شخص أعرفه

وبالرغم من ذلك، يمكنك أن لا تجيب على أي سؤال ترى أنه قد يزعجك.
وفي أي حال، لن تكتب إسمك على ورقة الاستبيان الذي ستجيب عليه، و لن يعرف أحد ماذا أجبت.

ما هي الأشياء الجيدة التي سأحصل عليها اذا شاركت؟
الأشياء الجيدة في هذا البحث قد لا تحصل عليها بشكل مباشر، و لكن الذين يعملون في التربية و التعليم سوف يعرفون أكثر عن احتياجات الأطفال الذين هم من عمرك و الذين هم في مدارس مثل مدرستك. و بالنتيجة قد يعرفون كيف يتعاملون مع هذه المجموعة من التلاميذ بشكل أفضل.

من يمكن أن أسأله عن هذا البحث؟
إذا كان لديك أي سؤال عن البحث يمكنك الاتصال بالباحثين:
د. كريمة الحسن ، الجامعة الأمريكية في بيروت ، هاتف: 01 350000 مقسم : 3131/0 فاكس: 01 365 019
بريد الكتروني: kelhasan@aub.edu.lb
أنيسة بيضون، هاتف: 03 613074 بريد الكتروني: anb02@aub.edu.lb
إذا تريد أن تسأل شخص ليس من فريق الباحثين، اتصل بمكتب اللجنة الأخلاقية في الجامعة الأمريكية في بيروت: هاتف: 01 374374 مقسم : 5445 ، فاكس: 01 374374 مقسم : 5444 ، بريد الكتروني: irb@aub.edu.lb
التوقيع على الموافقة

إذا كنت تريد أن تشارك في البحث، رجاءً اكتب أو وقّع اسمك في الفراغ المناسب.
عندما تكتب اسمك أو توقع هنا فإنك توافق أنه كان لديك فرصة لكي تسأل أسئلتك و تقرر، و انك توافق على ان تشارك في البحث.

نعم أوافق على المشاركة لا أوافق على المشاركة

اسم أو توقيع الطفل	التاريخ	الوقت
تصريح فريق الباحثين/ الباحث المشارك لقد شرحت البحث للطفل المشارك قبل أن أطلب التوقيع أعلاه. ليس هنالك أي فراغات في الوثيقة. سوف يحصل الطفل على نسخة من هذه الوثيقة.		
اسم الشخص الذي يستلم الموافقة	التوقيع	التاريخ و الوقت

APPENDIX Q
 PAIRED COMPARISONS OF SUBSCALES OF LOWER
 ELEMENTARY STUDENTS

Table 16

Paired Comparisons of Subscale Mean Scores of Lower Elementary Students

t df (178) sig.*	SAP	SBG	IPW B	IR	HLC	AS	OS	IWS	IWO	SP	ME H	PWB	P C
SAP	1.19												
SBG	0.24												
	1.56	0.48											
IPW B	0.12	0.63											
	2.15	0.91	0.43										
	*												
IR	0.03	0.37	0.67										
	1.56	0.7	0.3	0.06									
HLC	0.12	0.49	0.76	0.96									
	4.22	3.02	2.13*	2.13	1.54								
	*	*	*	*									
AS	0	0	0.03	0.03	0.13								
	4.35	3.55	2.8*	2.67	1.66	0.04							
	*	*	*	*									
OS	0	0	0.01	0.01	0.1	0.97							
	4.85	3.87	2.7*	2.53	1.9	0.45	0.42						
	*	*	*	*									
IWS	0	0	0.01	0.01	0.06	0.66	0.68						
	4.32	4.05	2.67*	2.61	2.09	0.87	0.86	0.57					
	*	*	*	*	*								
IWO	0	0	0.01	0.01	0.04	0.39	0.39	0.57					
	6.33	5.69	3.73*	3.9*	2.76	1.68	1.43	1*	1.6*				
	*	*	*	*	*								
SP	0	0	0	0	0.01	0.1	0.16	0.32	0.11				
	5.83	4.42	4.16*	3.88	2.76	1.64	1.76	1.27	0.6	1.85			
	*	*	*	*	*	*	*	*	*	*			
MEH	0	0	0	0	0.01	0.1	0.08	0.21	0.55	0.07			
	5.88	5.14	5.81*	5.17	3.48	2.78	3.54	2.34	0.12	0.64	1.31		
	*	*	*	*	*	*	*	*	*	*			
PWB	0	0	0	0	0	0.01	0	0.02	0.9	0.52	0.19		
	9.5*	8.22	9.13*	8.61	6.84	6.16	6.75	6.01	5.08	5.73	4.8*	-1.31	
		*	*	*	*	*	*	*	*	*	*	*	
PC	0	0	0	0	0	0	0	0	0	0	0	0	

APPENDIXR
 PAIRED COMPARISONS OF SUBSCALES OF UPPER
 ELEMENTARY STUDENTS

Table 17

Paired Comparisons of Subscale Mean Scores of Upper Elementary Students

t df (108) sig.*	OS	SAP	IWS	IWO	IR	AS	MEH	IPWB	HLC	SP	PWB	PC
SBG	1.83											
OS	0.07											
SAP	1.85	0.30										
	0.07	0.76										
IWS	2.39*	0.77	0.41									
	0.02	0.45	0.69									
IWO	2.32*	0.90	0.66	0.45								
	0.02	0.37	0.51	0.65								
IR	2.58*	1.11	0.98	0.60	0.24							
	0.01	0.27	0.33	0.55	0.81							
AS	4.94*	3.31*	2.49*	2.81*	2.18*	1.58						
	0.00	0.00	0.01	0.01	0.03	0.12						
MEH	4.87*	2.90*	3.09*	2.55*	2.10*	1.92	0.75					
	0.00	0.00	0.00	0.01	0.04	0.06	0.45					
IPWB	4.90*	2.68*	2.67*	2.50*	2.07*	2.19*	0.82	0.15				
	0.00	0.01	0.01	0.01	0.04	0.03	0.42	0.88				
HLC	5.64*	4.33*	4.21*	4.12*	3.48*	3.72*	2.29*	1.44	1.25			
	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.15	0.21			
SP	6.93*	6.06*	5.75*	5.88*	5.36*	5.42*	4.06*	2.21*	2.06*	0.80		
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	0.04	0.42		
PWB	7.91*	6.52*	6.90*	6.24*	5.90*	6.18*	4.54*	3.48*	3.65*	2.32*	1.83	
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.07	
PC	10.23*	7.10*	6.95*	7.21*	6.25*	6.29*	5.11*	5.16*	4.65*	2.89*	2.19*	-1.83
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.03	0.76

APPENDIX S

PAIRED COMPARISONS OF NEED AREAS OF STUDENTS

Table 18

Paired Comparisons of Need Areas Reported by Lower Elementary Students

	MD	SD	t	df	Sig (2-tailed)
Instruction - Environment	0.03	0.47	0.76	178.00	0.447
Instruction - Service	0.27	0.51	7.21	178.00	0.000
Service - Environment	-0.25	0.53	-6.17	178.00	0.000

Table 19

Paired Comparisons of Need Areas Reported by Upper Elementary Students

	MD	SD	t	df	Sig (2-tailed)
Instruction - Environment	-.09053	.20586	-4.591	108	.000
Instruction - Service	.14712	.28313	5.425	108	.000
Service - Environment	-.23766	.27590	-8.993	108	.000