

APPENDIX A
COVER LETTER FOR SURVEY

Dear Colleague,

As an elementary counselor in the state of Iowa, you are invited to participate in a research project. We would like to better understand elementary school counselors and their work in the schools, in particular, their use of play in doing counseling with children. No one can give us this information better than you. This study is important to better understand the “practice” of elementary school counselors; your perceptions and sharing are essential to our understanding.

In the first part of this study, we are asking you to respond to a short survey. Please note that we are very interested in your responses even if you are not using play as part of your counseling program. If you choose to participate, the survey should take no more than a few minutes. The second part of the study will consist of interviews. You may choose to complete the survey but not participate in the interviews. If you are willing to be contacted for an interview, please complete and return the survey. If you only wish to participate in the survey, please complete and mail back the survey marked that you do not wish to be interviewed. If you are willing to participate in the second part of this study, please include your name on the survey. We will contact random individuals for follow-up interviews.

Your responses to the questionnaire will remain completely confidential throughout the course of the study. Your participation is voluntary. If at any time during the interviews you become uncomfortable or dissatisfied, you can discontinue the interview.

Your anonymity as a research participant is protected. No names will be used nor will any identifiable information that can trace the identity of the subjects. You have the right to ask questions at any time. If you would like further information regarding the research, you may contact me or my advisor, Nicholas Colangelo, at the phone numbers or e-mail addresses provided below.

We understand that there are many demands being made of your time. We thank you in advance for your help and we think parts of the study will be helpful to Iowa’s elementary school counselors.

Sincerely,

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APPENDIX B
SURVEY

Iowa Elementary School Counselor Survey

1) How many years have you been an elementary school counselor? _____

2) What is your gender?

Female Male

3) Do you use play therapy as part of your school counseling ?

Often Never
 Occasionally

4) Would you identify yourself as a play therapist ?

Yes Unsure
 No

5) How effective do you think play therapy is in an elementary school setting?

Unsure	Ineffective	Not Very Effective	Effective	Highly Effective
0	1	2	3	4

6) Would you be willing to be interviewed as part of this study?

I am willing to be interviewed.
 I do not wish to be interviewed.

If you answered yes to Question 6, please fill out the information below:

Name: _____

School Name: _____

Address: _____

Phone Number: _____

E-mail Address: _____

7) Please enclose this survey in the self-addressed stamped envelope. Thank you for your time and assistance.

APPENDIX C
INTERVIEW SCHEDULE

Study of Play Therapy in Iowa Elementary Schools

Interview Schedule

I. Introduction

A. Who am I - the interviewer

1. Name
2. Identify self in terms of dissertation and student status
3. Refer to the study of elementary school counselors and play therapy
4. Refer to the survey

B. Purpose of the study

1. Assess the use of play therapy in the elementary schools to better understand the practice of elementary school counselors
2. Examine the training of elementary school counselors who use play therapy in order to consider what preparation needs they and other elementary school counselors might have

C. Use of information

1. This research will be analyzed to provide counselor educators with information about how play therapy is

being used in the school setting

2. Use of names and confidentiality

- a. Interview is part of a larger study.
- b. No one will be identified by name or directly associated with quotations.

D. Why am I interviewing you?

A complete list of elementary school counselors in Iowa was provided and those counselors who identified themselves as using play therapy were asked if they would be willing to be interviewed.

A sample of those willing to be interviewed was selected to be interviewed.

II. Central, Open-Ended Questions

- A. You indicated that you use play therapy in your school counseling. Please tell me about how you use it.
- B. Tell me about your training in play therapy.

III. Focused Questions

- A. Would you tell me about a typical play therapy session?
- B. May we talk about what makes it play therapy for you?
- C. How do you designate play therapy from other counseling interventions?
- C. What have you found to be the strengths of using play

therapy in the schools?

- D. What have you found to be the weaknesses of using play therapy in the schools?
- E. May we talk about why you use play therapy?
- F. May we talk about ways in which you have furthered your play therapy education?

IV. Checklist Items

- A. Use of Play Therapy
 - 1. Definition
 - 2. Time spent using play therapy
 - 3. Number of sessions with child
 - 4. Play materials
 - 5. When appropriate
 - 6. Benefits
 - 7. Limitations
 - 8. Problems encountered using play therapy
 - 9. Theoretical orientation
 - 10. Research
 - 11. Intuition
- B. Training
 - 1. Formal course work

2. Part of MA training
3. Workshops
4. Reading
5. Common sense
6. Trained in Iowa
7. Improvements for training

V. Follow-Up

May I call you again if I find it necessary to clarify my notes or to follow some new direction that was not touched upon in this interview?

VI. Letter of Thanks

APPENDIX D
OBSERVATION CHECKLIST

Checklist for Observations

	Yes	No
Existence of Play Media		
Accessibility of Play Media		
In View		
On Shelves		
On Floor		
On Table		
Categories of Play Media		
Family/Nurturing		
Pretend/Fantasy		
Aggressive		
Scary		
Expressive		

APPENDIX E
SURVEY RESULTS

What is your gender?

50 Female 20 Male

Do you use play therapy as part of your school counseling ?

13 Often 4 Never

53 Occasionally

Would you identify yourself as a play therapist ?

4 Yes 10 Unsure

56 No

How effective do you think play therapy is in an elementary school setting?

	Unsure	Ineffective	Not Very Effective	Effective	Highly Effective
	8	0	4	46	7

(Three counselors did not answer this question - two answered between "not very effective" and "effective.")

Would you be willing to be interviewed as part of this study?

46 I am willing to be interviewed.

24 I do not wish to be interviewed.

APPENDIX F
OBSERVATION CHECKLIST RESULTS

Table 2: Observation Checklist Results

	Yes	No
Existence of Play Media	12	0
Accessibility of Play Media		
In View	9	3
On Shelves	9	3
On Floor	5	7
On Table	5	7
Categories of Play Media		
Family/Nurturing	10	2
Pretend/Fantasy	6	6
Aggressive	3	9
Scary	5	7
Expressive	12	0

Note: "Yes" indicates that play media were present for the particular category; "No" indicates that the play media were absent. For example, nine counselors had play media in view, three did not.

APPENDIX G
AUDIT TRAIL

Table 3: Audit Trail

Procedural Steps	Date	Comments
Developed survey	Sept-Oct '98	Reviewed by Colangelo
Developed interview schedule	Sept-Oct '98	Reviewed by Colangelo and Wanat
Requested list of elementary school counselors from state department	Nov '98	Received by e-mail; made labels
Revised survey	Dec '98	Added effectiveness scale following proposal meeting
Sent survey	Jan '99	98 surveys sent
Conducted pilot study	Feb 16	Length OK, offered suggestions
Refined Interview Schedule	Feb '98	Rearranged focus questions
Received surveys	Feb-March '99	70 surveys returned
Contacted participants	March '99	Confirmed interviewee list with Colangelo, Wanat Phoned potential interviewees - unable to reach some - difficult to schedule
Confirmed 6 interviews	March 11	Contacted by e-mail
Conducted first interview	March 12	Taped/Observed office Transcribed immediately
Conducted second interview	March 15	Taped/Observed office Transcribed immediately
Conducted third interview	March 17	Taped/Observed office
Conducted fourth Interview	March 19	Taped/Observed office Transcribed interviews 3 and 4

Table 3 -- Continued

Established coding scheme	March '99	Read transcripts, coded first 4 transcripts
Contacted more participants	March '99	Phoned
Conducted fifth interview	March 22 (finish March 26)	Taped/Observed office Interview interrupted by emergency - followed-up on phone
Conducted sixth interview	March 23	Taped/Observed office Transcribed interviews 5 and 6 Thank-you notes to 6 interviewees
Conducted first member check	March 25	Followed initial 4 interviews
Confirmed 4 interviews	March 25	E-mailed
Conducted seventh interview	March 30	Taped/Observed office Transcribed immediately
Conducted eighth interview	March 31	Taped/Observed office
Conducted ninth interview	March 31	Taped/Observed office
Contacted participants	April '99	Phoned
Confirmed 2 interviews	April 1	E-mailed
Conducted tenth interview	April 2	Taped/Observed office Transcribed interview 8 Thank-you notes to 4 interviewees
Reviewed/revised codes	April '99	Coded second 4 transcripts, Read/reread transcripts
Conducted second member check	April 8	Followed second 4 interviews
Conducted eleventh interview	April 9	Taped/Observed office

Table 3 -- Continued

Conducted twelfth interview	April 9	Taped/Observed office Thank-you notes to 2 interviewees
Transcribed interviews	April '99	Finished transcribing interviews 9, 10, 11, and 12
Coded remainder of transcripts	April '99	Coded transcripts 8 through 12, reread collapsed codes
Found patterns/themes	April '99	Coded themes, read, reread transcripts, notes, observations
Began draft of Chapter 4	April '99	Organized themes, propositions, organized quotes
Revised patterns/themes	May '99	Noted frequency of themes, organized quotes
Conducted final member checks with 3 interviewees	May 18 May 19	Agreement from participants, added new quotes, examples, themes established

APPENDIX H
CODING SYSTEM

1.	Attitude:	ATT
2.	Case study:	CASE
3.	Comfort:	COMF
4.	Communication with administration:	COM - A ±
	Communication with teachers:	COM - T ±
	Communication with parents:	COM - P ±
	Communication with community:	COM - C ±
5.	Classroom guidance:	CG
6.	Definition:	DEFN
7.	Effectiveness:	EFF ±
8.	Emotional release:	EMO
9.	Games:	GAME
10.	Ice breakers:	ICE
11.	Involvement of administration:	INV - A ±
	Involvement of teachers:	INV - T ±
	Involvement of parents:	INV - P ±
	Involvement of community:	INV - C ±
12.	Issues not related to play therapy:	ISS -NPT
13.	Language of therapist:	LAN - T
	Language of child:	LAN - C

14.	Limit-setting:	LIM
15.	Medications:	MED
16.	Peers:	PEER
17.	Play process:	PROC
18.	Play therapy wording:	PT - W
19.	Results - General:	RES - GEN
	Behavior:	RES - BEH
	Academics:	RES - ACA
20.	Safety:	SAF
21.	Strengths and weaknesses in schools:	SCH ±
22.	Students - frequency seen:	STU - FREQ
	Students - number seen:	STU - #
23.	Support of parents:	SUP - P
	Support of teachers:	SUP - T ±
	Support of administration:	SUP - A ±
	Support of community:	SUP - C ±
24.	Supervision:	SUPER
25.	Play therapy techniques:	TECH
26.	Time:	TIME
27.	Toy - resources available:	TOY - RES
	Toy - categories:	TOY - C

	Toy - amount:	TOY - #
28.	Training - use before:	TRN - B
	Training - differences after:	TRN - D
	Training - desire for more:	TRN - DES
	Training - resources:	TRN - RES
	Training - suggestions:	TRN - SUG
	Training by workshop:	TRN - W
	Training by course:	TRN - C
	Training by reading:	TRN - R
29.	Use - when used play therapy:	USE - WHEN
	Use - why used play therapy:	USE - WHY
	Use - systematic use of play therapy:	USE - SYS
	Use - random use of play therapy:	USE - RAN
	Use - other use of play therapy:	USE - OTH
	Use - uncertain about use:	USE - UNC
	Use - as prevention:	USE - PREV