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Computer Technology Utilization by Metro Suburban High School Counselors

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COMPUTER TECHNOLOGY UTILIZATION BY METRO SUBURBAN HIGH

SCHOOL COUNSELORS

by

LENA M. TRAVIS

(Under the Direction of Linda M. Arthur)

ABSTRACT

The purpose of this study was to investigate how high school counselors are using computer technology. The researcher's goal was to determine if high school counselors are using computer technology, how they are using computer technology, and how frequently they are using computer technology. After a review of literature relating to counselors and technology, it is determined that a study was warranted to determine how computer technology is used by high school counselors.

The researcher used a 10-item, self-developed and tested survey instrument designed to investigate how high school counselors use computer technology, how frequently it was used and how proficient they were in using computer technology. A total of 72 high school counselors responded to the survey. It was distributed electronically from a listserv of 78 high school counselors in the metro-Atlanta area. Descriptive statistics was used to analyze the data.

The use of computer technology allows high school counselors to spend more time with students rendering services to enhance learning. Using computer technology helped the well-prepared high school counselor complete their work more expeditiously by serving a larger population, targeting interventions and focusing energy where it is most needed: helping student achievement.

Because of the limited data available to support high school counselors using computer technology, a study of this nature was needed. This study will serve as a valuable tool providing supporting empirical data for school counseling leaders, school administrators and other educational stakeholders in the decisions-making process regarding issues relating to school counselors. This research validates the limited literature and provides current data on the various ways high school counselors are using computer technology. Hopefully, this research will be yet another tool for educational decision makers and will lead to further studies in the area of school counseling and technology.

INDEX WORDS: Computer technology, Metro suburban high school, High school counselor, Professional Counselor, School counseling leaders, School counseling and technology

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DEDICATION

This work is dedicated to:

- My mother for her example of unconditional love and her belief and assurance that I would find my place in education.

- To my father for the relationship we now have.

- To my grandfather, Papa, grandmother and aunt, Mama and Madear for their early modeling of lifelong learning, physical stamina, and love of God.

- To my brother, Edward who stepped in as my caregiver, confidant and encourager in the absence of parents.

- To my husband, the head of our family.

- To my children for being courageous despite early hardships and for being resilient in pursuing paths of independence and leadership.

- And to my grandchildren – The best is yet to come!!!!

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TO GOD BE THE GLORY FOR THE THINGS HE HAS DONE

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CHAPTER I

INTRODUCTION

School counseling programs should be an integral part of a school's mission for helping all students to achieve academic, personal, social, and career success (American School Counselors Association [ASCA], 2003). As an integral part of the schools' mission, it is required that school counselors facilitate greater levels of collaboration and communication with all stakeholders (ASCA, 2003; Sabella & Booker, 2003). Changing systems in contrast to traditional attempts at changing individuals is becoming the trend or shift in order to effectively address the educational needs of secondary school students (Corbitz & Lundberg, 1999). Commensurate with the need for accountability, researchers suggest that effective and efficient uses of technology among school counseling professionals is necessary towards making guidance and counseling programs more comprehensive and integral parts of all schools (Owens, 1999).

Research reveals that technology integration in counseling curriculum development and delivery had a positive impact for most stakeholders. Technology integration has not be accepted by all stakeholders; however, the trend is moving more toward technology use than against it (Corbitz &Lundberg).

Background

Counselors should be smart consumers of electronic hardware and software and especially make wise decisions about how they are used (Stone & Turba, 1999). According to Sabella and Tyler (2001), counselors must remember that the purpose of incorporating electronic

tools into their work is not to create new tasks. Rather, when effectively used, these technologies should help the well-prepared school counselor complete his or her work more effectively by reaching larger numbers, targeting interventions, and focusing energy where it is most required (Sink & Yilik-Downer, 2001). When evaluating the viability of a specific technology, counselors should ask themselves whether they would receive an acceptable level of return on their investment. That is, will the investment of money to purchase, maintain, and upgrade certain technology, plus the time to adequately gain the necessary skills for using it, assist the counselor in doing his or her job more effectively and efficiently (Sabella & Booker, 2003)?

Availability and Use of Technology in High Schools

The increasing use of computer technology in counseling over the past generation has mirrored society's adoption of computers as an integral part of today's world (Hardesty & Utesch, 1994). Computer applications have become a common resource which counselors use in a variety of ways in their day-to-day work. The availability of inexpensive and relatively simple computer networks has been the most recent step in this continuing technological evolution (Corbitz & Lundberg, 1999). As a result, there is new conversation in counseling circles regarding the current use of computer technology. Computer use awareness was spurred by surging growth of the Internet, its related networks, and their potential application to the profession (Creamer, 2001).

According to Stone and Turba (1999), school counselors are increasingly recognizing the benefits of using computer technology to increase their efficiency, to assist in the supervision of counseling interns, to aid in the delivery of developmental guidance lessons, and to facilitate individual counseling areas such as bibliotherapy.

Adoption of computer technology into developmental guidance programs is moving

forward; however, the use of technology in the school counselor's role as social advocate

has been largely unexplored and underutilized (Creamer, 2001; Stone & Turba). Social

action for counselors involves addressing significant social, cultural, and economic

challenges that have the potential to impact negatively upon clients (Creamer).

Technology in education should be viewed as a unified concept – hardware and

software combined as one for the purpose of delivering educational services. As

hardware is of no use without adequate software and vice versa, the purpose of such tools

would be negated if viewed as separate entities. Hardware and software should be viewed

as one unit for the purpose of this research.

Using Technology to Convince Stakeholders

Over the past ten years billions of dollars were spent on computers for all schools

(Sabella & Booker, 2003). The goal was to improve and update the educational system.

School counselors have capitalized on that effort and have vast resources including

computer hardware, software, and networking opportunities. Researchers as early as 1994

revealed over five million computers were placed in schools, kindergarten through

twelfth grade (Sabella, 1996). Today it is not uncommon to see students, faculty, and

staff pointing, tapping, and clicking away in computer labs, offices, classrooms, and yes,

even at the malls. Computers are essential tools to counselors performing daily tasks

(Owens, 1999). Current research reveals that counselors are using computer technology

and such use does have an impact on school counselors because teaching, reporting, and

communicating are part of their job responsibilities (Creamer, 2001).

Counselor Advocacy for use of Computer Technology

Computer technology is having a profound impact on almost every aspect of life, especially education (Corbitz & Lundberg, 1999; Owens, 1999). Counselors are in the middle of the information age. Counselors are in a data-driven, high-speed information processing economy that is known today as the information revolution (Sabella &Tyler, 2001). The United States is said to be the leader in a world of computing technology and software design (Owens, 1999). Owens also stated that in 1984 only about 25% of the employment force, including counselors, used computers on the job. By 1993, however, that figure had risen to about 47%. More than half of the work force requires the use, to some degree, of technology information. It is estimated that in the early 2000s, 60% of the new jobs will require technological skill possessed by only 22% of the young people entering the labor market (Owens, 1999). School counselors are continuously using and recognizing the benefits of computer technology to increase their efficiency, to assist in the supervision of counseling interns, to aid in the delivery of developmental guidance lessons, and to facilitate individual counseling areas (Sabella & Booker, 2003).

Technology's impact on everyday living has touched upon every area of life; including business, science, religion, government, medicine, agriculture and education (Owens, 1999).

It has become popular to point fingers of accusation at technology as if it were autonomous and driving all to destruction. An implication of current trends in technological developments is that home video games and learning software are both teaching tools (Berry, Srebalus, Cromer, & Takacs, 2002) and family entertainment. This form of technology has been integrated with traditional curricula to reduce at-risk

behavior and to enhance learning for at-risk behavior students. School counselors report promising use of technology in relationship building, needs assessment, and intervention (Casey, 1992).

Current research supports the use of technology in school counseling. However, all stakeholders may not totally agree with this concept. Limited research exists to support non-use of technology in high school counseling. As most research supports technology use, some reasons do exist which could support opposing arguments or viewpoints. Some resistance could arise from non-buy in of all stakeholders (counselors) to use computer technology as an enhancement tool for curriculum delivery and task completion. The lack of training in the administration and integration of technology, as well as the lack of technical support and resources available for accountability purposed with respect to evaluation of current and future technologies all contribute to arguments for counselors not advocating the use of technology.

Computer Technology Trends and School Counseling

No doubt the uses of computer technology and society interact strongly. Computers are very important tools in today's society and have proven to be of great benefit in the area of counselor education (Creamer, 2001). Attitudes, opinions, approaches to problem solving and psychological balances are all affected by changes in the use of computer technology (Creamer, 2001; Hayes & Robinson, 2000). Computer usage has expanded in most areas of education, especially classroom guidance (Hayes & Robinson). In a recent study conducted by Hayes and Robinson, forty-four graduate students in counselor education completed two technology attitudinal surveys. This was the closing activity after the students completed a 15-week multimedia approach to

instruction in counseling. Researchers found a positive attitude toward computers and multimedia instruction (Hayes & Robinson). Their findings strongly supported the usedof multimedia instruction as a tool to supplement and complement traditional delivery of school counseling services.

Statement of the Problem

Technology is a form of survival for many educators, especially school counselors. It is not uncommon to see counselors tapping and clicking during presentations, staff-development, classroom guidance activities and while performing mundane daily record keeping and reporting responsibilities. The traditional view of educators is that technology has little or no place in counseling beyond the traditional uses of computers for assessment and career counseling.

However, technology provides a more effective and efficient use of time for counselors, enabling them to provide services to students, parents, administrators and teachers. As counselors often perform the same tasks as classroom teachers, technology is a necessary job performance tool. The increasing availability of inexpensive computer applications and networks is a major force promoting counselors' use of technology. Hardware is equally inexpensive and comes in forms that are more user friendly and accessible today.

Counselors using technology to perform their daily counseling responsibilities are often faced with challenges. The challenges include availability of equipment –both hardware and software, as well as the counselor's ability to fully utilize the technology provided. A major concern would be that of appropriate and sufficient training to properly utilize the most current technology available. As technology is ever changing,

counselors are faced with the need to maintain a level of competence to ensure efficient and effective use of the technology.

Research Questions

The research question is "How is computer technology used by high school counselors in metro-suburban school system in Georgia (that we will hereafter be referred to as AYO School District)?" When investigating high school counselors using technology, consideration should be given to the following sub questions:

1. How do high school counselors assess their technological proficiency?

2. How do high school counselors use available technology at work?

3. How frequently do high school counselors use available technology at work?

Significance of the Study

As expectations of school counselor's increase, school counselors are faced with finding new and innovative ways to deliver their curriculum and fulfill their professional responsibilities. The use of technology has been proven to meet this need. School counselors can use technology to more efficiently manage their time for curriculum delivery and to provide a variety of educational support for a larger population than ever before. Many experts believe that educational systems should provide counselors the necessary hardware, software and in-service training to facilitate the delivery of the school counselor's curriculum; thereby promoting the educational growth of all students.

The significance of this study is to determine the degree to which high school counselors are using computer technology. Computer technology has greatly changed the way school counselors fulfill their roles. The prevalence of computers and other technology resources has provided a new tool to enhance the ability of school counselors

to provide counseling services and to deliver the school counseling curriculum in the classroom, in group settings or during individual sessions. It is also an effective way to communicate with others and a convenient option for research.

The present and future of school counseling needs to address effective use of computer technology and advanced software to help students succeed. To do this, adequate funding must be available. This study will provide research to decision makers and stakeholders so that informed decisions can be made for the school-counseling component of educational funding.

This study is significant to the counseling profession, as it will provide empirical data to support funding of school counselors using technology. It will provide data to the decision-making stakeholders as an advocate for school counselor technological needs. This study will provide data to the educational communities related to how the high school counselor's use of technology could improve the work of high school counselors; supporting the decisions to appropriate funds for the advocacy of computer technology use of school counselors.

<center>Procedures</center>

The purpose of this study is to investigate how high school counselors are using technology. The researcher will determine if high school counselors are using computer technology, how they are using computer technology and how frequently it is used. The researcher will review and document literature related to the subject. Permission will be requested from the person directly responsible for the total operation of the counseling program to conduct research on high school counselors using technology. Data will be collected using a survey administered to the high school counselors in metro-suburban

Georgia. The survey instrument will be created by the researcher. Test to ensure the validity and reliability of the instrument for its intended purpose will be performed using a pilot test. This will be a quantitative study in which data will be analyzed using statistical computer programs. Findings will be reported using graphs and narratives.

Limitation of the Study

The study of this topic will be limited to metro-suburban Georgia. It is further limited to including only high school counselors. This state models the plan supported by the American School Counselors Association.

Delimitation of the Study

A delimitation of this study is that it is including only high school counselors. Therefore, this study cannot be generalized to the overall population of school counselors.

Definitions of Key Terms

For the purpose of this study, the following definitions will be referred to:

1. Computer technology – the use of computers to perform manual operations to save space, time, and manpower; the ability to use networking and communication devices to communicate worldwide (ex. Internet and Intranet); the elimination of paper records via electronic data storage.(Georgia Department of Education[GaDOE], 2004)

2. Counseling responsibilities – all things deemed necessary to carry out the functions of a school counselor (ex., record keeping, program planning, notation of student advisement and consultations, communications, staff development, etc).(American School Counseling Association[ASCA], 2005)

3. School Counselor – trained and certified professional in education to advise and direct students throughout their educational career (ASCA, 2003).

4. Student Services –services that prevent or alleviate problems that interfere with student learning (ASCA, 2003).

5. Support Services –services provided to facilitate student learning which promotes educational success (ASCA, 2003).

Summary

Computer technology is having a profound impact on almost every aspect of life, especially education, more specifically–counseling. School counselors are able to use computer technology to perform various job responsibilities. Recent developments in hardware have made computer programs powerful and relatively inexpensive tools for counselors to use to expedite routine task. Software today has all kind of features and capabilities that make them user-friendly and easily customizable. The Internet is another option that opens the door to a world of exploration and mass communication at school counselor's fingertips. School counselors are encouraged to explore how these programs might be adapted to automate and expedite routine tasks. As a result of computer managed counseling tasks, school counselors have more time to spend with students (primary responsibility) and render counseling services. The use of computer technology allows high school counselors to spend more time with students rendering services to enhance learning. Using computer technology will help the well-prepared high school counselor complete their work more effectively by reaching larger numbers, targeting interventions, and focusing energy where it is most required – helping students.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Over the past years billions of dollars have been spent on computers for our nation's schools. The goal was to improve and update our educational system. School counselors have capitalized on that effort and have vast resources including computer hardware, software, and networking opportunities. Findings as early as 1994 revealed that over five million computers were placed in our nation's schools, kindergarten through twelfth grade (Sabella, 1996). Today it is not uncommon to see students, faculty and staff pointing, taping and clicking away in computer labs, offices, classrooms, and yes, even at the malls. Computers are essential tools to counselors performing daily task. Much of the literature reveals how counselors utilize computer technology in teaching, reporting and communicating as part of their job responsibilities.

Technology has made a rapid increase in our society. It has affected virtually all aspects of life, including the way people communicate, conduct business, and provide education. In our nation's schools, the use of technology is also increasing at a rapid rate, including more internet connections to the classrooms, computer labs and libraries. The use of technology in school counseling has also become a very important tool for counselors. Before we investigate the tools counselors use, we must establish clarity on the role of the counselor, namely – a school counselor.

The Evolutionary Role of School Counselors

The role and function of the school counselor have been redefined and broadened since its inception. Starting as a vocational guidance movement in the early 1900s, the

profession has experienced dramatic changes in the type of services school counselors provide at all levels in response to societal needs and influences (Schmidt, 2001). Carter (1993) reported that although much research has been done, a need still exists for empirical research documenting the actual implementation of role statements.

In the early 1920s, the United States was deeply involved in the Industrial Revolution. As a result of this revolution, society was forced to change the way it viewed negative social conditions. Thus, guidance was started to help address society's growing issues (i.e., drug and alcohol abuse, teen suicide, teen pregnancy, violence, child abuse, and drop-outs). Authorities such as Frank Parsons, Meyer Bloomfield, Jessie Davis, Anna Reed, E. W. Weaver, and David Hill supported the guidance movement. Teachers were then hired to implement this "guidance" movement (Galassi & Akos, 2004; Gysbers & Henderson, 2001). The role of these designated teachers had no distinct organizational structure or duties. Myers (1923) foresaw an issue arising. He stated:

> Another tendency dangerous to the cause of vocational guidance is the tendency to load the vocational counselor with so many duties foreign to the office that little real counseling can be done. The principal, and often the counselor himself, has a very indefinite idea of the proper duties of this new office. The counselor's time is freer from definite assignments with groups or classes of pupils than is that of the ordinary teacher. If well chosen he has administrative ability. It is perfectly natural, therefore, for the principal to assign one administrative duty after another to the counselor until he/she becomes practically an assistant principal, with little time for the real work of a counselor. (p. 141)

By the 1930s, concern arose about the lack of a unified structure within the field of guidance. As duties and responsibilities of guidance counselors expanded, it became increasingly difficult to define the role of the guidance counselor. The 1940s saw major changes in the counseling profession. These developments significantly impacted the practice of counseling in schools. According to Schmidt (2003), three major events shaped these developments: (a) the popularity of the client-centered approach to counseling (developed by Carl Rogers); (b) the impact of World War II on U.S. society; and (c) government involvement in the counseling and education professions after World War II. Ultimately, school counseling expanded to include a more developmental approach to meeting the needs of students. Counseling, which included guidance responsibilities, replaced the term guidance upon the publication of Carl Rogers's first book (Gladding, 1996).

In 1957, the Soviet Union successfully launched Sputnik I, the first unmanned space satellite. Gibson and Mitchell (1999) wrote that an "indirect but nevertheless significant result of Sputnik . . . was the 'lift off' of the counseling and guidance movement in the United States" (p. 12). According to Stanciak (1995), the profession of school counseling was not meeting the needs of the children. This weakness was caused by the way counseling services began in the 1920s. The Soviet Union's launching of Sputnik, along with other scientific and technological advancements, led to the United States National Defense Education Act of 1958. Part of the school counselor's job was to identify the youth who possessed the potential to attend college. Due to the lack of preparation in counselor development and unclear role definition, the school counselor became a "quasi-administrative position" (Stanciak, p. 61). That is, these counselors were

now regarded as the "schedule changers, test coordinators, record keepers, [and] administrative assistants" (Stanciak, p. 61). The ongoing criticism of the educational institutions eventually led to numerous initiatives such as Public Law 85-864 (National Defense Education Act, or NDEA) and Title V funds as it relates to math and science guidance services. These initiatives focused specifically on school counseling and guidance services.

Change continued throughout the 1960s. The need for refinement and clarification of the school counselor role persisted as the profession developed. C. Gilbert Wrenn wrote *The Counselor in a Changing World*, emphasizing the desired role of the counselor (1962). In defining this role he stated that the school counselor should perform four major functions:

> (a) counsel students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to the first two of these functions. (p. 137)

Roebers also outlined school counselors' functions including individual counseling, group procedures, and consulting. Roebers, author of *The School Counselor,* also added that the counselor would have "supporting responsibilities including pupil-environment studies, program development, and personal development" (Gysbers & Henderson, 1988, p. 19). C. H. Patterson wrote *Counseling and Guidance in Schools* and addressed issues such as (a) assuming incompatible counseling functions; (b) performing time-consuming

tasks (discipline, testing, placement, and teaching); and, (c) obtaining administrative

support in terms of understanding the counselor's role. Numerous articles were written in

The School Counselor Journal as well as books, emphasizing programs, services, goals,

and objectives used to meet the needs of the students.

Clarification of the role of the school counselor was a topic of many writers. The

need for structure and organization of the profession was answered by the development

of professional organizations such as American Counseling Association (ACA), the

American School Counselor Association (ASCA), and the Association of Counselor

Education and Supervision (ACES). In addition, new developments were reported in

professional literature, professional organizations revised their standards, and

federal/state priorities shifted (Borders & Drury, 1992; Gysbers, 1988).

How would such necessary changes take place? In 1974 ASCA led the regulation

of the counseling profession. ASCA developed four statements aimed at identifying and

defining the role of the counselor at all levels. These statements included: (a) the unique

role of the elementary school counselor, (b) duties of the middle/junior high school

counselor, (c) the role of the secondary school counselor, and (d) expectations of

postsecondary counseling (Minkoff & Terres, 1985). For the first time school counselors

had clear guidelines describing their role and responsibilities. In the 1980s ASCA again

published statements addressing counselors' roles and expectations. Committed to

promoting the profession, ASCA adopted a revised definition of school counseling:

> Counseling is a process of helping people by assisting them in making decisions
>
> and changing behavior. School counselors work with all students, school staff,
>
> families, and members of the community as an integral part of the education

program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, and social-emotional and career development. (Campbell & Dahir, 1997, p. 8)

ASCA revised the school counselor role statements in June 2004 by addressing the following questions: Why the elementary school counselor? Why the middle school counselor? and Why the secondary school counselor? These counselor role statements described areas of developmental needs, challenges, and counseling programs in the school environment.

Parents, administrators and the general public often wonder just what it is that school counselors do on a daily basis. Gone are the day of school counselors sitting in their offices simply handing out college applications, making schedule changes for students who want to drop a class or meeting the troublemakers in the school. Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Professional school counselors have a master's degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability (Herr, 2001; ASCA, 2005). The foundation component is professional school counselors identifying personal beliefs and philosophies as to how all students benefit from the school counseling program and act

on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school counseling program. Delivery is providing services to students, parents, school staff and the community in the areas of school guidance curriculum, individual student planning, responsive services and systems support. Management is incorporating organizational processes and tools that are concrete, clearly delineated and reflective of the school's needs. Accountability is the ability to demonstrate the effectiveness of the school counseling program in measurable terms. The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs (ASCA, 2003).

Counselors assist students with personal, family, educational, mental health career decisions, and problems. Their responsibilities depend on the grade level of the students they serve and on the academic settings in which they work. School counselors in elementary, secondary, and postsecondary schools help students evaluate their abilities, talents, and personality characteristics in order to develop realistic academic and career goals. School counselors use interviews, counseling sessions, tests, or other methods when evaluating and advising students. They operate career information centers and career education programs.

<div align="center">The Role of High School Counselors</div>

High school counselors advise on college majors, admission requirements, entrance exams, and financial aid and on trade or technical schools and apprenticeship programs. They help students develop job search skills such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni

or students with career development and job hunting techniques. High school is the final transition into the world of work as students begin separating from parents and exploring and defining their independence. Student are deciding who they are, what they do well, and what they will do when they graduate. High school counselors are a very vital part of their decision making body and process. (Adelman & Taylor, 2002; Dimmitt, 2003).

Historically, secondary school counselors have been professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. However, we now have a more systemic view prompted by challenges presented by our diverse society. Secondary school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

School counselors at all levels help students understand and deal with academic, social, behavioral, and personal problems. These counselors emphasize preventive and developmental counseling to provide students with the life skills needed to deal with problems before they occur, and to enhance personal, social and academic growth. All school counselors provide special services including alcohol and drug prevention programs, and classes that teach students to handle conflicts without resorting to violence. They also try to identify cases involving domestic abuse and other family problems that can affect a student's development. Counselors work with students individually, with small groups or with entire classes. They consult and work with parents, teachers, school administrators, school psychologists, school nurses, and social workers. This is a collaborative effort to ensure that students receive the best service

available to promote academic growth and development. All needed personnel are not always available to collaborate on the needs of the students in one setting. That is where the use of technology is a vital tool which assists the counselor in performing their job responsibilities to ensure that counselors can meet the needs of the students. Counselors have spent many hours documenting services rendered but technology has helped to expedite and consolidate that process.

High school counselors play an active role in shaping curricular and instructional decisions as technology skills and higher diverse forms of literacy are expected of students to become truly educated adults. Therefore, it is important for high school counselors to reach beyond traditional understanding of student's education. Daggett (2003) stated this involves the knowledge of "current definitions about literacy and learning and expectations of student achievement and success. High school counselors must play an integral role in redefining education to coincide with the 21st century. This includes the infusion of the use of technology. With this said, it is vital for high school counselors to be involved in all aspects of student education; not just on a counseling level.

<div align="center">Counseling and Leadership</div>

Counselors have a vital role to play in supporting academic achievement by acting as a proactive leader and advocate for student success (Stone & Clark, 2001). Most definitions of leadership include the practices of providing direction, searching for opportunities, challenging the status quo, and seeking new and creative ways to benefit people and organizations. The leadership challenge is about how leaders, specifically

school counselors, can get extraordinary things done in organizations by capitalizing on the opportunities available to them (Worzbyt & Zook, 1992).

In the past, school counselors have be conspicuously absent from the educational reform process and are often viewed as peripheral to the main function of schooling and counselors must accept the leadership challenge and champion efforts to improve teaching and learning and to advocate for equal opportunity to access to a quality education for all students (Stone & Clark,2001). Consequently, promotion of the counseling role and the subsequent program becomes a major outgrowth of the teaming and collaboration component, in conjunction with the coordination of community resources. Additionally, the leadership component takes shape as the counseling program becomes more clearly defined and implemented.

The school counselor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interest, as well as access available resources.

A lack of leadership, defined as poorly communicated, poorly conceptualized, and poorly administered programs, resulted in school counseling programs being labeled as ineffective by teachers and administrators. Effective leadership is important for professional school counselors and necessary for active involvement in school reform (ASCA, Professional School Counseling, School Counselors as Program Leaders; Applying Leadership Contexts to School Counseling June, 2006).

School counselors need to develop excellence in leadership skills to become the leaders of transformed school counseling programs. To achieve this goal, understanding the contexts and the skills required for leadership activities can be a way of conceptualizing and applying effective leadership of school counseling programs.

Technology Trends and School Counseling

Technology is having a profound impact on almost every aspect of life, especially education. We live in a data driven, high-speed information processing economy that is known today as the information revolution. The United States is said to be the leader in the world of computing technology and software design (Owen, 1999). Owens (1999) also stated that in 1984 only about 25% of the employment force, including counselors, used computers on the job. By 1993, however, that figure had risen to about 47%. Today more than half of the work force requires the use, to some degree of technology information. "It was estimated that in the year 2002, 60% of the new jobs would require technological skill possessed by only 22% of the young people entering the labor market!"(Owens, 1999, p.1). School counselors are continuously using and recognizing the benefits of using computer technology to increase their efficiency, to assist in the supervision of counseling interns, to aid in the delivery of developmental guidance lessons and to facilitate individual counseling areas.

Technology's impact on everyday living has touched upon every area of life including business, science, religion, government, medicine, agriculture and education. In recent years it has become popular to point fingers of accusation at technology as if it were autonomous and driving us all to destruction. It is implied by current trends in technological developments that home video games and learning software are both

teaching tools. This form of technology has been integrated with traditional curricula to reduce at-risk behavior and enhance learning for at-risk behavior students. School counselors report promising use of technology in the relationship building, needs assessment, and intervention (Casey, 1992).

The use of computer technology and society interact strongly. Computers are important tools in today's society and have proven to be of great benefit in the area of counselor education. Our attitudes, opinions, approach to problem solving, and psychological balances are all affected by changes in the use of computer technology. Computer usage has expanded in most areas of education, especially classroom guidance. In a closing activity after graduate students completed a 15 week program on multimedia approach to instruction in counseling, Hayes and Robinson (2000) found that the students had a positive attitude toward computers and multimedia instruction. Their findings strongly supported the use of multimedia instruction as a tool to supplement and complement traditional delivery of school counseling services.

Throughout history, the profession of school counselor has changed dramatically. This change has evolved from a traditional role of providing vocational guidance, to one where the role of the counselor is characterized by the implementation of a comprehensive program (Anderson, 2002). Today, school counselors take on a greater significance, assuming leadership and change agent roles within the school system. Therefore, it is extremely important for counselors to be up to date on technological advances not only for themselves, but also for the benefit of their students.

Counselors Advocating Technology Use

Stone and Turba (1999) made a strong case for school counselors to use computer

technology in their student advocacy role. They contend that "computer technology in the

school counselor's advocacy role is a powerful, yet underutilized skill" (Stone & Turba,

1999, p1). They reported that counselors who understand how to access student data and

advocate with "facts-in-hand" are better equipped to participate in social advocacy as

they try to eliminate institutional barriers that interfere with student academic progress.

They proposed that school counselors should learn to use data analysis software to

identify areas where schools may be inadvertently discriminating against certain student

groups in the selection of curriculum, allocation of resources, extracurricular activities,

and postsecondary opportunities. Then school counselors can present this data to decision

making groups in order to eliminate discrimination wherever it may exist in a school

system.

To use technology for advocacy purposes school counselors should be proficient

in the use of software that analyzes large bodies of student data needed to review,

monitor, and improve student performance; specifically in the areas of student

achievement, attendance, discipline, drop-out rate, graduation rate, college scholarships,

postsecondary options, and standardized testing. In addition to proficiency with such

software, school counselors also need to be skilled in the use of web sites that help

students make use of the Internet for educational and career decision making, as well as

seeking funding for postsecondary opportunities.

There seems to be no evidence of high school counselors not using computer

technology. As school counselors take on greater significance in education, assuming

leadership and change agent roles, it is virtually impossible to not use technology in any school counseling role. Technology is an integral part of the evolving 21st century and education is a major component in preparing young people to become productive citizens.

<div align="center">How Are Counselors Using Technology</div>

Computer technology can significantly affect the work of counselors in the areas of information retrieval, college and career exploration, counseling interventions, networking and support systems, and training and supervision (Van Horn & Myrick, 2001). Recent technological advances have greatly impacted how counselors retrieve and circulate information involving students, parents and other appropriate individuals. E-mail, for example, is a fast, efficient and direct channel of communication that has become a part of our everyday lives. Other ways for counselors to communicate with various stakeholders include chat rooms, networking and teleconferencing.

Most schools have web pages that may be informative and helpful to counselors, school staff, parents and students alike. Counselors can circulate information to others through these web pages linked directly to their school's web site. A counseling website can include course descriptions, special opportunities and activities for students and parents offered through the counseling department such a small group counseling sessions and peer facilitator programs (Van Horn & Myrick, 2001). In addition, counseling departments can also include calendars of events and links to the school and other helpful websites. Parents, students, school staff and community members can become better informed about the school's counseling program when they seek out the department's web page. This is very important for the counselor because the more

knowledge available about counselors and their roles, the more understanding they will get when working with individuals.

Electronic newsletters are another technological advancement that school counselors may take advantage of. They are like a website in that a newsletter can provide individuals with an expansive amount of information and can be distributed to very large audiences at one time. SchoolCounselor.com (www.schoolcounselor.com) is an electronic newsletter designed to answer counselor questions regarding technology and ways it might be applied. This website gives counselors a good example to follow when designing their own website.

Online journals are yet another example of how technology is affecting the counseling profession. Online journals, like paper print journals, contain a wealth of information including counseling history and theories, practice and research, assessment and training intervention. A prime example is the publication of The Journal of Technology (JTC). JTC is a peer reviewed, internet-based journal that uses web-based technology allowing for the use of text, graphics, hyperlinks, audio, and interactive video in its articles (Hohenshil, 2000). These journals can be very beneficial information resources to help incorporate the use of computer technology in their work. Information can be downloaded, saved electronically, emailed and printed for use.

Not only do school counselors use technology to communicate and provide information to others, but technology is also used in the way counselors work with students. The internet is often used when working with students in a career counseling aspect. Counselors can assist students with both in-state and out-of-state college searches. Students can take virtual tours of colleges and apply on line (Georgia Student Finance

Commission [GSFC], 2000 and Van Horn & Myrick, 2001). Another product to assist the

counselor with providing services to students is www.GAcollege411.org. This site

includes career assessments, college searches, financial aid information and other

information specifically for the state of Georgia (GSFC, 2004).

<div align="center">Ethical Issues</div>

School counselors play an active role in shaping curricular and instructional

decisions as technology, skills and higher diverse forms of service delivery are expected

of counselors to help students become truly educated and productive adult citizens.

Advances in computer technology provide exciting possibilities for the school counseling

profession. However, this technology also brings with it several challenges and ethical

issues that should be addressed." Ethical behavior among professional school counselors,

Association members and nonmembers is expected at all times." (American Counseling

Association [ACA], 1995; American School Counselors Association [ASCA], 1997). An

ethical issue that arises with the use of technology and counseling is the possibility of a

breach of confidentiality, especially with the use of email and the internet. School

counselors must be aware that information regarding students needs to be protected.

Limited training is another obstacle facing school counselors. Some counselors may not

have had inadequate training and supervision and therefore feel inadequate to integrate

technology into the counseling sessions. An additional challenge is the inequality of

computer access and resources that face counselors.

<div align="center">What Are High School Counselors Doing With Technology?</div>

A current document available on the Internet gives first hand information from

school counselors on how technology is being used to "increase effectiveness, efficiency,

and work pleasure." (Sabella, 2005). On May 5th, Dr. Sabella queried the readers

(approximately 18,000) of SchoolCounslor.com newsletter (www.schoolcounselor.com)

with the following question: "How do you use technology in ways that makes you more

effective, efficient or just makes your work more fun?"(Sabella, 2005). Response from

various high school counselors on how they used technology includes teacher links,

Microsoft Office (i.e. Excel, Word, PowerPoint, and Access), Microsoft Windows,

moviemaker, website curator Microsoft Publisher, handheld computers in the classroom,

IPAQ handhelds and computer labs. These are but a few of the many ways high school

counselors are currently using computer technology to enhance the proficiency of their

job performance. This document can be viewed in its entirety on any given day

(responses are posted as received) at www.schoolcounselor.com/pdf/counseling-technology-activites.pdf.

                                   Summary

        We are living in an exciting time, with an increasingly diverse and mobile society,

new technologies and expanding opportunities. To help ensure that our young people are

prepared to become the next generation of parents, workers, leaders and citizens, every

student needs support guidance. Our young people face diverse and unique challenges

both personally and developmentally that impact academic achievement. Professional

school counselors are certified/licensed professionals with a masters' degree or higher in

school counseling or the substantial equivalent and are uniquely qualified to address the

developmental needs of all students. Professional school counselors deliver a

comprehensive school counseling program encouraging all students' academic, career

and personal/social development and helping all students in maximizing student

achievement. There are five main roles and functions of the school counselor. They are counseling and coordination, leadership, teaming and collaboration, advocacy and assessment of data.

Computer Technology is having a profound impact on almost every aspect of life, especially education, more specifically – counseling. School counselors are able to use computer technology to perform various job responsibilities. Recent developments in the area of word processing, desktop publishing and database management have made such programs powerful and relatively inexpensive tools for counselors to use to expedite routine tasks. Software today has all kind of features and capabilities that make them user-friendly and easily customizable. The internet is another option that opens the door to a world of exploration and mass communication at your fingertips. School counselors are encouraged to explore how these programs might be adapted to automate and expedite routine tasks. As a result of computer managed counseling tasks, counselors have more time to spend with students (primary responsibility) and render counseling services.

CHAPTER III

METHODOLOGY

Introduction

The State of Georgia Technology Integration goal is "Technology will contribute to increase student achievement of core academic and technology integration standards in the Quality Core Curriculum (QCC)" (Georgia DOE, 2004). Objectives of the State Technology Plan include increasing instructional uses, administrative uses, increase access for all stakeholders (students, educators, parents and school board members) and increase educators proficiency to use technology effectively to enhance student learning and adherence to the QCC's. There is limited research to support adherence to the goals and objectives of the Georgia Technology Plan.

After a review of literature relating to counselors and technology, it is determined that a study is warranted to determine how computer technology is used by high school counselors. The limited literature does however support the idea of school counselors using computer technology. Bleuer and Waltz (cited in Sabella, 1996) cited examples of how school counselors have used computer technology. These included, record keeping, counseling activity logs, scheduling, attendance records, grade maintenance, resource files and word processing. Counselors use technology in relationship building, needs assessments, and interventions (Casey, 1992). Casey also stated that technology was used to address different learning modes including auditory and visual. This chapter will explain how the research will be conducted to reveal this information. The purpose of this study is to determine how AYO School District high school counselors are using technology.

Research Questions

The research question is "How is computer technology used by high school counselors in AYO School District?" When investigating high school counselors using technology, consideration should be given to the following sub questions:

1. How do high school counselors use available technology at work?

2. How frequently do high school counselors use available technology at work?

3. How do high school counselors assess their technological proficiency?

Research Design

This research will be descriptive in design. One of the most popular research techniques is the survey, often based on a large number of cases, where a broad overview of a market is required (Hulk, 2004). Surveys can be administered by mail, telephone, face to face, or more recently by the Internet or World Wide Web. They usually take less time to complete by the respondent and most often require choosing between several responses rather than long verbal responses. Surveys often aim to understand a target market better by breaking down the sample by demographics, lifestyle and usage behavior. A survey will be used to collect data for this research. A four-point Likert Scale will be used to assess the frequency and proficiency of job performance when incorporating computer technology.

Procedure

The procedure to secure information will begin with a review of related literature to determine a need for the study. The researcher will secure approval from the university to conduct research with high school counselors and to proceed with the research for the purpose of completing requirements for Doctor of Education. An instrument (survey) will

be developed based on the research questions. The survey will be distributed and
accounted for the receipt of each response electronically. A spreadsheet will be created
and data will be analyzed using Statistical Package for Social Sciences (SPSS) to
organize the data. Findings will be presented graphically and in narrative format. Benefit
or lack thereof will be determined and recommendations will be made to appropriate
stakeholders.

<p style="text-align:center">Instrumentation</p>

No existing instrument was located to survey school counselors' frequency and
proficiency in the use of computer technology. Therefore, to conduct this study, the
researcher will design a questionnaire that can be used for the purpose of this study. The
survey questionnaire will consist of two sections: demographic data and survey questions.
The survey questions contained items asking the respondents to respond regarding the
frequency and proficiency of their use of computer technology. A Likert scale will used
with rating range from one (1) to four (4). Each variable will be addressed from the
following categories:

(1) Frequency of computer technology use items rated on a Likert scale

1 = Not at all
2 = Rarely
3 = Frequently
4 = Very Frequently

(2) Proficiency in the use of computer technology rated on the Likert scale

1 = Not proficient
2 = Proficient
3= Moderately proficient
4 = Very proficient

In order to ensure content validity, the researcher will seek the expertise of ten selected high school counselors. A survey questionnaire will be delivered to each participant and feedback will be solicited related to the instrument's content, format and language. The researcher will also seek specific information on the directions for accuracy and usefulness. With this information provided, the researcher will revise the instrument to improve its form and content. The revised survey will be pilot tested among a sample of twenty high school counselors. After careful review of the responses from the pilot study, the researcher will determine if the revised survey could be successfully employed to obtain the information necessary for this study.

Reliability of the instrument will be tested by using data collected from the pilot study. All 10 items (see Table 1) of frequency and proficiency will be tested for internal consistency by using Cronbach's Alpha Test. An alpha of .6 or higher is generally an indication of acceptable internal consistency (Wiersma & Jurs, 2005).

Population

The population of interest consisted of professional school counselors currently working in four metro-suburban counties in Atlanta, Georgia. This study only included high school counselors.

Participants

The research participants will include a listserv of high school counselors in metro-Atlanta. There will be 78 high school counselors included in this study. The high school counselors will include both male and female, representing various ethnic origins. Education levels range from Masters Degrees to post Doctorates. Masters Degree is the minimal education level of the certified personnel required by the state of Georgia and

the surrounding metro-Atlanta areas (Georgia DOE, 2006). The student counselor ratio is

approximately 400:1. The metro-Atlanta School System students' are racially very

diverse. This area is recognized by the American School Counselors Association to be a

model for counselors as it is an area with the largest number of schools to be certified

RAMP (Recognized ASCA Model Program) models. These schools follow the guidelines

and model for school counselors not only in the state of Georgia but nationally as well.

Table 1: Item Analysis - Computer Technology Utilization by Metro-Suburban High

School Counselors

Item	Research Question	Research Literature
1. Research counseling topics	1 2 and 3	Sabella, 1996; Stone & Turba, 1999; Sabella, 2005
2. Create newsletters	1 2 and 3	Sabella, 1996; Stone & Turba, 1999; Sabella, 2005
3. Get information	1 2 and 3	Sabella, 1996; Hayes & Robinson, 2000; Sabella, 2005
4. Develop student academic …plans	1 2 and 3	Sabella, 1996; Hayes & Robinson, 2000; Sabella, 2005
5. Develop student career …plans	1 2 and 3	Sabella, 1996; Hayes & Robinson, 2000; Sabella, 2005
6. Download college …applications	1 2 and 3	Sabella, 1996; Sabella, 2005
7. View student grades	1 2 and 3	Sabella, 1996; Sabella, 2005
8. Counsel students about …academic school programs	1 2 and 3	Sabella, 1996; Hayes & Robinson, 2000; Anderson, 2002; Sabella, 2005
9. Inform stakeholders of …available counseling …services and educational …opportunities	1 2 and 3	Sabella, 1996; Stone & Turba, 1999; Van Horn & Myrick, 2001; Adelman & Taylor, 2002; Dimmitt, 2003; Sabella, 2005
10. Communicate with …..counseling colleagues	1, 2 and 3	Sabella, 1996; Stone & Turba, 1999; Van Horn & Myrick, 2001; Adelman & Taylor, 2002; Dimmitt, 2003; Sabella, 2005

Data Collection

Data will be collected using a survey administered to high school counselors in metro-Atlanta School Systems in Georgia. Data will be collected summer, 2007. The researcher will use www.surveymonkey.com to distribute the surveys electronically to those high school counselors who wish to participate from the listserv. The surveys will be completed and submitted electronically.

Analysis of Data

After the surveys are collected, a spreadsheet will be created using SPSS to organize the data. Each of the variables will be analyzed and findings will be reported. A descriptive analysis will be performed using SPSS software generating a frequency distribution of each variable. The mean and standard deviation will also be calculated for each variable. The calculations will reveal how high school counselors responded to the survey items. The demographic data will describe who the high school counselors are. Recommendations will be made for improvement in delivery of counseling services and adherence to the goals and objectives of the State Technology Plan. Consideration will also be given to the need for further studies and research in an effort to achieve consistency in counseling service delivery in various school systems and throughout the state of Georgia. This could also be the beginning of a national initiative.

Summary

School counselors must adhere to the state technology plan when providing counseling services. Recent literature supports the fact that school counselors use technology; however, research to support how school counselors use technology is needed. To collect such data a survey will be distributed. The population chosen to

survey represents a large metro area with a very diverse representation of high school counselors. The instrument will be designed by the researcher. It will be tested for both reliability and validity. An application to do research will be submitted. Upon approval, the survey will be distributed electronically. Data will be collected and findings will be calculated. Findings will be reported. Recommendations will be made for improvement in delivery of counseling services and adherence to the goals and objectives of the State Technology Plan. Consideration will also be given to the need for further studies and research in an effort to achieve consistency in counseling service delivery in surrounding metro-Atlanta areas throughout the state of Georgia. This could also be the beginning of a national initiative as well.

CHAPTER IV

FINDINGS

This chapter will report the findings of this study. The report of findings will

begin with the analysis of demographic data of the participants. Then, all other findings

of the study will be reported by following the sequence of the research questions. A

summary of findings will conclude this chapter. All the research questions in this study

are related to the following major research question: How is computer technology used

by high school counselors in AYO School District? Sub questions are as follows:

1.   How do high school counselors use available technology at work?

2.   How frequently do high school counselors use available technology at

work?

3.   How do high school counselors assess their technological proficiency?

Data Analysis

Data were collected electronically using the website www.surveymonkey.com

from high school counselors in the metro-Atlanta area. Surveys were distributed to a

listserv of 78 high school counselors. All survey directions were electronically presented

and data were electronically reported with the researcher having no input to responses.

Counselor participation was completely voluntary. An introductory email was sent to a

listserv from counselor communications explaining the purpose of the survey and

requesting counselor input for this research. Data were collected during a 30-day period.

The responses to the 10-item survey were entered into surveymonkey.com and then

translated to the Statistical Package for Social Sciences (SPSS) for the purpose of

statistical evaluation. Descriptive statistics was used to analyze data in this study.

Analysis of Demographic Data

There were 72 respondents of the 78 high school counselors surveyed. This yielded a 92% rate of return. Their responses to gender (see Figure 1) showed 12% male and 88% female. Their age (see Figure 2) ranged from 25 years to 56 plus years. The minimum educational Requirement for counselors is Master's level. Educational levels (see Figure 3) of respondents were Master's Degree – 33%, Ed.S Degree– 48% and Ed.D/Ph.D. Degree – 18%. In experience levels (see Figure 4) 18% were five years or less, 38% - six to 10 years, 23% - 11-15 years and 21% - 16 or more years. Job levels (see Figure 5) included Counselor I (57%) and Counselor Department Head (43%).
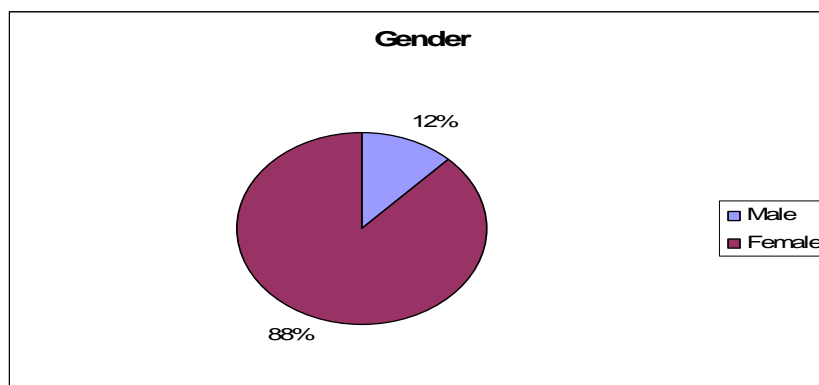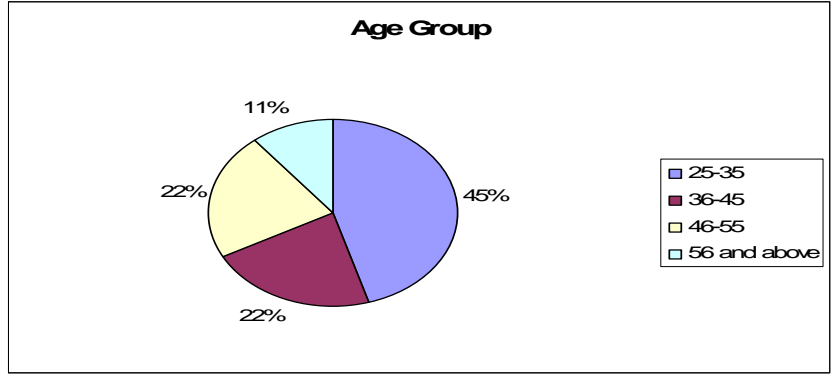

Figure1: *Gender*
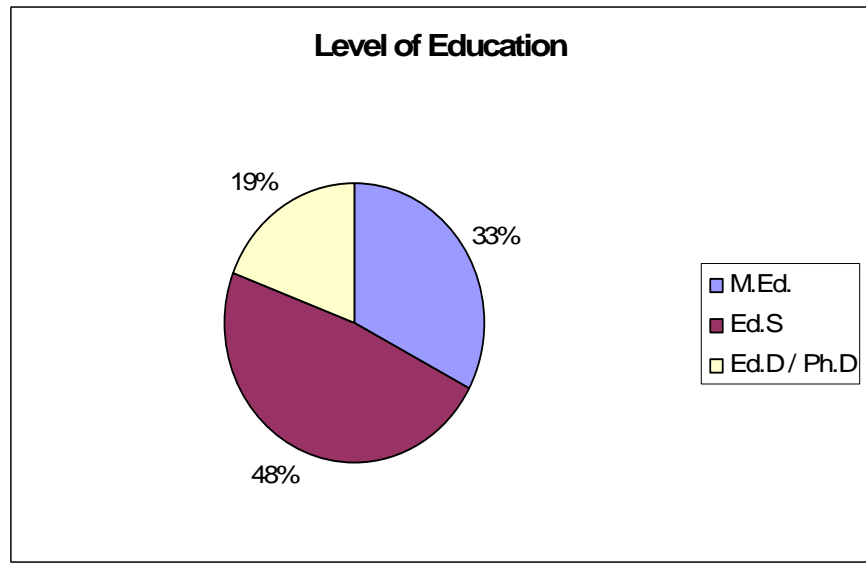
Figure 2: *Age Group*

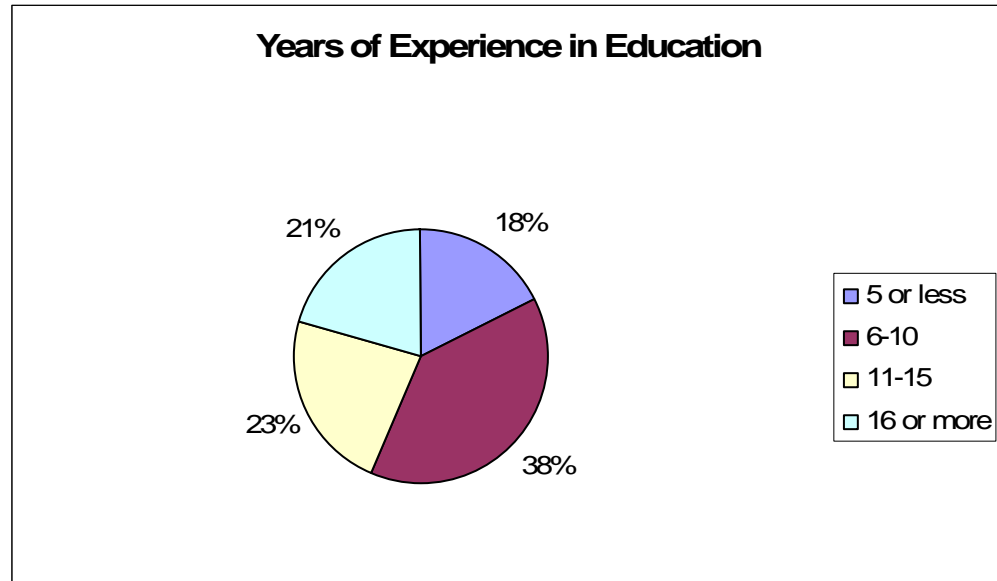Figure 3: *Level of Education*

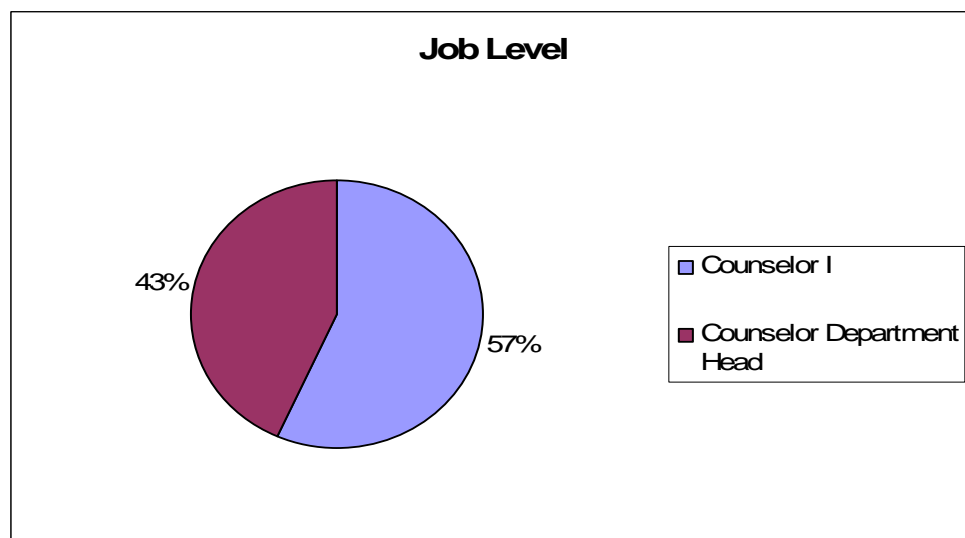Figure 4: *Years of Experience in Education*

Figure 5: *Job Level*

Data Analysis

Research Question 1: How do high school counselors use available technology at work?

The many ways high school counselors used computer technology included researching for counseling information, communicating among peers and other stakeholders, working with students in academic planning and career planning. High school counselors also indicated they used computer technology to create newsletters, research counseling topics, research and develop academic plans, view student grades, download college applications and inform stakeholders.

Data Analysis by Frequency

Research Question 2: How frequently do high school counselors use available technology at work?

All counselors rated frequency of use for every item very high. Thirty five percent (35%) reported they very frequently used the internet resources to research counseling topics and 64% of the respondents indicated they frequently used the internet resources to research counseling topics. One percent (1%) reported they rarely used the internet resources to research counseling topics and none responded they never use computer technology (see Figure 6).
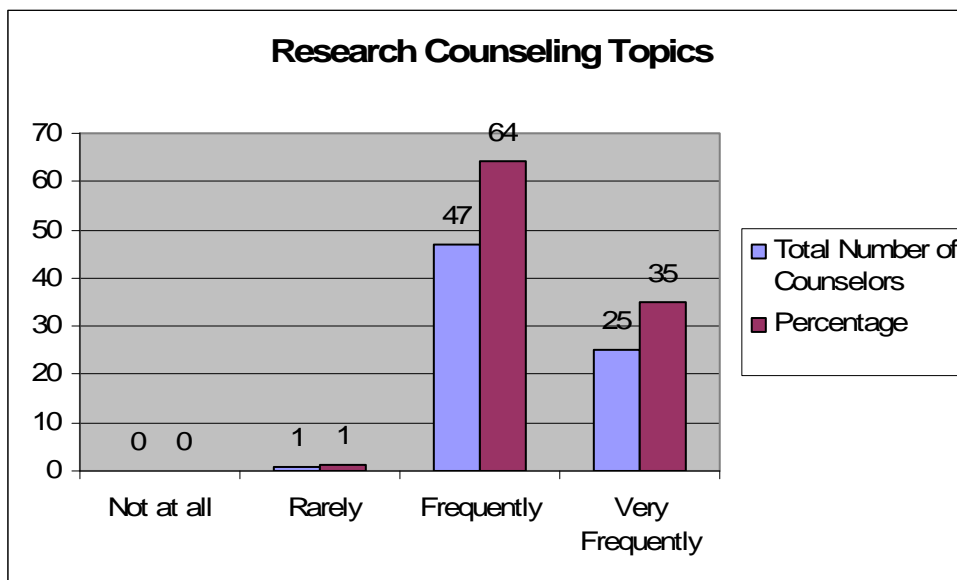
Figure 6: *Number and Percentage of High School Counselors Researching Counseling*

Topics using Computer Technology

Fifteen percent (15%) of the respondents very frequently used computer software

to create newsletters to tell about guidance department news. Fifty three (53%) percent of

the respondents reported they used computer software to create newsletters to tell about

guidance department news, 29% reported they rarely used computer software to create

newsletters to tell about guidance department news and three percent (3%) of the

respondents reported they never used computer software to create newsletters to tell

about guidance department news (see Figure 7).
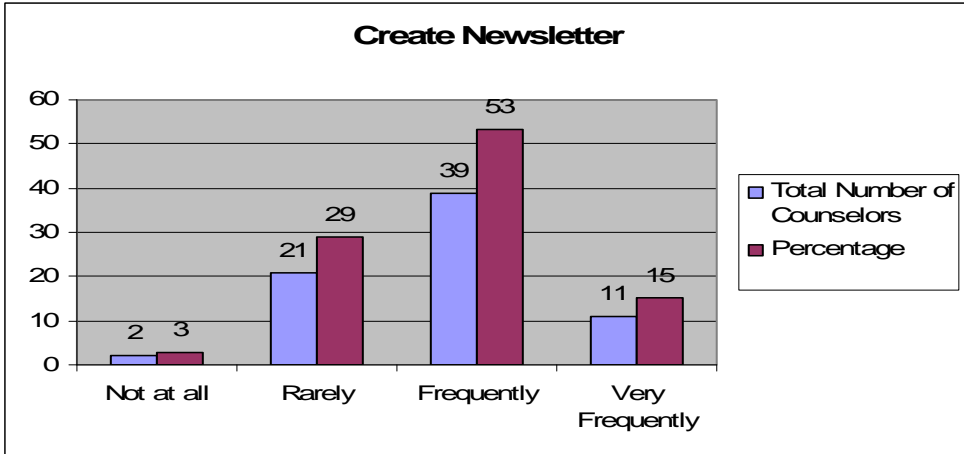
Figure 7: *Number and Percentage of High School Counselors Creating Newsletter with Computer Technology*

Forty percent (40%) of the respondents indicated they very frequently used the internet to get information for students. Sixty percent (60%) of the respondents indicated they frequently used the internet resources to get information for students. None of the participants responded rarely or not at all to using the internet to get information for students (see Figure 8).
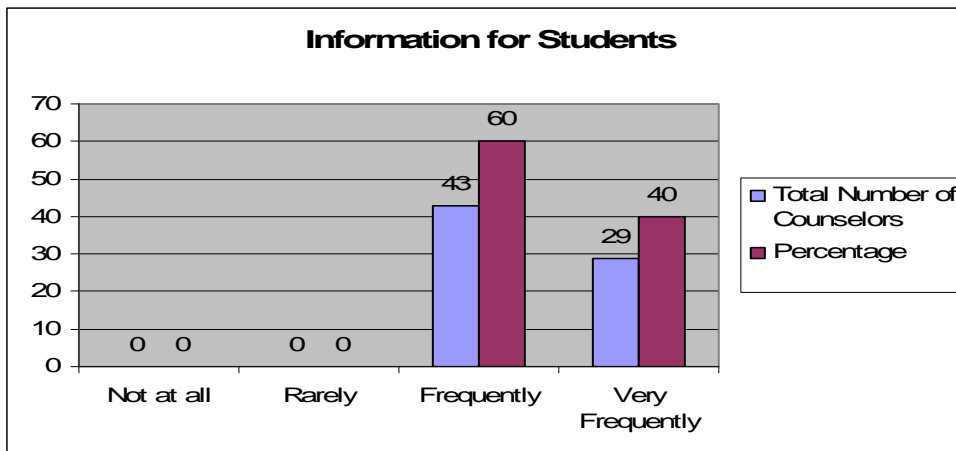
Figure 8: *Number and Percentage of High School Counselors Researching Information using Computer Technology*

The majority, 53% of the respondents indicated they very frequently use computers when developing student academic plans. Forty-two percent (42%) responded they frequently use computers when developing student academic plans. Six percent (6%) of the respondents indicated they rarely use computers when developing student academic plans and none of the respondents indicated they never use computer technology to research academic plans (see Figure 9).

Figure 9: *Number and Percentage of High School Counselors Researching Academic Plans using Computer Technology*

Thirty-five percent (35%) responded they very frequently use computers and 61% indicated they frequently use computers when developing student career plans. One percent (1%) of the respondents indicated they never use computers and three percent (3%) indicated they rarely use computers when developing student career plans (see Figure 10).
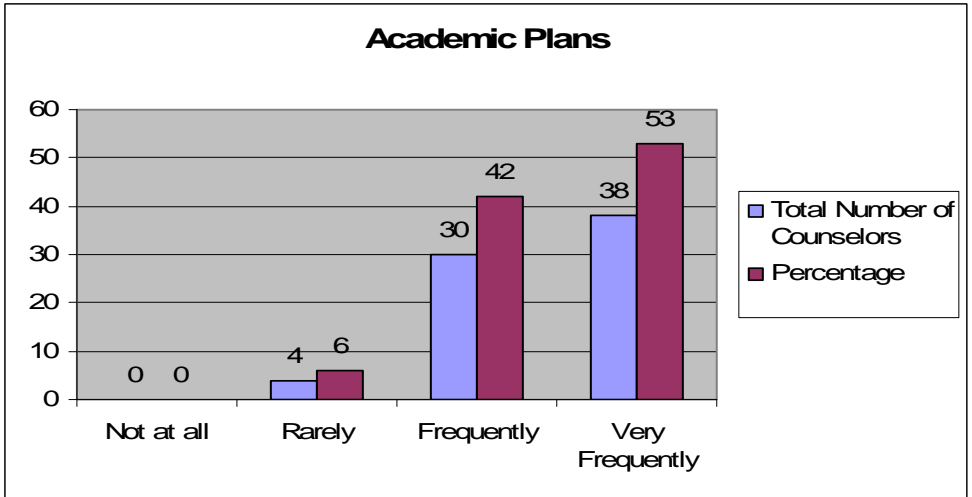
Figure 10: *Number and Percentage of High School Counselors Creating Student Career Plans using Computer Technology*

Thirty three percent (33%) reported they very frequently download college applications from the internet while 53% of the respondents indicated they frequently perform the same task using the internet. Fourteen percent (14%) indicated they rarely download college applications from the internet and none of the respondents indicated they never download college applications from the internet (see Figure 11).
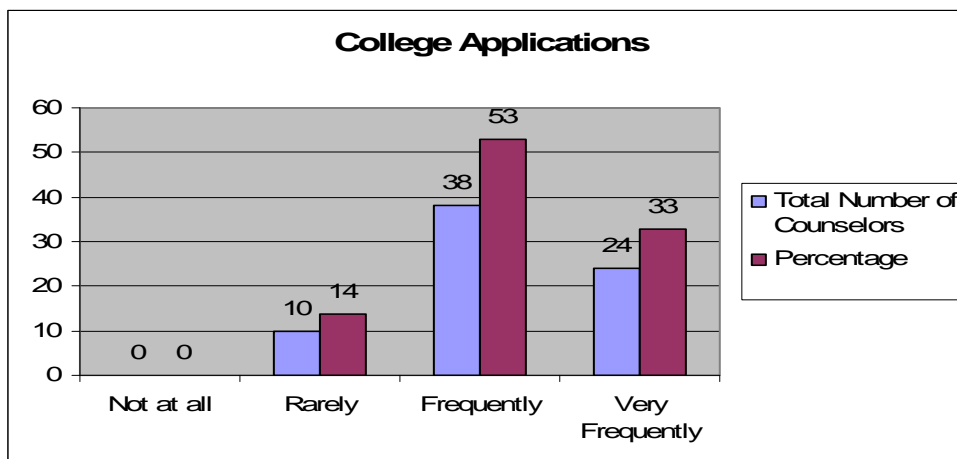
Figure 11: *Number and Percentage of High School Counselors Downloading and Completing College Applications using Computer Technology*

Ninety three percent (93%) reported they very frequently use computer technology to view student grades and six percent (6%) reported they frequently use computer technology to view student grades. One percent (1%) of the respondents indicated they never use computer technology to view student grades and none indicated they rarely use computer technology to view student grades (see Figure 12).
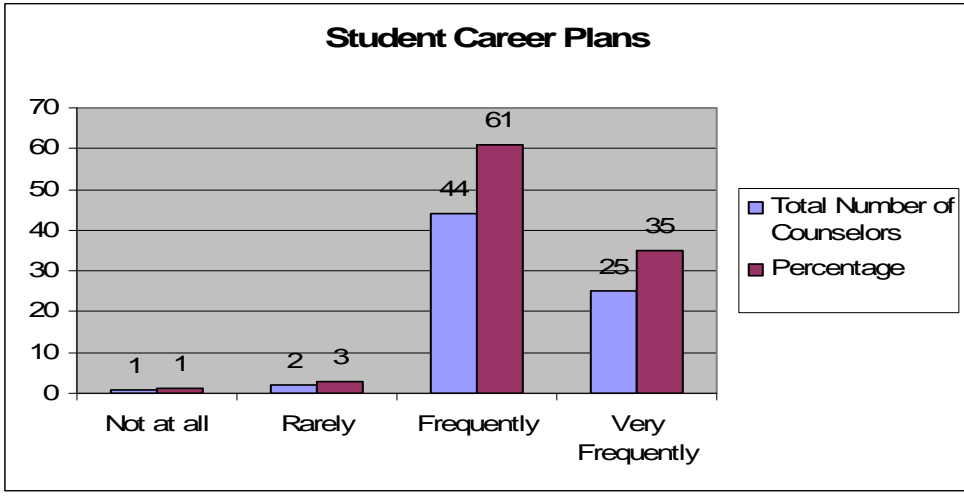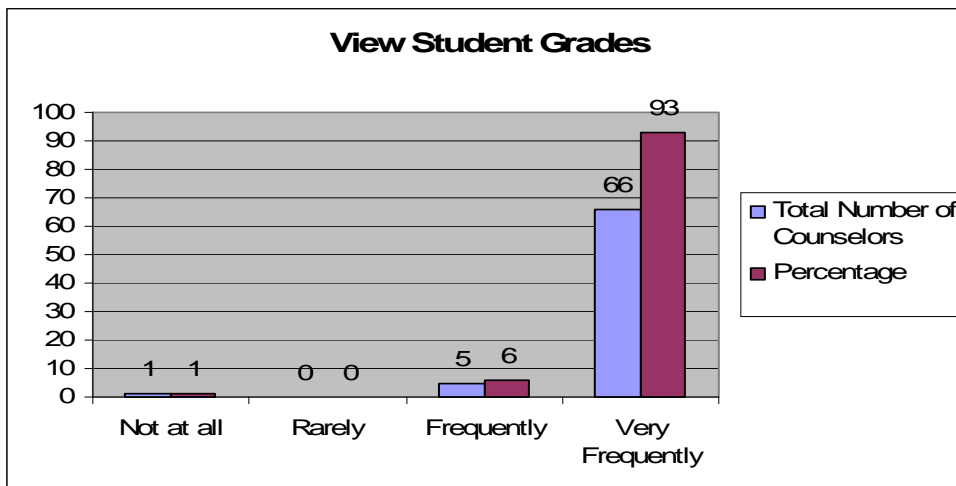
Figure 12: *Number and Percentage of High School Counselors Viewing Student Grades using Computer Technology*

Forty percent (40%) indicated they very frequently use the computer to counsel students about academic school programs with the aid of computer technology. The highest percentage of respondents, 55% reported they frequently counsel students about academic school programs with the aid of computer generated course information. Only five percent (5%) of the respondents reported they rarely counsel students about academic school programs with the aid of the computer generated course information and no one responded they never counsel student about academic school programs with the aid of computer generated course information. (see Figure 13).
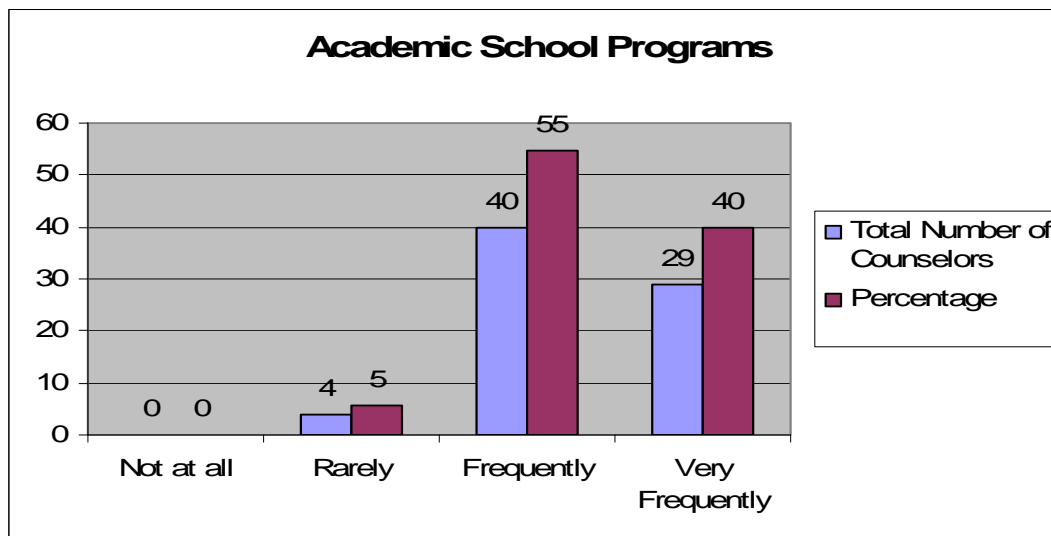
Figure 13: *Number and Percentage of High School Counselors Researching Academic School Programs using Computer Technology*

Forty-six percent (46%) reported they very frequently use county and school websites to inform stakeholders of available counseling services and educational opportunities. Most of the respondents, 49% reported they frequently use county and school websites and four percent (4%) rarely use their county and school website to inform stakeholders of available counseling services and educational opportunities. One percent (1%) of the respondents did not use their county and school website to inform stakeholders (see Figure 14).
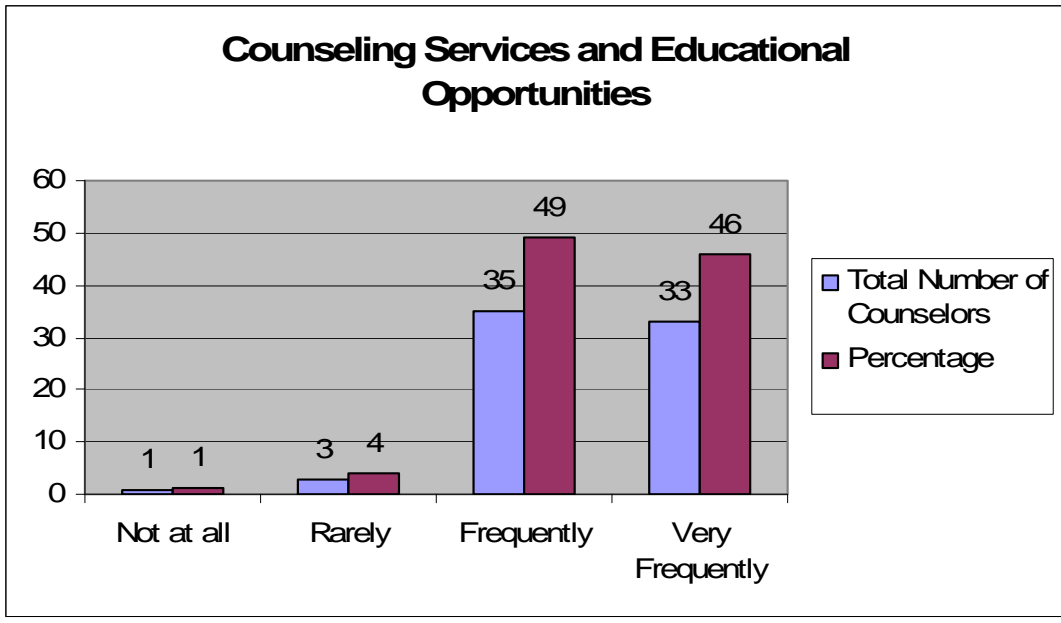
Figure 14: *Number and Percentage of High School Counselors Rendering Counseling*

Services and Researching Educational Opportunities using Computer Technology

An overwhelming 89% responded-very frequently, 10% responded- frequently

and only one percent (1%) responded-rarely to communicating with counseling

colleagues via e-mail or other computer programs. There were no responses to not at all

for that same item (see Figure 15).
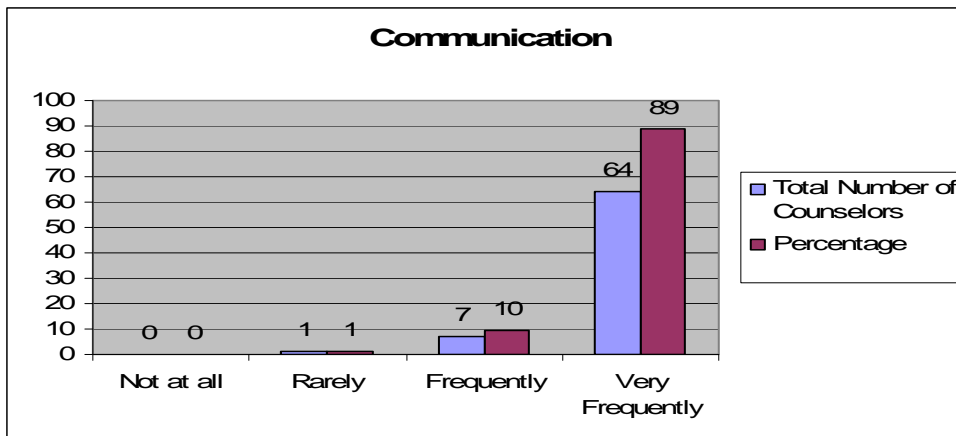
Figure 15: *Number and Percentage of High School Counselors Communicating using*

Computer Technology

Data Analysis of Proficiency

Research Question 3: How do high school counselors assess their technological

proficiency?

The majority of all respondents indicated they were very proficient in using

computer technology. Seventy-two percent (72%) of the respondents indicated they were

very proficient in using internet resources to research counseling topics, 22% indicated

they were proficient and only six percent (6%) indicated they were moderately proficient.

None of the respondents indicated they were not proficient at all (see figure 16).
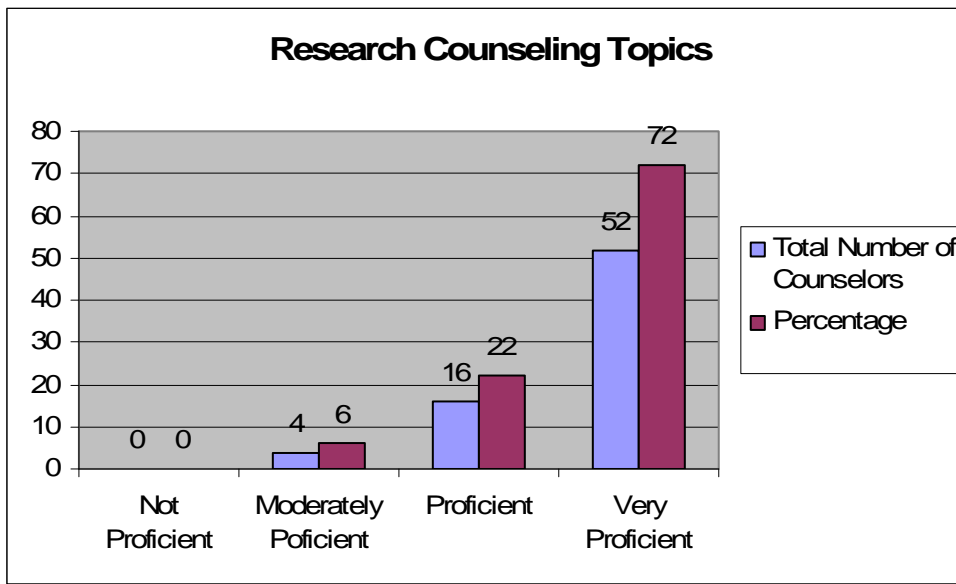
Figure 16: *Number and Percentage of High School Counselors Proficient Using Computer Technology to Research Counseling Topics*

Sixty-four percent (64%) of the respondents indicated they were very proficient using computer software to create newsletters to tell about guidance department news, 10% were moderately proficient, and 23% proficient. Three percent (3%) of the respondents indicated they were not proficient using computer software to create newsletters to tell about guidance department news (see Figure 17).
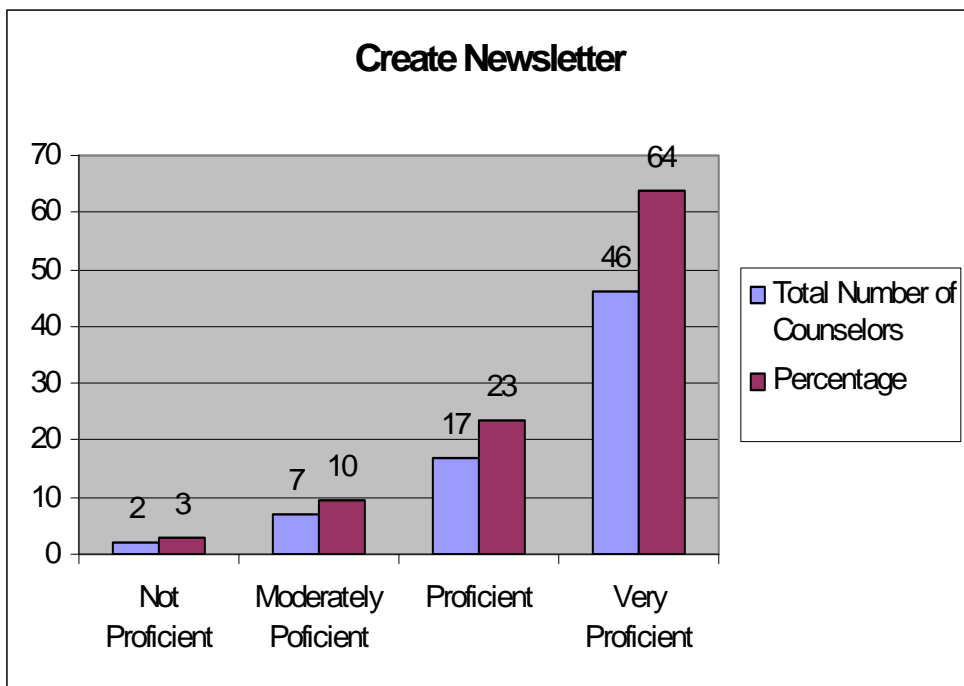
Figure 17: *Number and Percentage of High School Counselors Proficient using*

Computer Technology to Create Newsletter

The responses to using the internet resources to get information for students were

78%-very proficient, 19%-proficient and three percent (3%) were moderately proficient.

No one responded not proficient (see Figure 18).

Figure 18: *Number and Percentage of High School Counselors Proficient using Computer Technology to Research Information for Students*

Responses to using computers to develop student academic and career plans were very similar. Seventy-four percent (74%) responded very proficient to using computers when developing academic plans and 23% responded proficient. Three percent (3%) were moderately proficient when developing academic plans. No one responded not proficient (see Figure 19).

Student Academic Plans
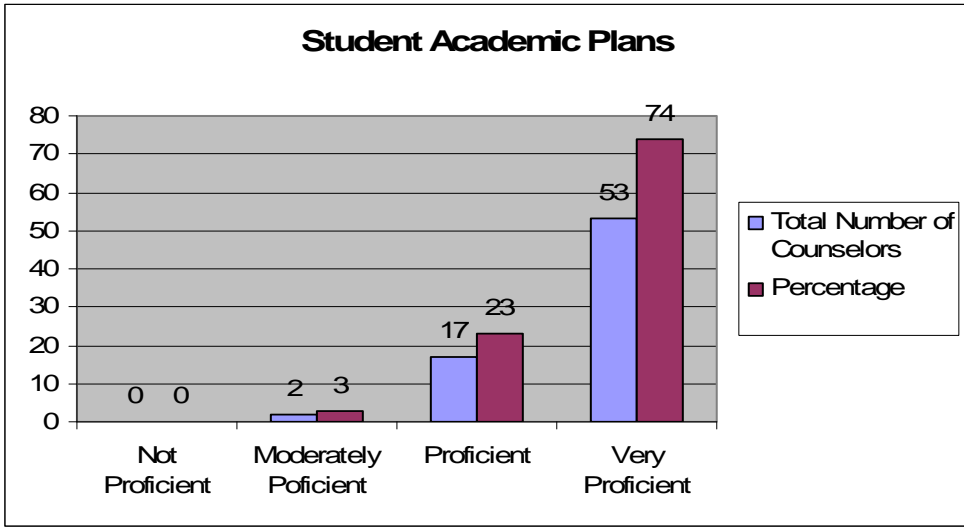
Figure 19: *Number and Percentage of High School Counselors Proficient using Computer Technology to Prepare Student Academic Plans*

Seventy-two percent (72%) responded very proficient to using computer technology for career planning and 22% responded proficient. Six percent (6%) responded moderately proficient when developing career plan. There were no responses to not proficient using computer technology for career planning. (see Figure 20).
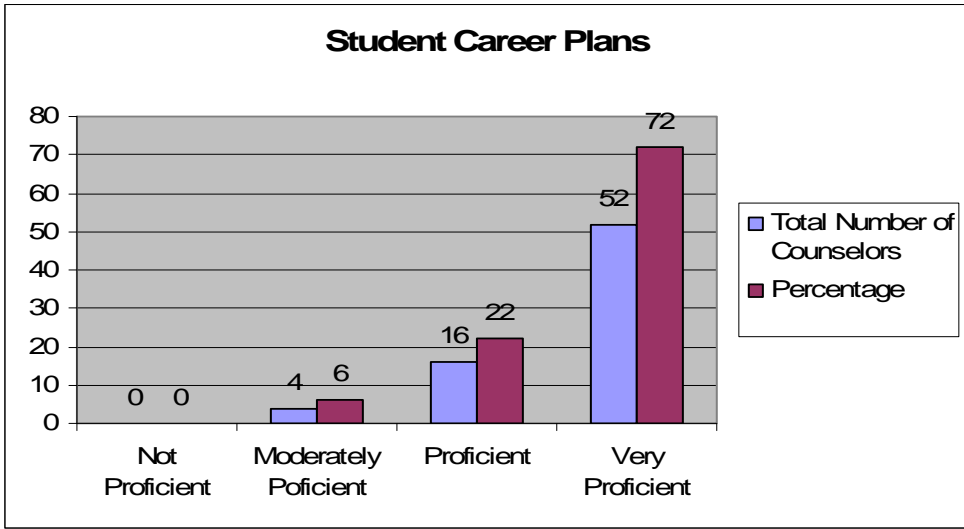
Figure 20: *Number and Percentage of High School Counselors Proficient using Computer Technology to Prepare Student Career Plans*

Seventy-eight percent (78%) indicated they were very proficient when downloading college applications from the internet and 20% indicated they were proficient. One percent (1%) of the respondents indicated they were not proficient and one percent (1%) moderately proficient when downloading college applications from the internet. (see Figure 21).

Download College Applications
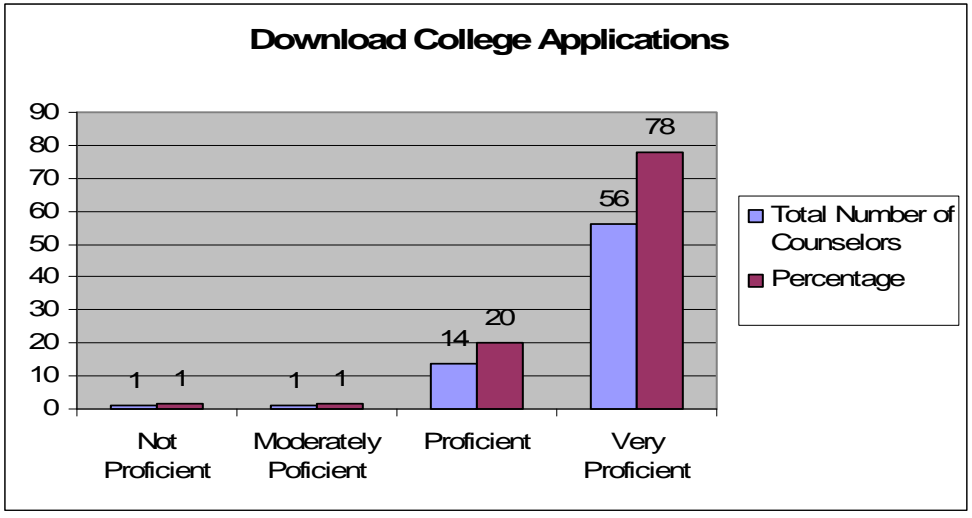
Figure 21: *Number and Percentage of High School Counselors Proficient using*

Computer Technology to Download College Applications

A vast majority – 88% responded very proficient to using computer technology to

view student grades and 11% responded proficient. None of the respondents indicated

moderately proficient; however one percent indicated not proficient in using computer

technology to view student grades (see Figure 22).

View Student Grades
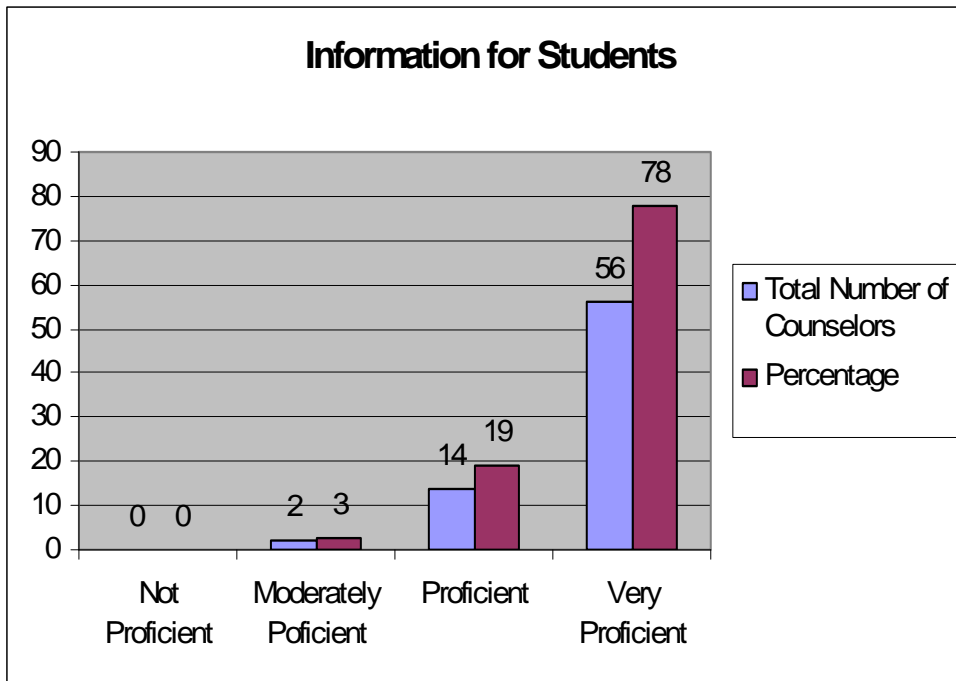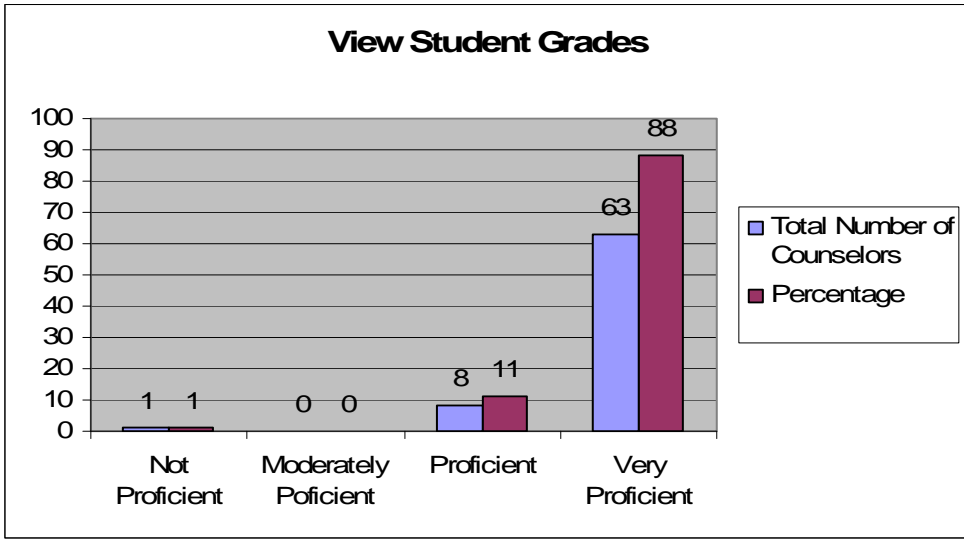

Figure 22: *Number and Percentage of High School Counselors Proficient using*

Computer Technology to View Student Grades

Responses to counseling students about academic school programs with the aid of

computer generated course information were as follows: 75% very proficient four percent

(4%) moderately proficient, 21% proficient and there was no response to not proficient

(see Figure 23).

Academic School Programs
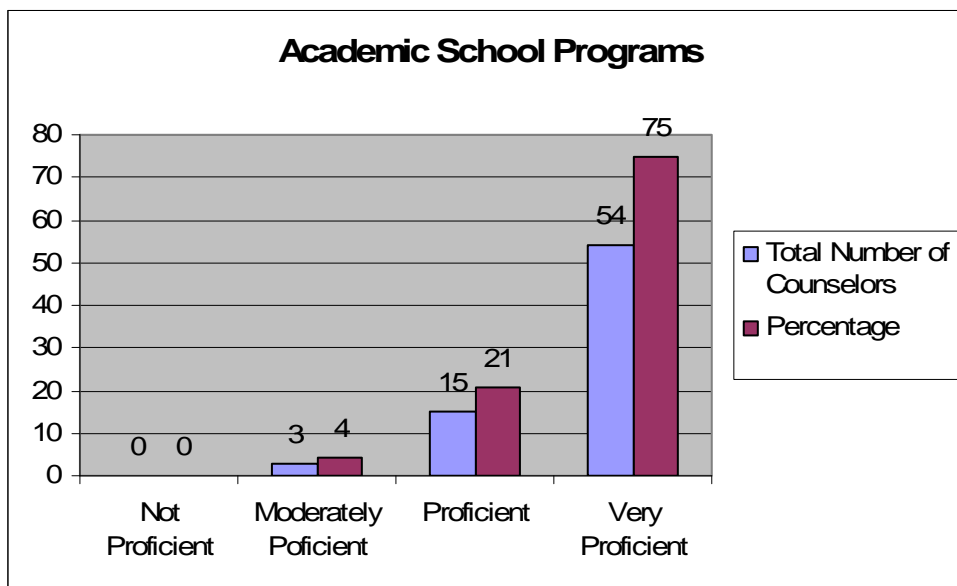
Figure 23: *Number and Percentage of High School Counselors Proficient using Computer Technology to Research Academic School Programs*

Seventy three percent (73%) of the respondents responded they were very proficient in using their county website and school website to inform stakeholder of available counseling services and educational opportunities, 21% reported they were proficient and six percent (6%) indicated they were moderately proficient and there was no response to not proficient (see Figure 24).
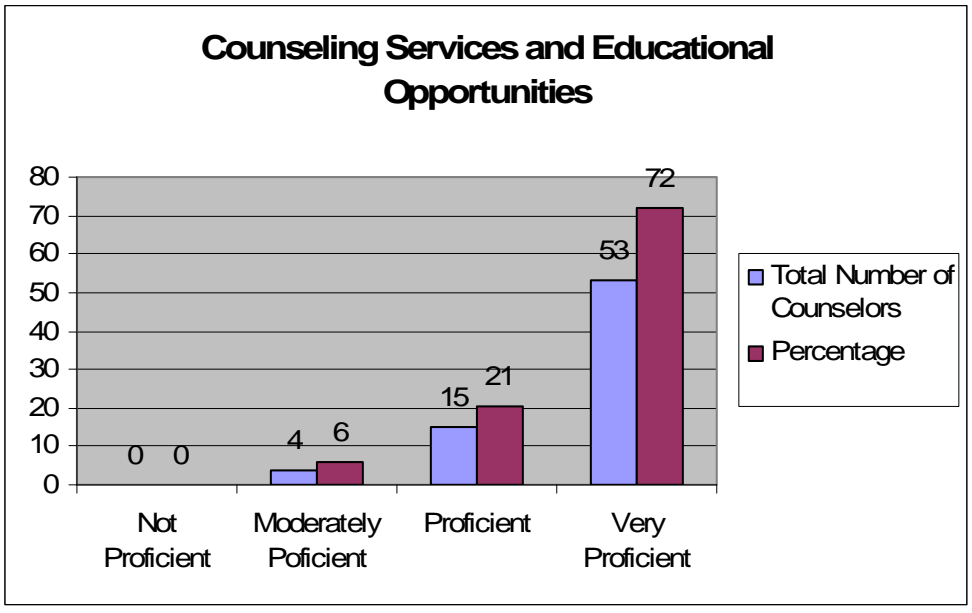
Figure 24: *Number and Percentage of High School Counselors Proficient using*

Computer Technology to Provide Counseling Services and Educational Opportunities

All respondents felt they were either proficient (15%) or very proficient (85%)

communicating with counseling colleagues via email or other computer program. There

were no responses to moderately proficient and not proficient communicating with

counseling colleagues (see Figure 25).
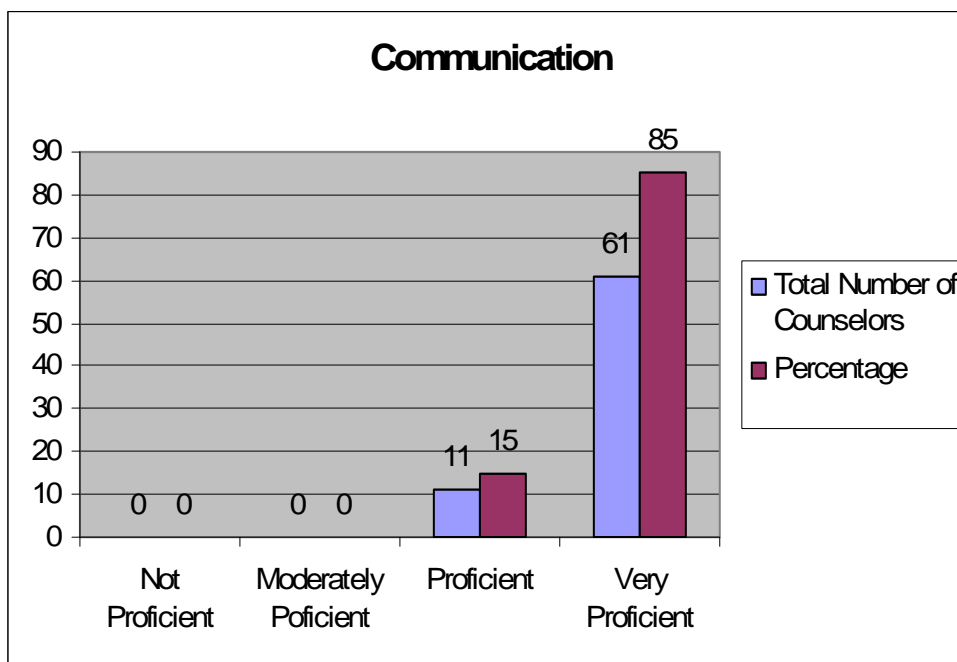
Figure 25: *Number and Percentage of High School Counselors Proficient using*

Computer Technology for Communication

Summary

The major research question was "How is computer technology used by high

school counselors in AYO School District?" To clearly answer this major question,

consideration was given to three sub questions.

Sub question number one was how do high school counselors use available

technology at work? High school counselors indicated they used computer technology to

search for counseling information, communicate among peers and other stakeholders,

work with students in academic planning and also work with students in career planning.

High school counselors also indicated they used computer technology to create

newsletters, research counseling topics, research and develop academic plans, view student grades, download college applications and inform stakeholders.

Sub question number two was how frequently do high school counselors use available technology at work? Ninety three percent (93%) of the respondents indicated they very frequently (47.9%) and frequently (45.3%) use available computer technology at work. A very small percentage, 6.9% indicated they never (0.6%) or rarely (6.3%) use computer technology at work (see Table 2). The majority of the high school counselors indicated they frequently used the internet to gather resources for counseling topics and to get information for their students. All high school counselors indicated they frequently used computer technology to create newsletters and websites for their school and the counseling department. More counselors indicated they very frequently use their websites, both school and county to inform stakeholders of counseling services and educational opportunities. A small percentage very frequently created and used newsletter to disseminate counseling information. More high school counselors indicated they rarely use computer technology to create newsletters than using their county and school website to inform stakeholders of counseling services and educational opportunities. A very small number of the respondents indicated they never use computer technology to create newsletters or county and school website to inform stakeholders of counseling services and educational opportunities. Communication was the number one use of computer technology among high school counselors. The greatest number of respondents indicated the very frequently use computer technology to communicate with their colleagues via email or other communication programs. A very minimal number of respondents indicated they frequently and even less indicated they rarely communicate

with counseling colleagues via email or other communication programs. More high

school counselors frequently use computer technology to develop student academic

plans, download college applications and counsel students about school's various

academic programs. The number of respondents who responded they very frequently use

computer technology to do the same functions were fewer but significant. Only a small

number of respondents indicated they rarely use computer technology to develop student

academic plans, download college applications and counsel students about various school

academic programs. None of the respondents indicated they never use computer

technology for academic planning. The greatest majority of the respondent indicated they

very frequently use computer technology to view student grades. A smaller number of

high school counselors indicated they frequently use computer technology to view

student grades. A minimal number responded they never use computer technology to

view student grades. None of the respondents indicated they rarely use technology to

view student grades. More respondents indicated they frequently use computer

technology to develop career plans. A significant but lesser number of respondents

indicate they very frequently use computer technology when developing career plans.

The responses were equally low for not using and rarely using computer technology to

develop career plans.

Sub question three was how do high school counselors assess their technology

proficiency? The majority (95.6%) of the respondents indicated they were very proficient

(75.9%) and proficient (19.7%) in using computer technology (see Table 2).

All high school counselors indicated they use computer technology in their daily

work. The lowest frequency was newsletters and the highest frequency was grades. All

counselors reported they were very proficient in all areas of computer use. The areas they reported most proficient included viewing student grades and communication. The lowest area of proficiency was creating a newsletter. The highest percentage for both frequency and proficiency of using computer technology was viewing student grades. Computers were most frequently used to view student grades and counselors felt more proficient using the computer for that same task. Although computer technology was frequently used to create the newsletter, high school counselors indicated they were less proficient using the computer for that same task. High school counselors reported they were most proficient and used the computer more frequently in the area of communication with other colleagues. There was a high correlation between frequency and proficiency of using computer technology by high school counselors.

Table 2: *Frequency and Proficiency of High School Counselors Using Computer Technology*

	Frequency (%)					Proficiency (%)				
	Not	Rarely	Frequently	Very Frequently	F Plus VF	Not	Moderately	Proficient	Very Proficient	P Plus VP
Research Counseling Topics	0	1	64	35	99	0	6	22	72	94
Create Newsletter	3	29	53	15	68	3	10	23	64	87
Information for Students	0	0	60	40	100	0	3	19	78	97
Student Academic Plans	0	6	42	53	95	0	3	23	74	97
Student Career Plans	1	3	61	35	96	0	6	22	72	94
Download College Applications	0	14	53	33	86	1	1	20	78	98
View Student Grades	1	0	6	93	99	1	0	11	88	99
Academic School Programs	0	5	55	40	95	0	4	21	75	96
Counseling Services and Educational Opportunities	1	4	49	46	95	0	6	21	73	94
Communication	0	1	10	89	99	0	0	15	85	100
Average %	0.6	6.3	45.3	47.9	93.1	0.5	3.9	19.7	75.9	95.6

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

As expectations of school counselor's increase, school counselors are faced with finding new and innovative ways to deliver their curriculum and fulfill their professional responsibilities. The use of technology has been proven to meet this need. School counselors can use technology to more efficiently manage their time for curriculum delivery and to provide a variety of educational support for a larger population than ever before. Many experts believe that educational systems should provide counselors the necessary hardware, software and in-service training to facilitate the delivery of the school counselor's curriculum; thereby promoting the educational growth of all students. The researcher became interested in this research as a high school counselor searching for ways to more efficiently serve a large population of students. It became evident that computer technology was a tool to reduce the time required to perform routine task, enhance record keeping and communicate with the masses, thereby promoting an interest in whether or not other counselors used computer technology, focusing on how they used computer technology and how proficient they were in using computer technology.

Summary

Computer technology has made a rapid increase in our society. It has affected virtually all aspects of life, including the way people communicate, conduct business and provide education. In our nation's schools, the use of technology is also increasing at a rapid rate, including more internet connections to the classrooms, computer labs and

libraries. The use of computer technology in school counseling has also become a very important tool for school counselors.

The purpose of this study was to investigate how high school counselors are using computer technology. The researcher's goal was to determine if high school counselors are using computer technology, how they are using computer technology, and how frequently they are using computer technology. After a review of literature relating to counselors and technology, it is determined that a study was warranted to determine how computer technology is used by high school counselors.

The researcher used a 10-item, self-developed and tested survey instrument designed to investigate how high school counselors use computer technology, how frequently it was used and how proficient they were in using computer technology. One of the most popular research techniques is the survey, often based on a large number of cases, where a broad overview of a market is required (Hulk, 2004). Surveys can be administered by mail, telephone, face to face, or more recently by the Internet or World Wide Web. They usually take less time to complete by the respondent and most often require choosing between several responses rather than long verbal responses. Surveys often aim to understand a target market better by breaking down the sample by demographics, lifestyle and usage behavior. A total of 72 high school counselors responded to the survey. It was distributed electronically from a listserv of 78 high school counselors in the metro-Atlanta area. Descriptive statistics was used to analyze the data.

Throughout history, the profession of school counselor has changed dramatically. This change has evolved from a traditional vocational guidance period to the current time, where the role of the counselor is characterized by the content of the comprehensive

program (Anderson, 2002). Today, school counselors take on a greater significance, assuming leadership and change agent roles within the school system. Therefore, it is extremely important for counselors to be up to date on technological advances not only for themselves, but also for the benefit of their students.

The interaction of technology and society may be the one thing more than any other that gives society a meaning and defines us as human beings. In recent years it has become popular to point fingers of accusation at technology as if it were autonomous and driving us all to destruction. It is implied by current trends in technological developments that home video games and learning software are both teaching tools. This form of technology has been integrated with traditional curricula to reduce at-risk behavior and enhance learning for at-risk behavior students. School counselors report promising use of technology in the relationship building, needs assessment, and intervention (Casey, 1992).

Discussion of Findings

Research Question 1: How do high school counselors use available technology at work?

The limited literature found supported the idea of school counselors using computer technology. Bleuer and Waltz (cited in Sabella, 1996) cited examples of how school counselors have used computer technology. These included, record keeping, counseling activity logs, scheduling, attendance records, grade maintenance, resource files and word processing. Counselors use technology in relationship building, needs assessments, and interventions (Casey, 1992). Casey also stated that technology was used to address different learning modes including auditory and visual. Sabella queried readers (approximately 18,000) of SchoolCounslor.com newsletter (www.schoolcounselor.com)

with the following question: "How do you use technology in ways that makes you more effective, efficient or just makes your work more fun?"(Sabella, 2005). Response from various high school counselors on how they used technology included teacher links, Microsoft Office (i.e. Excel, Word, PowerPoint, and Access), Microsoft Windows, moviemaker, website curator, Microsoft Publisher, handheld computers in the classroom, IPAQ handhelds and computer labs. These are but a few of the many ways high school counselors were using computer technology to enhance the proficiency of their job performance. The results of this research indicated high school counselors are currently using computer technology to research counseling information, create newsletters, using internet to get information for students, develop academic and career plans, download college applications, counsel students about current academic programs, use websites to inform stakeholders and communicate among counseling peers and other stakeholders. The research findings support the literature.

The use of computer technology allows high school counselors to spend more time with students rendering services to enhance learning. Using computer technology helped the well-prepared high school counselor complete their work more expeditiously by serving a larger population, targeting interventions and focusing energy where it is most needed: helping student achievement. These responsibilities are a result of the changing role of the counselor. High school counselors advise on college majors, admission requirements, entrance exams, and financial aid and on trade or technical schools and apprenticeship programs. They help students develop job search skills such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni or students with career development and job hunting techniques.

High school is the final transition into the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will; do when they graduate. High school counselors are a very vital part of their decision making body and process. (Adelman & Taylor, 2002; Dimmitt, 2003).

Computer usage has expanded in most areas of education, especially classroom guidance. In a closing activity after graduate students completed a 15 week program on multimedia approach to instruction in counseling, Hayes and Robinson (2000) found that the students had a positive attitude toward computers and multimedia instruction. Their findings strongly supported the use of multimedia instruction as a tool to supplement and complement traditional delivery of school counseling services. The research findings support the literature.

Question 2: How frequently do high school counselors use computer technology?

The response to the question how frequently high school counselors use computer technology was very frequently. A significant number of respondents indicated frequent. A very minute number of respondents indicated they rarely use computer technology and none of the respondents responded they never use computer technology. There was no related literature on how frequently technology is used; however, an implication from the research is that it is used frequently.

Research Question 3: How do high school counselors assess their technological proficiency?

The responses to the question of how proficient high school counselors were in using computer technology was mostly very proficient with a lesser number, however a

significant amount of respondents indicating proficient. A very small number of respondents indicated they were not proficient in using computer technology. Related literature was limited. Educational leaders advocating school counselors using technology is very important. These results of this research support the related literature. To use computer technology for advocacy purposes, school counselors should be proficient in the use of software that analyses large bodies of student data needed to review, monitor, and improve student performance, specifically in the areas of student achievement, attendance, discipline, drop-out rate, graduation rate, college scholarships, postsecondary options, and standardized testing. In addition to proficiency with such software, school counselors also need to be skilled in the use of web sites that help students make use of the Internet for educational and career decision making, as well as seek funding for postsecondary opportunities,. Stone and Turba (1999)) included several excellent case studies in their article that described in detail how school counselors could use technology to advocate for students both individually and collectively.

<div align="center">Conclusions</div>

The researcher found limited research regarding high school counselors' use of computer technology. As this study was significant to determine if and how high school counselors are using computer technology, it is also supported by the limited existing literature on this subject. This research supported the fact that high school counselors are using computer technology. It also revealed the many ways in which high school counselors are using computer technology. In this study, high school counselors reported that they use computer technology for the following purposes:

- Researching for counseling information – 99%,

- Communicating among peers and other stakeholders – 99%,

- Working with students in academic and career planning – 95%,

- Creating newsletters – 96%,

- Researching counseling topics- -99%,

- Researching and developing academic plans – 95%,

- Viewing student grades – 99%,

- Downloading college applications – 86% and

- Informing stakeholders of counseling services and educational opportunities – 99% (see Table 2).

This research supports literature findings which state school counselors are continuously using computer technology to increase efficiency, to assist in supervision and leadership and to aid in the delivery of guidance lessons. Computer technology is also a useful tool in individual counseling areas.

The responses to the question of how proficient high school counselors were in using computer technology was mostly very proficient with a lesser number, however a significant amount of respondent indicating proficient. A very small number of respondents indicated they were not proficient in using computer technology.

The unique finding of this research was the high correlation (.001) between proficiency and frequency of use of computer technology. All high school counselors indicated they were very proficient in all areas of computer use. The majority of the respondents indicated they frequently used computer technology. The areas they perceived themselves to be most proficient, viewing grades and communication, were

also the areas they used computer technology most frequently. This indicates a relationship between frequency and proficiency. The more frequent the use of computer technology, the more proficient the high school counselors were in that area. High school counselors became more proficient when using computer technology frequently: thus implying, frequent use improved proficiency. High school counselors tend to use computer technology more frequently in areas they were more proficient. Creating newsletters was the area respondents indicated frequency and proficiency very low.

Computer technology has greatly changed the way school counselors fulfill their roles. The prevalence of computers and other technology resources has provided a new tool to augment the ability of school counselors to provide counseling services and to deliver the school counseling curriculum in the classroom, in group settings and during individual sessions. It is also an effective way to communicate with others and a convenient option for research.

<div align="center">Dissemination</div>

As a school counselor advocate, the researcher will publicize the research findings. The researcher will publish findings in scholarly publications. The researcher will submit a proposal to present research findings to audiences with interest in school counseling. This will include but not be limited to professional organizations, school systems, individual schools and or any group of educational stakeholders. Professional organizations will include American School Counselor Association, Georgia School Counselor Association, and county school counselor associations. The researcher will also submit request to present findings to educational administrators (Superintendents,

Coordinators, etc.) and smaller counseling groups (specific schools and educational centers).

Recommendations

The results of this study will supplement and contribute to the limited literature available. As literature related to the use of computer technology by high school counselors is limited in research studies, no systemic or empirical studies were available to prove the frequency and proficiency of use of computer technology by high school counselors; therefore, future studies are encouraged and strongly recommended. The lack of a reliable tool of measurement for such use and skill was non-existent and is needed for assessment of usage of computer technology by high school counselors. Therefore, it is strongly recommended that in the future, additional studies are performed with similar subjects to further support this study. It is also recommended that future studies be inclusive of all counselors –elementary, middle and high school counselors by state and possibly a national study.

Another variable to include in future studies on counselors using computer technology is effectiveness; specifically, what effect does computer technology have on school counselors performing routine task and delivering counseling services. Computer technology can significantly affect the work of school counselors in the areas of information retrieval, college and career exploration, counseling interventions, networking and support systems, and training and supervision (Van Horn & Myrick, 2001). However, the question of the effectiveness of counselors using computer technology is unanswered. This certainly warrants further studies. Is computer technology a cost effective tool for school counselors? School counselor viewpoints on

using computer technology could also be investigated. Additional studies would provide valuable data to school counseling leaders and educational administrators responsible for developing policies, procedures and staffing. More studies would also provide supplemental empirical data to enhance support of counseling leadership to scaffold the changing trends in the school counseling profession.

<center>Concluding Thoughts</center>

Parents, administrators and the general public often wonder just what it is that school counselors do on a daily basis. Gone are the day of school counselors sitting in their offices simply handing out college applications, making schedule changes for students who want to drop a class or meeting the troublemakers in the school. Today's school counselors are vital members of the educational team. They help all students in the areas of academic achievement, personal/social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Professional school counselors have a master's degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability (Herr, 2001; ASCA,2005). Because of the limited data available to support high school counselors using computer technology, a study of this nature was needed. This study will serve as a valuable tool providing supporting empirical data for school counseling leaders, school administrators and other educational stakeholders in the decisions-making process regarding unresolved

issues relating to school counselors. This research validates the limited literature and provides current data on the various ways high school counselors are using computer technology. Hopefully, this research will be yet another tool for educational decision makers and will lead to further studies in the area of school counseling and technology.

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APPENDICES

APPENDIX A

COMPUTER TECHNOLOGY SURVEY

Georgia Southern University
High School Counselor Computer Technology Survey

This survey should take only five (5) to 10 minutes to complete!

Please return the completed survey to:

Lena Travis
2040 Tudor Castle Circle
Decatur, GA 30035
770-322-1889

Thank you in advance for providing data to support our profession!

This survey will be used to determine the use of computer technology by high school counselors. It is divided into two sections: demographics and survey questions.

Section 1: Demographics

1. Gender: _____Male _____Female

2. Age group: _____25-35 _____36-45 _____46-55 _____56 or above.

3. Level of education: _____M. Ed. _____Ed. S _____Ed. D/ Ph.D

4. Years of experience as a counselor ___5 or less ___6-10 ___11-15 ___ 16 or more.

5. Job level: _____Counselor I _____Counselor II (Head Counselor)

Section II: Survey Questions

Instructions:
The purpose of this survey is to gather information about high school counselors'
computer technology use. In answering this survey, think about each question as it
applies to you.

The statements below relate to how often (**frequency)** and how knowledgeable
(proficiency) you are in using computer technology in performing counseling tasks. Use
the 1-4 scales below to indicate your answers by circling the appropriate numbers .in the
appropriate section. **NOTE**: There will be two answers (circled numbers) for each
statement. Please respond to each item as openly and honestly as possible.

Frequency Legend:
1=Not at all	2=Rarely	3=Frequently	4=Very Frequently
(never)	(every other week)	(several time a week)	(daily)

Proficiency Legend:
1=Not Proficient   2=Moderately Proficient   3= Proficient   4=Very Proficient

		Frequency					Proficiency			
1.	I utilize Internet resources to research counseling topics.	1	2	3	4		1	2	3	4
2.	I use computer software to create newsletter to tell about guidance department news.	1	2	3	4		1	2	3	4
3.	I use Internet resources to get information for my students.	1	2	3	4		1	2	3	4
4.	I use computers when developing student academic plans.	1	2	3	4		1	2	3	4
5.	I use computers when developing student career plans.	1	2	3	4		1	2	3	4
6.	I download college applications from the internet.	1	2	3	4		1	2	3	4
7.	I use computer technology to view student grades.	1	2	2	2		1	2	3	4
8.	I counsel students about academic school programs with the aid of computer generated course information.	1	2	3	4		1	2	3	4
9.	I use my county website and school website to inform stakeholders of available counseling services and educational opportunities.	1	2	3	4		1	2	3	4
10.	I communicate with counseling colleagues via e-mail or other computer programs (listservs, electronic bulletin boards, etc.,)	1	2	3	4		1	2	3	4

APPENDIX B

IRB APPROVAL LETTER

To: Lena M. Travis
              2040 Tudor Castle Circle
              Decatur, GA-30035

CC: Dr. Linda M. Arthur
              P.O. Box-8131

From: Office of Research Services and Sponsored Programs
              Administrative Support Office for Research Oversight Committees
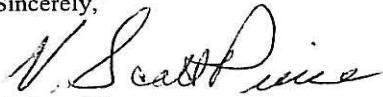   (IACUC/IBC/IRB)

Date: March 9, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

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After a review of your proposed research project numbered: **H07170**, and titled **"Technology Utilization by Metro-Suburban School System High School Counselors"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study,** within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

N. Scott Pierce
Director of Research Services and Sponsored Programs