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**THE DEVELOPMENT AND IMPLEMENTATION OF A  
PROGRAM DESIGNED TO REDUCE NEEDS-RELATED  
BEHAVIORAL SYMPTOMOLOGY OF DISAFFECTED ADOLESCENTS**

by

**ClaudiaCarolynne Beaven**

**B.Ed., Simon Fraser University, 1978**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS (EDUCATION)**

**in the Faculty**

**of**

**Education**

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**March, 1982**

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Title of Thesis/Project/Extended Essay

The Development and Implementation of a Program

Designed to Reduce Needs Related Behavioral

Symptomology of Disaffected Adolescents

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**THE DEVELOPMENT AND IMPLEMENTATION OF A  
PROGRAM DESIGNED TO REDUCE NEEDS-RELATED  
BEHAVIORAL SYMPTOMOLOGY OF DISAFFECTED ADOLESCENTS**

**ABSTRACT**

The study had two main purposes. The first was to design a program for disaffected adolescents to reduce needs related behavioral symptomology. The second was to examine the effects of training versus no training on the behavior and reading achievement of the adolescents.

Twelve adolescents identified as having experienced long-term emotional and academic problems were introduced to interpersonal skills training which focused on the condition of empathy. The interpersonal skills program was based upon the Carkhuff model and involved eight hours of training. The experiential component included practice tasks and "inverse" tutoring, during three-30 minute periods a week. A further 22 hours was spent in planning for the tutoring sessions and in on-going practice of interpersonal skills.

Raths' Teacher Rating Scale was used to identify adolescents exhibiting needs-related behaviours prior to and at the conclusion of the program. Pre- and post-test measures using the Gates MacGinitie Reading Test were also collected. Qualitative data in the form of anecdotal records was gathered throughout the program.

The t-test was used to compare the experimental group with the control group on pre- and post-measures of reading

achievement and to assess the severity of needs related behaviours.

Results of the study showed no significant difference on the measures of achievement between the experimental and control groups. Data from the behavioural rating scale favored the experimental group; however, the difference was not significant. Qualitative data indicated that the experimental group did exhibit enhanced interpersonal relationships and behaviour change.

Implications were identified regarding the appropriateness of the program for disaffected adolescents; and the effect of training with respect to positive behaviour change and enhanced interpersonal skills.

Four suggestions for further research were derived from this study. These included an examination of the need for interpersonal skills training for disaffected children, longitudinal studies investigating trainee gains, studies investigating tutee gains; and the development of instruments for the assessments of behavioural needs.

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**CHAPTER I**  
**INTRODUCTION**

**STATEMENT OF THE PROBLEM**

An examination of the observable effects upon behavior and academic performance of an "inverse tutoring" program in which low-achieving disaffected junior secondary students, trained in interpersonal skills, tutor elementary pupils with similar academic and emotional problems.

**PURPOSE OF THE STUDY**

The purpose of this study was to develop and implement a program for disaffected adolescents to reduce their needs-related behavioral symptomology. This program included interpersonal skills training and tutoring of disaffected elementary grade children.

Twelve adolescents ranging in age from thirteen to sixteen years, who were identified by their teachers and/or counsellor as experiencing long-term emotional and academic problems, received interpersonal skills training, focusing on the condition of empathy. Empathy leaders, video-tape protocols, role practice, and dyadic and group practice formed the basis of the training experience, which totaled eight hours, over a three-week period. The adolescents then acted as tutors for twelve children, ages seven to eleven years who were also identified as experiencing emotional and academic problems.

An additional twelve adolescents also identified by their teachers and/or counsellor as experiencing similar emotional and academic problems, formed the control group for this study.

Pre- and post-test achievement scores and behavioral data were collected for the experimental and control groups of adolescents. In addition, anecdotal records were kept for the adolescents in the experimental group.

### **THE NEED FOR THE STUDY**

In recent times many investigators (Raths, 1972; B. Bloom, 1976; S. Bloom, 1976; Purkey, 1970; Haggerty, 1971), have found that academic learning is greatly affected by the emotional state of the learner. Gazda (1977:10) provides additional support in citing Jenkins in 1951 as suggesting "that greater learning will occur in the classroom to the extent that students are also able to satisfy their emotional needs there."

Raths' (1972) Needs Theory takes these findings a step further, in that he suggests there is also a close relationship between unmet emotional needs and certain types of pupil behaviors.

The theory goes on to suggest that as the teacher identifies and attends to these needs in the classroom, the child feels more secure, more trusting, and more open to cognitive acquisitions, and as a consequence, the behavioral symptoms decrease in both frequency and intensity.

One of the ways teachers can enable children to feel more secure in the classroom is to encourage children to help

themselves while helping others. In the Review of Educational Research, McGee et al. (1977) cite considerable empirical evidence that children with behavior problems can serve as "change agents" of other children. McGee et al. (1977), also found evidence (Conlon et al., 1972) that "children in need of academic remediation themselves" could successfully tutor other remedial students.

Riessmann (1965), suggests people with a problem can help others with similar problems. He states, "there is nothing like learning through teaching. By having to explain something to someone else one's attention is focused more sharply" (1965:30).

An example of this kind of work is a program called "Baker's Dozen," sponsored by the institute for Youth Studies at Howard University. It had success in employing young adults, in need of help themselves, as helpers of youths who also exhibited similar needs-related behaviors. The young adults or aides experienced an initial training period before working with their younger counterparts. One of the main components of the training program involved "learning the basic personal, social, and interpersonal skills, attitudes, and knowledge which would help them successfully cope with and solve group, client, and personal problems" (Segal, in Wittenberg, 1971).

Placing emphasis on interpersonal skills and on the initiation and building of an on going interpersonal relationship, sometimes called a "helping relationship," is

increasingly seen as effecting positive learning or change (Carkhuff, 1969; Gazda, 1977; Rogers, 1957).

The relationship of emotional needs to learning, the negative effect of needs-related behaviors on the quality of life in classrooms, the importance of helping youngsters so affected, the positive outcomes of tutoring programs and the evident success of interpersonal skills training on learning or change all combine to provide a rationale for this study.

**DELIMITATIONS OF THE STUDY**

The study was delimited by the following conditions and consequently caution should be observed in generalizing from the results:

1. the investigator was the trainer and supervising teacher for the experimental group of students;
2. the experimental program extended over three hours per week for approximately four months;
3. the material for the Interpersonal Skills training program was developed by the investigator;
4. the qualitative data was collected by the investigator;
5. behavioral data was collected on a high inference Teacher Rating Scale; and
6. the administration of the Gates MacGinitie Reading Test, pre and post, was handled differently. The pre-test was administered to the students in a very systematic way; at the time of the post-test less



attention was paid to the systematic requirements of administration. (See discussion on page 101.)

## DEFINITION OF TERMS

The definition of terms as they were interpreted for the purpose of this study are as follows:

### A. Needs Theory

1. Needs are culturally indoctrinated and come about through the child-rearing process;
2. After the needs are implanted, they are used as a basis for securing conformity on the part of the growing child;
3. As frustration develops, five possible conditions may arise. They are:
  - a) physical illness;
  - b) aggression;
  - c) isolation;
  - d) submission; and
  - e) a mixture or combination of several frustrations causing erratic behavior.
4. These behaviors, when present, suggest the presence of an unmet need; and
5. The assumed cause of the behavior (a frustrated emotional need) must be attacked if the behavior is to be modified. (Fleming 1949)

B. Emotional needs - are those needs which derive from early parent-child relationships as the young child is

directed towards healthy growth and development, e.g.:

1. the need for love and affection;
2. the need for achievement;
3. the need for belonging;
4. the need for self-respect;
5. the need to be free from deep feelings of guilt;
6. the need to be free from deep feelings of fear;
7. the need for economic security; and
8. the need for understanding of self. (Raths, 1972)

C. Needs related behavior - those behaviors identified by Raths which represent frustrated emotional needs.

These needs are identified in five behavioral profiles, i.e.:

1. The Aggressive type

This is the child whose outward behavior presents problems to the teacher and to the other children. He may often be angry. He may engage in acts which are hurtful to other children, to the teacher, or to school property. He may also use verbal abuse--swear, yell, name call, or use domineering talk. In his interactions with other children, he may talk of, or show cruelty towards animals. Or his aggression may take a more physical form, in which he engages in pushing, hitting, punching, kicking--actions which are intended to hurt others. Sometimes, his actions

are directed towards property--defacing desks or walls, breaking furniture, destroying supplies and equipment. He may direct his hostile behavior to his own property. He may tease others, use them as scapegoats and/or have a chip on his shoulder. This child is disruptive to the usual or "normal" classroom activities. His behavior brings him punishment and rejection from those with whom he comes in contact.

2. The Submissive type

This is the child who has little sense of direction for himself. He has great difficulty making decisions and continually looks to others for support and guidance. He is generally resistant to newness of change, preferring activities that he has become accustomed to. He seems afraid of making mistakes. Frequently he is imitative. He yields to peer and group opinion with little hesitation and hardly ever argues or protests. Frequently he is the kind of child who gets "pushed around" but rarely, if ever, resists. Quite often he lets you know that he feels other students know much more and can do better than he can. He tends to have very few, and sometimes no real, companions.

### 3. The Regressive type

This is the child who reverts to more immature, or "babyish" behavior, after having already advanced to more mature and independent stages of development. This may be a seven year old, who suddenly begins to act like a three year old, sucking his thumb, asking to sit in the teacher's lap, or asking for help with his overcoat and boots. He may engage in baby talk, or he may whine or cry a good deal. Or, this may be a fourteen year old, who regresses to the behavior of a nine year old, wanting to play with only younger children. Sometimes, his academic performance suddenly falls to a much lower level. In either case, this is the child who has clearly advanced to more mature levels of development and who suddenly reverts or regresses backwards to behavior associated with a much younger child.

### 4. The Withdrawn type

This is the child that seems to isolate himself from others. He spends a great deal of time by himself. He may go to and from school alone. He may spend recess and lunch away from the other students. This type of child may avoid contact with his classmates by perhaps dawdling a long

time in the washroom or lingering at his desk before going outside. He often takes a seat away from the other children. He prefers the association of adults rather than his agemates. He engages in activities which in a quite natural way divorce him from others. He seems to be on the fringe of things, spectating rather than participating.

5. The Child with Psychosomatic Symptoms of Illness

This is the child who has a whole variety of illnesses, or is subject to frequent and acute attacks of one type of illness. The important issue in these illnesses is that they do not seem, by physician's diagnosis, to have a physical cause. This child may suffer from attacks of allergies, skin disorders, headaches, stomach aches, or respiratory difficulties. What is more, when the child experiences difficulties with school work, when he experiences anxieties or pressure in the classroom, his symptoms seem to either begin, or to intensify. This child may be absent frequently and/or frequently ask to be sent to the school nurse. This is a child whose physical symptoms give him a great deal of difficulty and who is intensely involved with his aches and pains. (Raths, 1972)

- D. Low-achieving students - students who according to their teachers are experiencing difficulties in their studies.
- E. Disaffected students - students who according to their teachers exhibit needs-related behavior.
- F. Interpersonal skills training - a program designed to develop the interpersonal skill of empathy.
- G. Empathy - the ability to accurately perceive another person's feelings and to communicate the understanding back to the other person (Rogers, 1961).
- H. Inverse Tutoring - the tutoring process whereby the learning disabled student serves as a tutor to a younger student in need of help (Stanbrook, 1980).

#### **HYPOTHESES**

This study tested the following hypotheses:

1. there will be no significant difference between the pre-test mean scores on standardized measures of achievement for the low-achieving adolescents involved in the experimental training program and the low-achieving adolescents in the control group;
2. there will be no significant difference between the post-test mean scores on standardized measures of achievement for the low achieving adolescents involved in the experimental training program and the low achieving adolescents in the control group;

3. there will be no significant difference in the pre-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group; and
4. there will be no significant difference in the post-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group.

### **ASSUMPTIONS**

This investigation was based upon the following assumptions:

1. there is a relationship between unmet emotional needs and observable behavior, such as aggressiveness, submissiveness, withdrawing, regression, and psychosomatic illness;
2. there is a relationship between one's emotional needs and one's ability to function in a learning situation; and
3. the meeting of a student's emotional needs is a part of the teacher's professional responsibility.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature review of this study will focus on three main areas: (1) relationship between needs, behavior, and pupil outcomes; (2) interpersonal skills training as a factor in specific learning outcomes; and (3) effects of tutoring on the tutor.

#### RELATIONSHIP BETWEEN NEEDS, BEHAVIOR AND PUPIL OUTCOMES

A visit to any school staffroom during the lunch hour will treat the visitor to a litany of teacher complaints about pupil behavior. Teachers talk of having to deal with the disruptive aggressive child, or of the inordinate amount of time spent with the withdrawn, submissive, or unresponsive child. Dealing with these children becomes a daily and burdensome task in many classrooms.

Mann (1951) conducted a study to determine the extent to which aggressive, withdrawn and submissive behaviors were seen in a group of 1358 students in six New York schools. The findings showed that over one-fourth of the children were identified by their teachers as being unusually aggressive, submissive, withdrawn, or as showing symptoms of psychosomatic illness. Moreover, these behavioral patterns were seen to be manifestations of unfulfilled emotional needs.

As teachers carry on with their descriptions of the troublesome behaviors of an Anna, or a Paul, or a Nathan, they



may also be heard to add comments about the unfavorable quality of the "home life" of each of these "behavior problems" of the classroom. Whether implicit or explicit, teachers seem to be making the connections that where "something bad" is happening at home, this is frequently resulting in "something bad" happening at school, in terms of behavior.

According to Raths (1972), these troublesome behaviors exhibited in the classroom as a result of unfulfilled emotional needs are culturally indoctrinated and come about through the child-rearing process. He believes that when the home life is "satisfying"--emotional needs are met, the child feels secure, and develops and grows in healthy ways. When the home life is "unsatisfying"--these needs are thwarted, and unhealthy growth and development is likely to occur (p. 17).

Smith (1979) agrees that the family and society give rise to certain emotional needs. When the needs are not satisfied, the result is frustration, which in turn affects behavior.

Blackham (1967) also points out that a child in our society is molded from the early years to be the kind of person his society feels he must become. Due to these societal conditions:

The child's rearing (and the frustrations and discipline imposed in the process) creates in him the need to deny, inhibit, or repress many of his impulses, needs, or thoughts to an unconscious realm. However, unconscious impulses and their ideational representations do not vanish. Instead, they continue to seek discharge, and they determine in subtle ways a child's behavior that may become disturbed or maladaptive. (p. 175)

Children with these emotionally based behavioral symptoms greatly affect the daily classroom environment, and teachers are faced with having to deal with these children. Rath (1972) allows that a teacher's primary job is to promote learning. However, if "something gets in the way of learning" (p. 64), then it becomes the teacher's responsibility to do something about it. He feels those who have responsibility for helping children develop and grow, should "be able to recognize behavior that suggests the presence of needs . . . and know what to do about it" (Rath, 1972, p. 62).

Teachers may perceive that one or more of their students are "crying from within" as they sit in class. Rath says that people in close contact with such children may notice, "tension and strain, an absence of the internal sense of well being" (Rath, 1972, p. 5). These children's frustrations, fears, anxieties, are real to them, and come to interfere with the learning process of not only themselves, but also others in the classroom.

Educators, researchers, and classroom teachers in general, recognize the interdependence between emotional needs and learning (Thelen, 1969; Aspy, 1977; Rath, 1972; Bronfenbrenner, 1970; Gazda et al., 1977).

The development of the Needs Theory grew out of Rath's attempts to provide help and understanding to the practicing teacher who daily faces the stresses of having to deal with the symptomatic behavior problems of some of his students. Building

on the work of John Dollard and his associates (1939) who had hypothesized that frustration of basic needs resulted in aggression, Raths' (1950) Needs Theory observed that behaviors other than aggression also indicated frustration of emotional needs: (1) submission; (2) withdrawal; (3) regression; and (4) psychosomatic illness. Culturally derived emotional needs were identified as:

1. the need for love and affection;
2. the need for achievement;
3. the need for belonging;
4. the need for self-respect;
5. the need to be free of deep feelings of guilt;
6. the need to be free of deep feelings of fear;
7. the need for economic security; and
8. the need for understanding of self.

When important emotional needs are frustrated, when there is a lack of adequate emotional nourishment in the psychological diet of the growing child, his security is threatened and his behavior shows the symptoms of it. For example, adults respond to threats of security in a variety of not consciously chosen stress symptoms. When a job loss is imminent, we respond by becoming tense, worried, an/or perhaps short tempered. A death of a parent or spouse may result in depression, withdrawal, and/or anger. In short, we do not consciously choose our symptoms; nor do the same events produce the same symptomatic behaviors in us all.

With children it is not different. When a child experiences continued and acute threats to his emotional well being, he does not consciously choose his behavioral symptom. Like a rash that erupts from stress, he may "break out" into acts of acute aggression, or into a state of withdrawal. The research does not show a relationship between each unsatisfied need and a specific behavioral symptom. What's more, a similar event or events in one child's life may lead to aggressive behavior while the same events lead to psychosomatic symptoms in another child's situation.

Raths and Burrell's (1951) research with more than a thousand teachers led to the formulation of the "Do's and Don'ts of the Need Theory." This theory assists the teacher in identifying and in working towards satisfaction of the needs of children in the classroom setting. In this work, they outline a series of specific interactional strategies and classroom experiences designed to help the teacher meet the eight basic needs within the classroom context.

At least eight separate research investigations indicate that Raths' theory of needs contributes to identification of the presence of needs, to helping troubled children, and to specific teaching strategies for the classroom teacher.

A program for teachers was set up by Burrell (1951), to try to meet the emotional needs of students who showed signs of frustration and learning difficulties. Positive gains in

learning occurred as a conscious effort was made to meet perceived needs.

These findings supported Robert Fleming's (1949) investigation into the relationship between emotional needs and psychosomatic illness. Fleming designed an inservice program applying the basic philosophy of the "Do's and Don'ts" for teachers involved in the study. In the experimental group, 96.1% of the children showed significant reduction in their symptoms as judged by a medical doctor, whereas only 50% of the comparison group showed a significant reduction.

In 1960, Jonas, Martin, and Machnits carried out separate but parallel studies, in grades three, four, and five, respectively. They hypothesized that as teachers attended to the emotional needs of their students, the related behavioral manifestations would become less acute and less frequent. The children in the experimental groups in all three studies showed positive behavioral changes and made significant gains on the standardized tests used by the school system.

The evidence supporting the Needs Theory suggests its effectiveness as a strategy for helping teachers diagnose needs related behavior in their students. Moreover, it appears to be effective in suggesting methods which enable troubled children to feel more secure, therefore reducing their symptomatic behavior and allowing them to be more open to the process of learning.

**INTERPERSONAL SKILLS TRAINING AS A  
FACTOR IN SPECIFIC LEARNING OUTCOMES**

This section will examine research focusing on Interpersonal Skills training and in particular the training of adolescents.

Rogers (1957) delineates three factors he believes to be related to all human learning situations. He contends that learning is enhanced when the counsellor/teacher provides high levels of empathy, genuineness, and respect. Of these three conditions, Rogers emphasizes the importance of empathy as the key interpersonal skill, or the "most critical of all helping dimensions" (Gazda, 1977).

The fundamental purpose of the empathic relationship, according to Carkhuff (1969), is to communicate to the helpee an understanding of him and his situation in such a way that the helpee comes to a clearer understanding of himself and others (Carkhuff, 1969, Vol. 1, p. 202). He maintains that "Without empathic understanding of the helpee's world and his difficulties as he sees them there is no basis for change" (p. 173). The quality of helper empathy is seen as the sine qua non of the helping relationship (Combs, Avila, & Purkey, 1971, p. 185).

Empathic understanding enables the helper to understand the helpee's "inner world of private and personal meaning" (Aspy & Roebuck 1977, p. 5). It enables the helper to feel more warmth, respect, and liking for the helpee

(Truax & Carkhuff, 1967, p. 42). It indicates to the helpee that the self is understandable and acceptable (Combs, Avila, & Purkey, 1971, p. 239).

The ability to understand and to communicate this understanding to children is an important prerequisite of effective teaching or helping (Rogers, 1967; Purkey, Combs, & Avila, 1971; Gazda, 1973).

Many studies have looked at the relationship between the condition of empathy and pupil outcomes, both cognitive and affective. Truax and Tatum (1966) found that twenty preschool children showed a greater tendency towards positive adjustment to school and peers when the teacher exhibited higher levels of empathic understanding.

Sprinthall and Erickson's (1974) initial research indicated that adolescents who were responded to by their peers with increased empathy, tended towards greater complexity in cognitive understanding.

Aspy (1972) trained 17 first grade teachers to increase their levels of interpersonal skills. Twenty-five students were randomly selected and given the Stanford-Binet intelligence Test. The students gained an average of nine points from the pre-test to the post-test. This small study and others like it served as a basis for the establishment of the large scale research of the National Consortium for Humanizing Education (NCHE). More than 500 teachers and administrators and 10,000 students participated during a three year period in the NCHE

project. Aspy and Roebuck (1977), in their book Kids Don't Learn From People They Don't Like, reported on the findings of this research, in which it was found that increases in the interpersonal conditions of empathy was accompanied by pupil gains on indices of both mental health and cognitive development.

Rogers (1961) discusses the personality and behavioral changes that take place when a person experiences an empathic helping relationship:

in such a relationship the individual will reorganize himself at both the conscious and deeper levels of his personality in such a manner as to cope with life more constructively, as well as in a more satisfying way.  
(Rogers, 1961, p. 36)

With respect to behavior change the individual experiencing high levels of empathy in a helping relationship is less easily frustrated by stressful situations and recovers from stress more quickly. In his day to day behavior he becomes more mature, more adaptable and less defensive (Rogers, 1961, p. 36). Once an empathic relationship is developed, the individual feels freer and is more able to express feelings without fear of disapproval, thus helping to reduce unacceptable behavior caused by the suppression of those feelings (Raths, 1972).

Many investigators believe a child can be assisted in modifying troublesome behavior by experiencing an empathic relationship with someone such as a counselor or a teacher (Rogers, 1969; Blakham, 1967; Aspy & Roebuck, 1977;



Carkhuff, 1969). These investigators urge that unless a relationship is developed where the child feels understood, safe, and secure, healthy development will not take place.

Gazda et al. (1977) cites the report of Harbach and Asbury (1976) who found that negative behaviors decreased when teachers responded facilitatively to students with behavior problems. The researchers asked eleven teachers to identify the student who was their most difficult problem. Baseline data was collected for a period of one week. In the next two weeks the teachers contacted their problem student at least once a day, initiating facilitative conversation and communicating empathic understanding. The post data reported that negative behaviors decreased from two hundred and twelve incidents, to eighty-nine. In addition, the teachers reported that they understood their students better and that the relationships between them and their students improved.

A study reported by Wittenberg (in Segal, 1971), showed that youngsters in contact with "aides" who responded with empathic understanding were better able to cope with difficult situations and developed more positive attitudes.

It must be noted that Aspy and Roebuck's (1972) study failed to establish a significant relationship between teacher empathy and student levels of cognitive functioning. A possible explanation may be that the levels of empathic functioning were insufficient to significantly affect pupil outcomes.

Kratochvil, Carkhuff, and Berenson (1969) investigated both teacher and parent offered levels of facilitative functioning and failed to show a significant relationship between the cumulative effects of empathy and students' physical, emotional, and intellectual functioning. The investigators suggest that low levels of either parent or teacher functioning may cancel out the positive impact of high levels of functioning.

Allowing for the previous two studies, the main body of research taken in concert, appears to support the idea that empathy is a critical condition of learning. Empathy allows the individual to experience a relationship where he feels understood; it enables him to express his feelings and concerns; it promotes positive personality and behavior change; and it encourages more favorable attitudes towards learning.

## TRAINING PROGRAMS FOR ADOLESCENTS IN INTERPERSONAL SKILLS

The previous section cited evidence that a teacher's, helper's, or aide's level of empathic understanding is related to positive pupil outcomes. This section will examine programs specifically designed to train adolescents in Interpersonal Skills.

Sprinthall and Erickson (1974) reported on a study, under joint sponsorship of the Minneapolis Public School System and the University of Minnesota, in which adolescents were trained to act as counselors for their peers. The program had the dual goals of teaching psychological content and promoting psychological growth in the individuals. The rationale in general called for:

educating pupils psychologically and personally by providing significant experiences (counseling peers, interviewing adults, cross-age teaching, early childhood work, etc. (p. 398).

The researchers set up a series of elective courses in a social studies department of a local high school. One such course, "The Psychology of Counseling" was designed, "to promote the learning of listening skills and the developing of empathic responses through actual peer counseling experience" (Sprinthall & Erickson, 1974, p. 398). Class time was spent on process skills, intellectual discussion, and written assignments. Students both counseled their peers and were counseled by them. The researchers stressed the reciprocal nature of

counseling and communication. In a pre-class assessment on a five point empathy scale, the students scored just above level one (lowest range) and on the post-test they scored close to level three (minimum level of acceptable functioning). Pre- and post-test essays on moral dilemma situations were also collected but had not been analyzed at the time of publication.

Preliminary inspection, "indicates that the trends are towards greater complexity in cognitive understanding, increased empathy, and a higher level of psychological maturity on the post-test forms" (p. 400).

Carr, of the University of Victoria, was instrumental in the development of a peer counseling program in the greater Victoria metropolitan area. In a news interview, Carr reported that, "the research shows time and time again that when kids have problems, they turn first to their friends" (De Groot, 1978). In Carr's program, these "friends" are trained in basic counseling techniques. Carr emphasizes that the students are not "therapists," but they learn skills and what ever else they need to know about alcohol, drugs, and other problems common to adolescents, so they may function as "lookouts." In this way, their "interpersonal relations may enable them to draw out lonely or alienated students, or to spot students whose problems warrant more professional attention than the peer counselors themselves can give." Carr notes the success of other peer counseling programs using shared or common experiences to help each other.

The Institute for Youth Studies at Howard University in Washington sponsored an intensive training program employing "a group of deprived, socially disadvantaged, poverty-inhibited adolescents who then, in turn, provide a significant mental health service to the community" (Wittenberg in Segal, 1971, p. 60). The young people selected for the program were those who would not ordinarily be employable. They needed only to have completed fifth grade. No previous work experience was required. However, they could not have a court case pending which would interrupt training, and had to be free of serious physical or mental problems. Those selected, called "aides," had multiple social problems and had been accustomed to repeated rejection, failure, and defeat, which contributed substantially to their diminished self-esteem (p. 61). One of the major training goals of the program was "learning the basic personal, social, and interpersonal skills, attitudes, and knowledge which would help them successfully cope with and solve group client and personal problems" (p. 62). After the initial training period (three months), the aides began their work with children, seeking to reduce emotional symptoms, lessen police contacts, and improve social functioning. Each aide worked to help the youngsters improve their coping skills and to develop more positive attitudes. The "Bakers Dozen" study was among the first to demonstrate that adolescents can not only learn interpersonal skills, but also employ them in a responsible, helpful, caring way and in the process help themselves.

Although not extensive in numbers, these studies provide credibility for the potential value of training adolescents. The programs cited provided adolescents with a rich environment for socialization and behavior change. The adolescents appeared to take serious responsibility for their own and others' behavior; they learned how to lead and follow; they learned how to make decisions and take action when necessary (Wittenberg in Segal, 1971). Finally, they learned to work interdependently (Sprinthall & Erickson, 1974). Coleman (1979) lists these skills as part of "becoming an adult."

## EFFECTS OF TUTORING ON THE TUTOR

Tutoring is seen by many as a viable method of enabling students to become active participants in their own learning (Gartner et al., 1971; Elliot, 1977; Cloward, 1967; Lippitt, 1975; Melarango, 1976). Encouraging children to help other children in the learning process is not a new idea. In the nineteenth century, men such as William Bently Fowle and Andrew Bell saw the great benefits for the student tutor or "teacher."

By teaching the younger children, the more advanced are constantly reviewing their studies, not by learning merely, but by the surer method of teaching what they have learned to others.  
(Fowle, 1866, in Gartner, et al., 1971, p. 16)

Tutoring as a method of individualizing instruction has been shown to be successful in more than 10,000 programs across the United States (Bloom, 1976). The extent to which tutoring appears in the school system can be seen from Bloom's finding of 70 Ph.D. dissertations completed in the one year period between 1972 and 1973. Investigators (Thelen, 1969; Cloward, 1967; Gartner, 1971; Lippitt, 1975) who support this teaching strategy agree that all children should be given the opportunity to act as the teacher at varying points throughout their formal education, suggesting that, "the teacher profits far more by teaching than the scholar does by learning" (Bell, 1971, p. 62).

Although the employment of children teaching their peers has been used since before the one room school house, a real impact on the school system was not seen until the decade of the

sixties. Lippitt and Lohman (1965) set up a cross-age tutoring program with the assumption that:

assisting in a teaching function will help the 'teaching students' to test and develop their own knowledge and also help them discover the significance of that knowledge (p. 93).

Their report indicates that both groups of students--tutors as well as tutees--were helped. The younger children showed improved academic performance and motivation, and the older children gained a more positive interest in school. In these early programs Lippitt, Eiseman, and Lippitt (1969) focussed their attention on socialization, with a lesser focus on cognitive gains. Thus, statistical data were not collected.

In 1975 Lippitt went on to establish a more comprehensive cross-age tutoring program in a Michigan public school complex. For this project Lippitt directed her attention to students with reading difficulties. Sixth graders tutored fourth graders and both sets of students had reading problems. The Lippitts found both the tutees and the tutors improved. This study is looked upon as providing initial support to the practice of learning through teaching (1975).

In 1963 Mobilization for Youth, under the auspices of the National Institute of Mental Health, undertook a program where greater attention was paid to the cognitive area. In an after-school program high school students tutored disadvantaged, low-achieving elementary school youngsters in reading. The tutors participated in a two week pre-program training session and



weekly in-service sessions. The post-test data showed that the tutors made a mean growth of 3.4 years as compared with 1.7 years for the control subjects (Cloward, 1967, p. 22). Gartner, in his review of the study, concluded that the tutors also gained a new attitude towards learning and "a new self-conscious, analytic orientation in dealing with all kinds of problems, not just academic work" (Gartner, 1971, p. 4). The youngsters receiving tutorial assistance were also reported to have made significant reading improvement. An important finding, according to Cloward (1967), to be noted here, is that high achieving tutors had no greater effect on the reading achievement of their tutees than did the low achieving tutors. This suggests that the academic standing of a tutor may be of negligible value in cross-age tutoring.

Allen (1976, p. 156) in his review, suggests it may be preferable in the selection of tutors to choose those who might benefit the most academically from teaching other children.

McGee, et al., (1977) in their comprehensive review of the literature on using children to assist other children, drew the conclusion that the specific academic preparation of the tutor did not seem to be a limiting factor in the training of "change agents" (tutors). McGee, et al. reported on many projects that employed children with widely varied capabilities (behavior disorders, mental handicaps, and learning disabilities) to function as change agents with children having problems similar to their own. They conclude:

investigators are faced with tremendous latitude in the intervention techniques that children are capable of learning and, at the same time, with very few limitations in selecting child agents (McGee, et al., 1977, p. 468).

A report on Youth Tutoring Youth in New York City, published by the National Commission on Resources (1972), discussed a program in which fourteen and fifteen year old underachievers were hired (for financial remuneration) as tutors in several schools, in Philadelphia and Newark. Subjective evaluation showed that both tutors and tutees made the following gains: (1) a sense of work responsibility; (2) an appreciation of learning; (3) improved literary skills; and (4) motivation to work and stay in school. Due to the success of the project sixteen other school districts set up similar projects. Kopp (1972), in his discussion of the Youth Tutoring Youth program in Atlanta, noted the success of employing underachieving high school pupils to tutor underachieving elementary school pupils. Early reports indicated that both tutor and tutee gained in reading skills, noting that some tutors gained as much as three years over a period of one semester.

Wassermann and Stanbrook (1981) reported a case study employing a tutoring technique termed Inverse Tutoring, referring to the use of a reading disabled pupil employed as a tutor for a young child in need of help in reading. Stanbrook, the researcher for the project, chose a boy who read many years below his grade level. The tutor was involved in the lesson planning and role-played the sessions prior to actually working

with the tutee. Due to the short ten week period of the study, no firm conclusions were drawn. Some considerations however, were presented: (1) improvement in word analysis and decoding skills were observed; (2) the tutor appeared more relaxed and enjoyed oral reading; and (3) the tutor improved in the skill areas he taught.

In 1971, Haggerty implemented a tutoring program with underachieving sophomores and junior high boys who were identified as having discipline problems. These boys tutored elementary school children twice a week and showed significant increase in self-concept, self-acceptance, and grade point average.

In another study, Hayes (1978) implemented a program at a nongraded inner city school, in which he set up a peer tutoring program in an effort to decrease discipline problems-- specifically fighting--and to increase reading comprehension of both tutors and tutees. Students were selected from discipline referral files. The findings indicated positive results; the number of discipline referrals for fighting decreased and reading scores improved.

Csapo, at the University of British Columbia, in 1976, employed six adolescents on probation. They included three girls and three boys whose reading levels ranged three to five years behind the average age-grade level. All had dropped out of school and were enrolled in a rehabilitation project. Prior to starting work with their tutees, the tutors participated in a

three week training program which involved charting and measurement procedures, oral reading tasks, verbal and non-verbal positive reinforcement procedures, and strategies in ignoring inappropriate behaviors (p. 365). Results indicated that both tutors and tutees improved their scores on the standardized reading tests used. The tutors also showed change in their behavior as a result of their responsibilities. That is, they no longer stayed out until the early morning hours.

The study, "Bakers Dozen" (in Segal, 1971, pp. 59-71), cited in an earlier and more explicitly reported section of this literature review may also be of note here. The organizers brought together a group of young socially disadvantaged, poverty restricted adolescents and trained them as aides. These aides in turn provided mental health services for younger counterparts. The data showed that regardless of intelligence or behavior, these young people were able to provide a valuable service to the community, as well as helping themselves in the process (Wittenberg, in Segal, 1971, p. 70). The aides displayed improved feelings of self-worth, and adjusted more readily to and were able to cope with, difficult social situations (Wittenberg, in Segal, 1971, p. 70).

Kopp (1972) states that an important benefit for tutors is the feeling of having helped another student. When a helper sees that his assistance to someone in need is worthwhile this often results in an improved self-image (Brager, 1965). This idea supports Riessman's (1965) findings on the "helper therapy

principle," which points out the advantages of being in the helper role. This, of course, does not exclude the benefits to the helpee. It "only calls attention to the aid the helper receives from being in the helper role" (Riessman, 1965, p. 32). Riessman (1965), in support of his "helper therapy principle" notes, that children who are involved in teaching other children may profit

. . . from the cognitive mechanisms associated with learning through teaching. They (the tutors) need to learn the material better in order to teach it. Finally, the status and prestige dimensions attached to the teacher role may accrue unforeseen benefits (Riessman, 1965, p. 30).

Ellson (1975) relates that an essential component of any successful tutoring relationship is that the tutor needs to show interest and concern towards the tutee, and needs the ability to form a good interpersonal relationship.

As a nonprofessional therapist, the tutor has the task of providing therapy in the form of extended samples of warm, noncompetitive, permissive, and supportive human relationship, preferably in a pleasant environment. . . . concern and the ability to establish good interpersonal relationships are more important than expertise in subject matter or teaching skills (Ellson, 1975, p. 144).

The importance of the affective (emotional) benefits of forming helping relationships through the tutoring process is the primary focus of the extensive research carried out by Thelen (1969). Much of his work is concerned with children who were not successful in school and who also manifested degrees of

emotional disturbances. Thelen (1969) stresses the human relation aspect of ". . . the tutoring program (is) not an end in itself but an expression of the 'caring relationship,' one which can and should become the cenral focus of the school" (in Gartner, 1971, p. 26). In analysizing a large number of studies, Thelen (1969) writes "that participation and understanding of oneself in the school helping situations may be helpful, if not actually required . . ." (Thelen, 1969, p. 239).

In the literature, there are basically two points of view for setting up tutoring programs: structured and non-structured. It appears that when the gains of the tutee are the main goal, effects are greatest when the materials are structured as reported by S. Bloom (1976); Ebersole et al. (1972); Harrison (in Allen, 1976); and Cloward (1967). Non-structured programs on the other hand appear to be the more suitable choice when positive subjective changes and reactions are hoped for, but such programs are not always supported by statistical evidence of learning gains. Some authors (Gartner, et al., 1971; Thelen, 1968) recommend non-structured tutor-selected or tutor-created content. Gartner, et al. (1971) make the point that it is the creativity of the tutor in making his own materials that is central in holding his interest and in producing gains for him.

There are virtually hundreds of studies reporting on the gains of the tutee and although these gains are important, it

was not the purpose of this study to focus in this area. Thus this review of the literature has centered mainly on the tutor.

The studies cited show strong agreement. Learning through teaching is an effective method of promoting student learning and change.

This chapter has considered research in the areas of: needs, behavior, and pupil outcomes; interpersonal skills training as a factor in specific learning outcomes; and effects of tutoring on the tutor.

### CHAPTER III

#### DESIGN AND PROCEDURES

This chapter will outline the design and discuss procedures employed in the implementation of the study. The following topics will be discussed in separate sections of the chapter: the selection process, the investigation period, exclusions from the study, the training program, and the tutoring program. Additional sections will describe the data collection process, instruments used in the study and the data analysis.

Given that the main purpose of the study was to design a program for disaffected adolescents to reduce needs-related behavioral symptomology and to examine the effects of training versus no training on the observable behavior and academic performance of the tutors, the following null hypotheses were tested:

1. there will be no significant difference between the pre-test mean scores on standardized measures of reading achievement for the low-achieving adolescents involved in the experimental training program and the low-achieving adolescents in the control group;
2. there will be no significant difference between the post-test mean scores on standardized measures of reading achievement for the low achieving adolescents involved in the experimental training program and the low-achieving adolescents in the control group;



3. there will be no significant difference in the pre-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group; and
4. there will be no significant difference in the post-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group.

#### **THE SELECTION PROCESS**

The investigator sought and received approval for the study from the University Committee on Human Relations (Appendix A) and the Research Committee, Professional Development Centre, of the Burnaby School Board. This committee recommended Edmonds Elementary Jr. Secondary School as a possible site for the study. (Appendix A). The investigator met with the principal of the school in the Spring of 1979. The proposal was accepted and in September 1979, the selection and training of adolescents was begun. After four weeks it became apparent that the program could not be accommodated as a sufficient number of elementary school students could not be identified to participate in the tutoring part of the study. Thus, the investigator terminated the contact with the students and withdrew from the school.

A second set of schools was then suggested by Dr. Blake Ford, Chairperson of the Research Committee. Meetings were held in November 1979 with a counselor at Royal Oak Jr. Secondary School. Preliminary acceptance of the proposal was received and

subsequent meetings were held with teachers from Marlborough Elementary School and Royal Oak Jr. Secondary. The staff of both schools agreed to participate, and materials describing the program were distributed. The informational package of materials included: (1) an introductory message describing the materials in the package and how to use them; (2) the proposed course outline for the experimental group of students; and (3) the Teacher Rating Scale. These materials are found in Appendix A.

The teachers were asked to read through the materials, to identify students who, in their observations, displayed needs-related behavior, and to return the Teacher Rating Scale to the investigator prior to December 19, 1979. Of the twenty Teacher Rating Scales distributed to the high school teachers, ten were returned, in which forty-nine adolescents, ages 13-16, were identified as manifesting behavior related to emotional needs. A summary of the behavioral types by sex and assigned rating for all high school students is found in Table 1.

The selection of students into the experimental group of adolescents was made on the basis of teacher identification of observable classroom behavior. Because of the high inference nature of the behavioral scales, students were selected only where two or more teachers, in independent assessment, rated a student as manifesting a specific behavioral pattern. A rating of three was made in instances where teachers believed the behavior to be seen in its more extreme form. Ratings of one

TABLE 1

SUMMARY OF BEHAVIORAL PROFILE RATING  
(HIGH SCHOOL STUDENTS)

Behavioral Types N = 49	Sex		Male and Female			Rating by Sex			
	Male	Female	3	1	Male 3	Female 3	Male 1	Female 1	Female 1
Aggressive	10	7	10	7	5	5	4	3	3
Submissive	4	5	8	1	4	4	0	1	1
Withdrawn	5	6	10	1	3	7	0	1	0
Psychosomatic Illness	3	4	2	5	2	0	2	3	3
Regressive	3	2	4	1	3	1	1	0	0
Totals	25	24	34	15	17	17	7	8	8

were assigned if behavior was thought to be less severe.

On January 8, 1980, the investigator started the selection process. For those 34 adolescents identified on the Teacher Rating Scale as clearly manifesting behavior related to emotional needs (rating of 3), a check was made of their daily course schedule. This was done to determine which students could drop an elective subject and take the training program in its place. This initial screening left two groups of 20 possible candidates. Each student from this remaining group of 20 was interviewed by the investigator and asked if he/she would be interested in enrolling in "Interactive Tutoring" as an elective which would begin the following term (January 22, 1980). Those students who expressed interest in being a tutor then had to seek approval from the teachers who would be affected by their timetabling changes. At the same time, a letter, asking for parent or guardian approval was taken home by the students. (See Appendix A.)

Twelve adolescents received approval from teachers and parents, and were accepted into the program. Although one of the twelve received a rating of 1 on the scale, she was nevertheless selected to bring the number of students up to twelve.

The control group also consisted of twelve students, each of whom was also assigned a rating of 3 on the scale, but who were unavailable for a variety of reasons, as participants in training in the program. Table 2 shows the behavioral type and

assigned rating of the students in the experimental and control groups.

The elementary school teachers using the same Teacher Rating Scale identified 25 pupils, ranging in age from 6-11, as manifesting needs related behaviors. A summary of this information is found in Table 3. Twelve pupils were then selected by the investigator using a random numbers table (Tuckman, 1972, p. 441), to participate in the experimental group, and twelve in the control group. Letters seeking permission for the pupils in the experimental group to be tutored by the adolescents were sent to the parents and guardians (Appendix A). The behavioral profile rating for the experimental and control groups of elementary pupils is illustrated in Table 4. It should be noted that the elementary teachers completed the Teacher Rating Scales as a group, and submitted a list of only those students they believed to "manifest clearly" the behaviors described in the Scales. Thus all elementary pupils identified were assigned a rating of 3.

The organization of the tutor/tutee pairs was facilitated by information from the Teacher Rating Scales. Effort was taken to match behavioral types, although this could not always be done. Table 5 illustrates the organization of the tutor/tutee pairs.

TABLE 2'

BEHAVIORAL PROFILES RATINGS OF THE EXPERIMENTAL AND CONTROL GROUPS  
(HIGH SCHOOL STUDENTS)

	Aggressive	Submissive	Withdrawn	Psychosomatic	Regressive
<u>Experimental Group</u>					
Karen			3		
Paul				3	
Holly	3				
Sabina	3				
Dawn			3		
Corry	3				
Doreen			3		
Dana		3			
Tod	3				
Jodi	3				
Sara		1			
Bonnie	3				(n = 12)
<u>Control Group</u>					
Iris	3				
Chris			3		
Don				3	
Bess			3		
Toni		3			
Liz	3				
Mike	3				
Norm			3		
Dianne			3		
Dan	3				
Rhonda		3			
Larry			3		(n = 12)

TABLE 3

SUMMARY OF BEHAVIORAL PROFILE RATINGS  
(ELEMENTARY SCHOOL PUPILS)

Behavioral Types n = 25	Sex		Assigned Values			Assigned Value by Sex		
	Male	Female	3	1	Male 3	Female 3	Male 1	Female 1
Aggressive	8	3	11	0	8	3	0	0
Submissive	4	2	6	0	0	0	0	0
Withdrawn	4	3	7	0	4	3	0	0
Psycho Illness	0	0	0	0	0	0	0	0
Regressive	1	0	1	0	1	0	0	0
Totals	17	8	25	0	13	6	0	0

TABLE 4

BEHAVIORAL PROFILE RATINGS OF THE EXPERIMENTAL AND CONTROL GROUPS  
(ELEMENTARY SCHOOL PUPILS)

	Aggressive	Submissive	Withdrawn	Psychosomatic	Regressive
<u>Experimental Group</u>					
Gordon			3		
Jane		3			
Bob	3				
Dora	3				
Alison			3		
Sharon			3		
Greg	3				
Kim	3				
Steve	3				
Betty		3			
Gary					3
Terri	3				(n = 12)
<u>Control Group</u>					
Tommy	3				
Claus	3				
Robin	3				
Joe	3				
Don		3			
Nick		3			
Sammy		3			
Alan			3		
Candi			3		
Dave			3		
Frank			3		
Larry		3			(n = 12)



TABLE 5  
ORGANIZATION OF TUTOR/TUTEE PAIRS

	NAME OF TUTOR	SEX	BEHAVIORAL TYPE	NAME OF TUTEE	SEX	BEHAVIORAL TYPE
1	Karen	F	Withdrawn	Gordon	M	Withdrawn
2	Paul	M	Psycho. Ill.	Gary	M	Regressive
3	Holly	F	Aggressive	Terry	F	Aggressive
4	Sabina	F	Aggressive	Kim	F	Aggressive
5	Dawn	F	Withdrawn	Sharon	F	Withdrawn
6	Corry	M	Aggressive	Greg	M	Aggressive
7	Doreen	F	Withdrawn	Bob	M	Aggressive
8	Dana	F	Submissive	Alison	F	Submissive
9	Tod	M	Aggressive	Steve	M	Aggressive
10	Jodi	F	Aggressive	Dora	F	Aggressive
11	Sara	F	Submissive	Betty	F	Submissive
12	Bonnie	F	Aggressive	Jane	F	Submissive

## THE TRAINING PROGRAM

The design for the training program was based upon the Carkhuff (1969) and Gazda (1971) models of interpersonal skills training, with modifications made for age and nature of the adolescents sample. The Interpersonal Skills Training Program consisted of eight hours of initial training, taken over a three week period. The Inverse Tutoring stage of the program consisted of three-one half hour sessions a week conducted over a period of 15 weeks. During this latter stage of tutoring, an additional one and a half hours each week was devoted to on-going interpersonal skills training and student preparation for the tutoring sessions.

Because of the normally poor attendance records of the students in the experimental group, only four of the 11 students received the full eight hours of initial training. However, no student missed more than three hours of training. The students in the control group received no training.

The initial training experience, focused on the skill of empathy, and employed demonstration videotapes, paper and pencil instructional tasks, live practice in diads, and group discussions. The training sessions included journal writing, and a news or sharing time. A complete description of the training program, including an outline for each training session, the introductory handbook, the instructional handbooks, paper and pencil tasks, and samples of interaction leaders, are found in Appendix B. Since an important concern of each session

was to be aware of and sensitive to the individual needs of the students, there were times in which specific plans for the day had to be set aside so that students could talk about personal feelings. This strategy appeared to help students feel more comfortable and appeared to contribute an important dimension to the training. Such procedures are specified in the work of Truax and Carkhuff (1967) as contributing immeasurably to the effectiveness of training.

#### **THE TUTORING PROGRAM**

The tutoring stage of the study commenced on February 19, 1980 and continued for 15 weeks until May 30, 1980. The tutoring program had three main components: (1) the introductory sessions--"Getting to Know the Tutee;" (2) the one-to-one tutoring sessions; and (3) the on-going interpersonal skills training. A brief description of each component follows, with the details of the day-to-day sessions located in Appendix C.

#### **THE INTRODUCTORY SESSIONS**

The student-tutors observed their prospective tutees in the classroom setting prior to the first tutoring session. Prior to this observation, discussions were held with the student tutors which focussed on what to look for and how to carry out the observations. Student-tutors compiled a list (Appendix B) of behaviors and classroom activities they wanted to look for. Following their observations a discussion was held with the

investigator focusing on their reactions to the classroom activities and their individual prospective tutee.

The first session with the tutee was called "Getting to Know Your Tutee." Student-tutors prepared for this session by composing a list of possible topics which could be used for discussion with tutees (Appendix C). They were encouraged to be sensitive to tutees' feelings and not to push for answers.

### **THE TUTORING SESSIONS**

The tutoring sessions were one-half hour long, and were held three times a week. The investigator provided the tutors with a guide to follow in setting up their tutoring sessions (see "Interactive Tutoring Day Plan" in Appendix C). This guide was followed for a few days or weeks until the individual tutor gained confidence in his/her ability to plan, or as in some cases, the tutor and tutee planned together, the next day's activities. Descriptions and examples of some of the materials used by the tutors are found in Appendix C. The tutoring sessions took place in the library of the elementary school, and therefore, books at all reading levels were easily obtained. Once a week the tutees brought their basal readers to the sessions, and occasionally (although this was not encouraged), they brought classroom work with them. At the end of each tutoring session the tutors wrote in their journals what they did, how it went, and how they felt about the day.

### **ON-GOING TRAINING SESSIONS**

The journal writing and news or sharing continued throughout the tutoring phase of the study. Interpersonal skills training sessions continued but not on a daily basis. These sessions are outlined in Appendix C.

### **DATA COLLECTION**

Data for the study were collected from several sources and each is described below:

The qualitative data. Anecdotal data were collected for each of the adolescents in the experimental group and are found in Appendix D. These data are summarized in the form of case studies (Chapter IV) and describe information found in school records and teacher reports, pre-study behaviors and observations made by the investigator during the training program.

The Teacher Rating Scale. The Teacher Rating Scale was adapted from a similar scale developed by Louis Rath (1972). The instrument identifies five behavioral profiles which link observable classroom behavior with emotional needs. The profiles do not cover all the emotional needs that could be identified. They are, however, those needs which are seen as the most crucial and threatening to the child's basic growth and development (Rath, 1972). The Teacher Rating Scale is found in Appendix A. A variety of studies have made use of the Rath's behavioral rating instruments, in which pre- and post-

assessments of classroom behaviors have been rated. These include studies by Fleming (1949); Jonas (1961); Machnits (1961); Martin (1961); Wassermann (1962); and Stern (1963). The collection of the initial behavioral data has already been described. The post-study collection of behavioral data was made during the first week of June, 1980. Teacher Rating Scales, with a note attached requesting assistance, were distributed to twenty high school teachers and seven were returned to the investigator. Possible instrumentation effects on the scoring of the post-study Teacher Rating Scales include the following:

1. teachers may or may not have been aware of which students were in the tutoring program;
2. teachers did not know which students were in the control group;
3. there was no control over which teachers at the high school completed the Teacher Rating Scale--that is, the pre- and post-scales may have been completed by different teachers;
4. even though fewer teachers completed the scale at the time of the post-study, the scoring criteria initiated on the pre-study was used--that is, assigning ratings of 3 or 1 to students who were identified by two or more teachers as exhibiting needs related behaviors;
5. at the time of the post-study data collection, one adolescent from the experimental group and four from

the control group were no longer in attendance at the school; and

6. the scale is a high-inference instrument, and validity of response is based upon the collective perceptions of two or more teachers.

The Gates-MacGinitie Reading Test. The Gates-MacGinitie Reading Test purports to measure skills and knowledge that are common to most school reading curricula. Survey E of this test was administered, in pre- and post-sittings, to the experimental and control groups of adolescents.

The pre-test employing Form 3, was arranged as an unobtrusive measure in the first week of the spring term. Students were notified through the counseling office that they were to be tested at a specified time. All students in the sample were tested in the same room, at the same time, by a teacher from the high school. The administration of the test was handled in a very systematic way.

The post-testing employing form 1, was carried out in the last weeks of the school year. The end-of-year exam schedule necessitated two sittings for the post-testing with less attention being paid to the systematic requirements of administration.

The classroom teachers of the elementary school pupils chose not to have their students involved in the reading test component of the study.

Reliability. The accuracy of scores obtained on the Reading Test was determined by the alternate-forms reliability coefficient, which accounts for variations in the content of the test from one form to another and in variations of a pupil's performance from one day to another.

Split-half reliability was also tested so that comparisons could be made between performance on one half of a test and performance on the other half, during the same test period. The resulting means, standard deviations and the reliability coefficients are given in Table 6.

Many types of error may influence a student's performance and result in unreliability of test scores. A student may be affected by his/her physical or emotional condition, by distractions, or other factors at the time of the test. "In general, all test scores, and therefore all interpretations, should be regarded as tentative" (Gates-MacGinitie, Teacher's Manual, 1965, p. 7).

Scoring of tests. Vocabulary and comprehension were identified as the major measures of reading achievement. Vocabulary and comprehension raw scores provided the information for the grade score averages. The averaging of scores was determined to be an acceptable method of calculation as it was group scores and not individual reading performance that was being assessed. This is not a recommended method of obtaining a "total" reading score for individual students. However, "it will not result in large errors, and many scoring services will



TABLE 6

## RELIABILITY COEFFICIENT FOR THE GATES-MacGINITIE READING TEST

Survey E	Vocabulary	Comprehension
Average Raw Score Mean	23.0	30.1
Average Raw Score SD	7.3	8.8
Alternate form Reliability	.83	.88
Split-half Reliability	.80	.89

provide these grade score averages" (Gates-MacGinitie, Teachers Manual, 1965, p. 7). Table 7 shows each individual's pre-test grade score and the averaged grade score. The post-test scores are given in Table 8.

TABLE 7

## PRE-TEST STANDARD SCORES ON MEASURES OF READING ACHIEVEMENT

	Vocabulary Grade Score	Comprehension Grade Score	Averaged Grade Score
<u>Experimental Group</u>			
Karen	5.6	4.7	5.2
Paul	9.1	7.2	8.2
Holly	12.0	12.6	12.3
Sabina	8.0	12.6 <sup>+</sup>	10.3
Dawn	10.8	9.2	10.0
Corry	3.0	5.0	4.0
Doreen	9.1	9.6	9.4
Dana	7.3	5.0	6.2
Tod	12.7	12.6 <sup>+</sup>	12.7
Jodi	5.6	3.0	4.3
Sara	10.8	12.6	11.7
Bonnie	5.6	4.1	4.9
			<u>8.3</u>
<u>Control Group</u>			
Iris	8.0	10.5	9.3
Chris	9.1	6.0	7.6
Don	3.0	3.0	3.0
Bess	3.0	7.9	5.5
Toni	12.7 <sup>+</sup>	12.6 <sup>+</sup>	12.7
Liz	4.0	3.0	3.5
Mike	8.7	7.9	8.3
Norm	6.9	7.4	7.2
Dianne	7.7	7.4	7.6
Dan	3.0	3.0	3.0
Rhonda	6.2	4.7	5.5
Larry	6.9	7.2	7.1
			<u>6.7</u>

- raw score is below the lowest grade score level

+ raw score is above the highest grade score level

TABLE 8  
POST-TEST STANDARDIZED SCORES ON MEASURES OF READING ACHIEVEMENT

Subjects n = 24	Vocabulary Grade Score	Comprehension Grade Score	Average Grade Score
<u>Experimental Group</u>			
Karen	-	-	-
Paul	8.7	7.9	8.3
Holly	=	=	=
Sabina	12.0	11.0	11.5
Dawn	9.8	7.4	8.6
Corry	5.9	3.3	4.6
Doreen	10.8	7.7	9.3
Dana	6.6	3.0	4.8
Tod	=	=	=
Jodi	-	-	-
Sara	12.7 <sup>+</sup>	12.6 <sup>+</sup>	12.7
Bonnie	8.4	6.3	7.4
			$\bar{x}$ 8.4
<u>Control Group</u>			
Iris	8.4	8.2	8.3
Chris	8.0	5.0	6.5
Don	-	-	-
Bess	=	=	=
Toni	12.7 <sup>+</sup>	12.6 <sup>+</sup>	12.7
Liz	=	=	=
Mike	=	=	=
Norm	7.7	7.2	7.5
Dianne	8.0	6.0	7.0
Dan	-	-	-
Rhonda	7.7	3.5	5.6
Larry	=	=	=
			$\bar{x}$ 7.9

+ raw score is above the highest grade score level

- student in attendance at the school but did not take the test

= student no longer in attendance at the school

## **DATA ANALYSIS**

The t-test of a difference between means was used to assess the data comparing the experimental group and the control groups of adolescents, and the experimental and control groups of elementary pupils (Tuckman, 1972, pp. 257-259).

## **STUDENTS EXCLUDED FROM THE SAMPLE**

Seven weeks into the study one of the girls in the experimental group of adolescents was dismissed from school (see case study of Holly). She was not allowed to return, reducing the number of tutors to eleven.

After three tutoring sessions had taken place, it was necessary to terminate one of the tutor/tutee pairs (refer to case study of Paul). A second tutee was selected from those identified by the elementary school teachers, leaving, once again, eleven pairs of tutor/tutees. Behavioral data are included for the second tutee only.

At the time of the Gates-MacGinitie post-testing, two adolescents from the experimental group and four from the control group were no longer in attendance at the school. This is identified by two dashes (=) in Table 8. Two adolescents from each group, experimental and control, were registered at the school but did not appear for the testing. This is identified in Table 8, by one dash (-). Further explanation of these incidents is found in the discussion section of Chapter IV.

In this chapter, the selection process, the training program, and the tutoring program, have been described. In addition the method of data collection, instrumentation, the scoring procedures of the Teacher Rating Scales and the Gates-MacGinitie Reading Test, the qualitative data and the statistical procedures used for data analysis have also been described. This information was presented as a basis for understanding the results and data analysis in the following chapter.

## CHAPTER IV

### FINDINGS, CONCLUSIONS, AND IMPLICATIONS

The purpose of the study was to develop and implement a program for disaffected adolescents to reduce their needs-related behavioral symptomology. The program consisted of two phases: interpersonal skills training and inverse tutoring. Four null hypotheses were tested to evaluate the effect of training versus no training on the academic performance and observable behaviors of low-achieving adolescents. The findings regarding these hypotheses are presented in the first section of this chapter.

Additional sections of this chapter present the qualitative data, a discussion of the findings of the data analysis, and the conclusions and implications of the results. A final section discusses specific suggestions for further study.

#### FINDINGS

Hypothesis I: There will be no significant difference between the pre-test mean scores on standardized measures of in-reading achievement for the low-achieving adolescents involved in the experimental training program and the low-achieving adolescents in the control group.

As previously stated in Chapter III, the Gates-MacGinitie Reading Test, Survey E, Form 3 (1965), was administered to all adolescents in the sample group. As presented in Table 7, each individual's averaged grade score was calculated by combining

the vocabulary and comprehension grade scores. This was determined to be an appropriate method since the purpose of the test was to obtain information about the achievement of the group and not to identify individual weaknesses or reading performance.

As presented in Table 9, the mean averaged grade score on the pre-test measure of reading achievement was 8.3 for the experimental group, and 6.7 for the control group. The difference of 1.6 indicated a slightly higher achievement score for the experimental group over the control group. A t-value of 1.29 showed the difference to be not significant. This established that the experimental group and the control group had been drawn from the same population.

Based on the data presented in Table 9, Hypothesis I was accepted. Although differences in the pre-test mean achievement scores favored the experimental group, the t-test showed that these differences were not significant.

Hypothesis II: There will be no significant difference between the post-test mean scores on standardized measures of achievement in reading for the low achieving adolescents involved in the experimental training program and the low-achieving adolescents in the control group.

The post-testing on the standardized measure of achievement in reading was carried out in the last weeks of the school year. The Gates-MacGinitie Reading Test, Survey E, Form 1 (1965), was administered to the adolescents in the sample



TABLE 9

A COMPARISON OF EXPERIMENTAL AND CONTROL GROUP PRE-TEST  
MEAN SCORES ON STANDARDIZED MEASURE OF READING ACHIEVEMENT

Standardized Measure of Reading Achievement	n	Mean	Standard Deviation	t-value
Experimental	12	8.3	3.23	1.29 <sup>1</sup>
Control	12	6.7	2.82	

<sup>1</sup>not significant at or beyond the .05 level.

group. The mean grade scores were calculated in the same manner as the pre-test scores (see table 8).

The t-test of uncorrelated means was used to establish the significance of the difference in performance on the post-test mean achievement scores for both the experimental and control groups. The rejection level for the hypothesis was at the .05 level of significance.

Table 10 shows a post-test mean achievement score of 8.4 for the experimental group, and 7.9 for the control group. The difference of .5 between the means indicated that the achievement scores of the experimental group were slightly higher than those of the control group. The t-value of .320 was not significant at the .05 level of confidence. Therefore, the statistical significance in the performance of both groups on the post-test measure of reading achievement could not be demonstrated. Hypothesis II was consequently supported.

Hypothesis III: There will be no significant difference in the pre-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group.

As discussed in Chapter III, the teachers and counselors of the adolescents were asked to identify students from the general school population who displayed needs-related behavior as described in the Teacher Rating Scale (Appendix A). Forty-nine students were identified, 12 of these students taken into the experimental group and 12 randomly chosen and assigned to the

TABLE 10

A COMPARISON OF EXPERIMENTAL AND CONTROL GROUP POST-TEST  
MEAN SCORES ON STANDARDIZED MEASURE OF READING ACHIEVEMENT

Standardized Measure of Achievement	n	Mean	Standard Deviations	t-value
Experimental	8	8.4	2.86	t = .320 <sup>1</sup>
Control	6	7.9	2.50	

<sup>1</sup>not significant at or beyond the .05 level

control group. The data taken from the scale were used to determine each subject's behavioral pattern. In addition, frequency and intensity of behavior were assigned quantitative ratings. These data are found in Table 2. Twenty-three of the subjects in both groups were assigned ratings of "3" (acute) and one a rating of "1" (moderate). The determination of the assigned rating is detailed in Chapter III.

The significance of difference between the pre-test mean scores on the behavioral rating scales was determined by using the t-test for uncorrelated means. The hypothesis is supported when the probability of differences arising from chance is greater than .05 for a two-tailed test.

Table 11 presents the pre-test mean scores on the behavioral rating scales for the experimental and control groups, along with the t-value for the difference in means. The difference of .17 slightly favored the control group. However, the t-value was -1.0 and therefore not significant at or beyond the .05 level of confidence.

In considering Hypothesis III, the t-test indicated that no significance difference between the means existed. Hypothesis III was therefore supported.

TABLE 11

A COMPARISON OF EXPERIMENTAL AND CONTROL GROUP PRE-TEST  
MEAN SCORES FOR THE ADOLESCENTS ON THE BEHAVIORAL RATING SCALES

Behavioral Rating Scales	n	Mean	Standard Deviation	t-value
Experimental	12	2.83	.577	-1.00 <sup>1</sup>
Control	12	3.0	.0	

<sup>1</sup>not significant at or beyond the .05 level

Hypothesis IV: There will be no significant difference in the post-test behavioral rating scales for the adolescents in the experimental training program and the adolescents in the control group.

In the last weeks of classes for the school year, teachers were once again asked to identify students, from the general population, who displayed needs related behavior as described in the Teacher Rating Scale. Procedures employed to determine the post-test mean scores were similar to those described for the pre-test behavioral scales. The difference in the post-test rating was the addition of an assigned rating of '0' for those adolescents identified on the pre-test but not on the post-test, and the symbol (=) for those adolescents no longer in attendance at the school. A summary of the post-test ratings for the experimental and control group are illustrated in Table 12. The individual behavioral types and assigned ratings for the experimental and control groups are found in Tables 13 and 14, consecutively.

The significance of difference between the pre-test mean scores on the behavioral rating scales was determined by using the t-tests for uncorrelated means. The hypothesis is supported when the probability of differences arising from chance was greater than .05 for a two-tailed test.

Table 15 presents the post-test mean scores on the behavioral rating scales for the experimental and control groups along with the t-value for the differences in the means. The

TABLE 12

SUMMARY OF POST-TEST BEHAVIORAL  
RATINGS FOR THE EXPERIMENTAL AND CONTROL GROUPS

Groups	Behavioral Ratings			
	"3"	"1"	"0"	=
Experimental n = 12	2	5	4	1
Control n = 12	5	2	1	4

3 - clearly manifest these behaviors (extreme)

1 - seems to manifest these behaviors (moderate)

0 - not identified on the post-test Behavioral Rating Scale

= - suspended from the school

TABLE 13

PRE- AND POST-BEHAVIORAL RATINGS FOR  
 ADOLESCENTS IN THE EXPERIMENTAL GROUP

Subjects n = 12	Assigned Rating of Behavioral Type										
	Aggressive		Submissive		Withdrawn		Psychosomatic		Regressive		No Value
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Karen					3	1					
Paul		1						3			
Holly	3										=
Sabina	3										0
Dawn					3	1					
Corry	3	3									
Doreen					3						0
Dana			3	1							
Tod	3	3									
Jodi	3	1									
Sara			1								0
Bonnie	3										0

= - suspended from the school.

0 - not identified on the post-test Behavioral Rating Scale

1 - seems to show these behaviors (moderate)

3 - clearly manifests these behaviors (acute or extreme)



TABLE 14

PRE- AND POST-BEHAVIORAL RATING FOR  
 ADOLESCENTS IN THE CONTROL GROUP

Subjects n = 12	Assigned Ratings of Behavioral Type										
	Aggressive		Submissive		Withdrawn		Psychosomatic		Regressive		No Value
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Iris	3	3									
Chris					3	1					
Don							3	3			
Bess					3						=
Toni			3	1							
Liz	3										=
Mike	3										=
Norm					3	3					
Dianne					3						0
Dan	3	3									
Rhonda			3	3							
Larry					3						=

= - suspended from the school

0 - not identified on the post-test Behavioral Rating System

1 - seems to show these behaviors (moderate)

3 - clearly manifests these behaviors (acute or extreme)

TABLE 15

A COMPARISON OF EXPERIMENTAL AND CONTROL GROUP  
POST-TEST MEAN SCORES FOR THE ADOLESCENTS ON THE BEHAVIORAL RATING SCALES

Behavioral Rating Scales	n	Mean	Standard Deviation	t-value
Experimental	11	1.0	1.09	-2.09 <sup>1</sup>
Control	8	2.12	1.24	

<sup>1</sup>not significant at or beyond the .05 level

difference in the means was 1.12 in favor of the experimental group. The t-value was -2.09 and therefore not significant at the .05 level of confidence. However, a t-value of -2.09 is significant at the .052 level of confidence.

In regard to Hypothesis IV, Table 15 shows that the difference in post-test mean scores favor the experimental group, and approach significance (.052). However, results of the t-test at the designated .05 level are not significant. Hypothesis IV was not therefore rejected.

### QUALITATIVE DATA

The data presented in this section are based on the investigator's observations of the adolescents' behavior over the course of the study. Although qualitative in nature, these data add another important perspective to the understanding of the adolescents' needs, and interpersonal relationships. As acknowledged by Maslow (1954), interpretation of behavior requires an on-going, dynamically subjective approach which complements the traditional behavioral perspective. It is believed that trying to understand observable behavior helps to increase our knowledge of human interactions.

Case studies are presented for the twelve adolescents in the experimental group. Each study includes: the description of behavioral type and assigned ratings as recorded in pre- and post-test measures (see Tables 13 and 14), the pre- and post-test reading achievement scores (see Tables 7 and 9), a description of the adolescents' behaviors observed in the training sessions during the first week of the study, and a summary of the anecdotal observational data included in Appendix E. All subjects' names have been changed to insure the anonymity of each participant.

**CASE STUDIES****KAREN**

Karen is 15 years old and in grade nine. She is short, slim, and dresses in the typical jeans and t-shirt. Records show she regularly attends school and has had a sustained failure in her school work. Reports from teachers of previous grades indicate that she is "very shy, extremely uncommunicative, very unresponsive, and low in self-esteem."

Karen's withdrawn behavior could be seen in her lack of communication with everyone. She never volunteered information; her answer to questions directed to her was often only a nod or a shrug. As Karen slowly gained confidence in the tutoring class, she started to interact with her peers. As this occurred, she paid less attention to her tutee and started to express the anger inside. She began to talk about how she hated school and the teachers. The anger started to pour out. The quiet, polite girl disappeared and was replaced with a verbally aggressive and opinionated person. Early in the study Karen told the class how she wanted a job but was too afraid to go in and ask. She was very proud of herself when in the last month, she reported that she was working in one of the fast food outlets. Karen refused to take the reading test because "it wouldn't help" her in any way. Her withdrawn behavior seems to have been replaced by patterns of assertiveness and rebelliousness. Classroom teachers reported a similar change in Karen's behavior.

The data collected on the Behavioral Rating Scale in post-test setting showed ratings of "1" (moderate) in the category of withdrawn. This was a decrease from the pre-test rating of "3" (acute or extreme). Karen's teachers seem to concur with the investigator's observations of a moderating of Karen's acutely withdrawn behavior and a "coming out" of her shell.

On the pre-test Gates-MacGinitie measure of reading achievement Karen attained an averaged grade score of 5.2. This indicated performance of more than four years below her grade level of 9.5. Karen refused to participate in the post-testing of the reading test and consequently no post-test score is available.

**TABLE 16**

**PRE- AND POST-TEST DATA FOR KAREN**

Karen	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	withdrawn	3	5.6	4.7	5.2
Post	withdrawn	1	-	-	-

**PAUL**

Paul is 13 years old, overweight, and is often seen with his clothes in disarray. An investigation into Paul's school records, coupled with conference reports from past and present teachers suggests that Paul's behavior might derive from a need for recognition and self-respect. Behavioral data contained in the cumulative school records point to long-term feelings of inadequacy and this appears to be linked to his inability to successfully compete with his twin brother.

Paul had many real and imagined illnesses in the early months of the investigation. He broke his arm, complained of headaches, hurt his leg or arms almost daily from collisions with walls or tables, experienced invisible rashes on his body, complained of lack of sleep, and other smaller problems such as sore fingers and scratches on various parts of his body. The other students did not like him. They would tell him to smarten up, to which he responded with verbal abusiveness. Over the period of the investigation, these behaviors subsided. His complaining about his ailments diminished. He listened more to the others in the class. Two of Paul's teachers reported that he was handing in his assignments regularly and was doing passable work. However, he was still experiencing problems. Some teachers reported that he was becoming arrogant and physically aggressive with others.

The data collected on the Behavioral Rating Scale in the post-test setting showed no rating for Paul as having

psychosomatic symptoms of illness--a substantial decrease from the initial rating of "3" (acute). However, a rating of "1" (moderate) in the category of "aggressive" behavior was made--as teachers began to see Paul's anger beginning to turn outward.

On the pre-test Gates-MacGinitie measure of reading achievement Paul attained an averaged grade score of 8.2, a performance only slightly behind his actual grade level of 8.5. Paul scored 8.3 on the Gates-MacGinitie post-test--an increase of .1 over his pre-test score in reading achievement.

**TABLE 17**

**PRE- AND POST-TEST DATA FOR PAUL**

Paul	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	psychosomatic illness	3	9.1	7.2	8.2
Post	aggressive	1	8.7	7.9	8.3
	psychosomatic illness	0			



**HOLLY**

Holly is 16 years old, in grade 10, and dresses in jeans, t-shirts, and jean jacket. Reports from elementary and early secondary school teachers contain information pointing towards a deep need for love. The reports tell that Holly cried easily and often, that she often expressed to many teachers how "no one cared about her," or that she was "always left out." Throughout elementary school Holly achieved almost straight "A's". During the past year Holly has been a chronic absentee and her school work has deteriorated. In discussion with her present teachers the investigator heard such things as, Holly is "an angry young lady" or she "seems to be seething inside." It was the teachers' opinion that her behavior is related to the father's abandonment of the family a few years ago and her mother's acute alcoholism.

From the first day of class Holly would not do any of the written work, nor would she answer directly any questions put to her. She sat with her head down and would not look at anyone unless the discussion turned to sex or drugs. After two weeks she asked to be allowed out of tutoring. This could not be arranged. When the tutoring sessions started, Holly ignored the tutee or worked with her in a minimally helpful way.

~~Holly came to school intoxicated on drugs and was suspended from school seven weeks into the study.~~

Data collected on the Behavioral Rating Scale in the pre-test showed a rating of "3" (acute) in the category of

"aggressive" behavior. On the pre-test Gates-MacGinitie measure of reading achievement Holly attained an averaged grade score of 12.3. This showed Holly to be 1.8 above her grade level indicating Holly's reading performance to be far above the performance reported by her classroom teachers. Holly was not in attendance at the time of the post-test collection of behavioral or reading achievement data.

**TABLE 18**

**PRE- AND POST-TEST DATA FOR HOLLY**

Holly	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	aggressive	3	12.0	12.6	12.3
Post	-	-	-	-	-

**SABINA**

Sabina is 14 years old and in grade nine. She dresses in the typical jeans and t-shirt, however, hers are the expensive designer styles. An investigation into school records suggest that Sabina's behavior might derive from a need for love and affection. Anecdotal records contained information pointing to long-term feelings of being alone or "lost in a crowd," also a sense of injustice. These feelings appeared to be linked to her inability to find a "place" in her family. Sabina is the youngest of nine children. Her parents are elderly and are often out of town.

Sabina's aggressive behaviors are manifested in many ways. She is sullen, complains verbally in a loud sometimes abusive way, and is ready to strike out at all times. Her anger is expressed through constant complaining of injustices and her critical attitude towards peers, school authorities and family. She tells of spending time alone at home or of being ordered around by her older siblings, at times being physically abused by her brothers. She expresses her desire for more attention from her parents.

Sabina showed a change in her behavior and attitude by the end of the term. Her ability to listen improved, and she enjoyed being listened to. She did not appear to be as angry with her peers or the school. She smiled, joked around and appeared happier. Her complaints about her home life did not

change; however, they did not seem to occur with the same frequency and intensity as in the beginning.

The data collected in the Behavioral Rating Scale in the post-test setting showed "0" rating (not identified in any behavioral category), a substantial decrease from the initial rating of "3" (acute) in this category. Sabina's teachers reported that she didn't seem to be verbally abusive any longer and that she was listening and not interrupting in class as was her previous way of interacting.

On the pre-test Gates-MacGinitie measure of reading achievement Sabina attained an averaged grade score of 10.3. This showed Sabina to be .8 above her grade level. Her post-test reading score was 11.5, an increase of 1.2 over the pre-test score in reading achievement.

**TABLE**

**PRE- AND POST-TEST DATA FOR SABINA**

Sabina	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	aggressive	3	8.0	12.6	10.3
Post	aggressive	0	12.0	11.0	11.5

**DAWN**

Dawn is 16 years old and in grade 10. She is of average height, overweight, and dresses in jeans and Mac shirts. The school records show she has had sustained failure in the core subject areas. Reports from teachers of previous grades indicate that she withdraws from contact with her peers, and always seems to be on the fringe, seldom joining in, or offering her opinion.

Dawn appeared to have a need to please adults. She tried to figure out what "should" be said, and then would express it. Dawn enjoyed the interpersonal skills training and discussion times. She often expressed how it was nice to be listened to. Dawn changed her style of dress, her hair, and lost weight during the term. She also started to voice her own opinions, at times apologizing for her ideas, but owning them. At the end of the term she announced that she had decided to quit school and work as a waitress. She said school was simply "too much of a hassle."

The data collected on the Behavioral Rating Scale in the post-test setting showed ratings of "1" (moderate) in the category of withdrawn. This was a decrease from the pre-test rating of "3" (acute). Dawn's teachers seem to concur with the investigator's view of seeing Dawn's acutely withdrawn behavior subsiding and her emerging sense of herself as being O.K.

On the pre-test Gates-MacGinitie measure of reading achievement Dawn attained an averaged grade score of 10.3. This indicated performance of .2 below her grade level. Dawn scored 8.6 on the Gates-MacGinitie post-test--a decrease of 1.7 over her pre-test score in reading achievement.

**TABLE 20**

**PRE- AND POST-TEST DATA FOR DAWN**

Dawn	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	withdrawn	3	10.8	9.2	10.3
Post	withdrawn	1	9.8	7.4	8.6

**CORRY**

Corry is 16 years old and in grade 10 on a modified program. He is tall, has a large frame and wears the typical jeans, Mac shirt, and boots. An investigation into Corry's school records and conferences with past and present teachers suggest that Corry's behavior might derive from a need for recognition and self-respect. The behavioral data contained in the cumulative school records indicate long-term feelings of inadequacy and low self-esteem. This appears to be linked with his inability to compete with his successful, highly admired father.

Corry dwelt on the issue of male superiority and intelligence. He had a very low opinion of females. In his view males had to be strong and rule females. At the same time, he was aware of his own lack of academic ability. He was on a modified school program, he came to school three days a week and worked the other two days. Corry's language was loud, rude, and often focussed on sexual matters. Part way through the term Corry found success in being in charge of opening the room used for tutoring, and setting up the video equipment. He also found success in fixing a lamp and helping move furniture around the school. On the last day of class he volunteered to check the oil in the investigator's car. He was polite and instructive to the other students in the class, showing how to and why it was important to change the oil in cars. In the last weeks of school many teachers expressed that Corry was not as verbally

abusive especially towards the female teachers, although he was still very aggressive towards his peers. Corry was able at times to converse with females without telling them how unimportant and stupid they were.

The data collected in the Behavioral Rating Scales in the post-test setting showed ratings of "3" (acute) in the category of aggressive. This showed no change from the pre-test rating of "3" (acute). Corry's teachers did feel his aggressive behavior had diminished somewhat, but was still seen in the extreme.

On the pre-test Gates-MacGinitie measure of reading achievement Corry attained an averaged grade score of 4.0. This indicated performance of more than six years below his grade level of 10.5. Corry scored 4.6 on the Gates-MacGinitie post-test--an increase of .6 over his pre-test score in reading achievement.

TABLE 21

PRE- AND POST-TEST DATA FOR CORRY

Corry	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	aggressive	3	3.0	5.0	4.0
Post	aggressive	3	5.9	3.3	4.6



**DOREEN**

Doreen is 16 years old and in grade 10. She has long dark hair held back with barretts. She dresses in slacks or skirts and blouses. Throughout her school years she has been reported as extremely quiet and obedient. More recently teachers have reported that they sense a certain acquiescence or despair in Doreen's behavior. They also report that Doreen is a hard worker and seems to study a great deal. However, she seldom achieves more than a "C" grade.

In the first weeks of the study, Doreen seldom spoke to her peers, at times ignoring them when they tried to talk with her. She wrote in her journal that most of the students were silly and immature, not worth the energy to bother with. Doreen spoke in a monotone and agreed with anything adults said. Studying was the main focus in her life. A few months into the study she started talking with one of the girls in the tutoring class, and started to spend time with a younger cousin. She began to participate in activities outside of school other than studying. Doreen also started to express anger in her journal writing. She appeared to slowly gain more confidence in herself to the point of talking in class and offering her opinion. She was able to do this even when her opinion differed from the majority. By the end of the study she spoke up and did not allow peers or adults to order or push her around.

The data collected on the Behavioral Rating Scale in the post-test setting showed "0" rating (not identified in any

behavioral category), a substantial decrease from the initial rating of "3" (acute). Doreen's teachers reported to the investigator that she seemed to be better able to handle herself in group discussions and didn't always go along with what the teachers said.

On the pre-test Gates-MacGinitie measure of reading achievement Doreen attained an averaged grade score of 9.4. This indicated performance of 1.1 below her grade level of 10.5 on the post-test. Doreen scored 9.3--a decrease of .1 from the pre-test score.

**TABLE 22**

**PRE- AND POST-TEST DATA FOR DOREEN**

Doreen	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	withdrawn	3	9.1	9.6	9.4
Post	-	0	10.8	7.7	9.3

**DANA**

Dana is 14 years old and in grade nine. She is a big girl, with long blond hair that hangs over her face. School records show that she has had trouble with the authorities due to her submissiveness and that she is very easily led by her peers. Reports from teachers indicate that she has low self-esteem and lacks a sense of self-direction or purpose.

Dana's submissiveness could be seen in her interactions with classroom teachers, in that she followed direction in an obedient manner.

She was easily influenced by her friends, often getting involved in physical fighting or the taunting of others. Almost everyday she put herself down in some way, saying she was stupid or couldn't be expected to do something because she wasn't smart. Dana often told the child she tutored that the child was a better reader than she. At one point in the term she started to say how smart she was, writing it on her papers and on the blackboard. This, however, lasted for only a few days. No major behavior change was observed by the investigator in Dana's attitude toward self.

The data collected on the Behavioral Rating Scale in the post-test setting showed a rating of "1" (moderate) in the category of submissive--a decrease from the pre-test rating of "3" (acute). Dana's teachers seemed to view her submissive behaviors as moderating.

UR

On the pre-test Gates-MacGinitie measure of reading achievement Dana attained an averaged grade score of 6.2. This showed Dana to be more than three years below her grade level. Her post-test reading score was 4.8, a decrease of 1.4 from the pre-test score in reading achievement.

**TABLE 23**

**PRE- AND POST-TEST DATA FOR DANA**

Dana	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	submissive	3	7.3	5.0	6.2
Post	submissive	1	6.6	3.0	4.8

**TOD**

Tod is 15 years old and in grade nine. He has dark hair, dresses in jeans, t-shirts, and runners, and carries a large Adidas bag. Records from elementary and secondary school show a long history of anger, being displayed through aggressive behaviors. Teacher's reports and conferences with his father tell of his mother's death when he was nine and his father being disabled a few years later. This may provide some clues to Tod's sense of injustice, and his deep need for love and security.

Students and teachers disliked Tod. He was verbally and physically abusive to peers, and repeatedly disruptive in his subject area classes. Throughout the term he was on the verge of being suspended permanently from school. At times, he tried very hard to work with his tutee who he truly liked. Part way through the term his father, who is confined to a wheel chair, fell and hurt his back. This was very hard for Tod to deal with. From that time on his behavior steadily went downhill. He started to speak in rhyme, would sit and laugh for periods of time at something that was not apparent. Finally, he was verbally abusive to his tutee, and was absent for many days after this incident. He returned for one day and was unable to control his behavior, and was suspended with only two weeks left in the school year.

The data collected on the Behavioral Rating Scale in the post-test setting showed ratings of "3" (acute) in the category

of aggressiveness. This showed no change from the pre-test rating of "3" (acute). Tod's observable behavior did not improve. However, the teachers and investigator concurred that at least for the first few months it did not deteriorate. Many teachers reported at a conference they were surprised that he kept himself in control as well as he did. The investigator believes this adolescent to be in need of more help than the school system is able to provide.

On the pre-test Gates-MacGinitie measure of reading achievement Tod attained an averaged grade score of 12.7. This indicated performance of three year, seven month above his grade level of 9.5. Tod was not in attendance at the school at the time of the post-testing and consequently no post-test reading achievement score is available. The post-test data on the Behavioral Rating Scale was collected a few days prior to Tod's dismissal from the school thus this data is available.

**TABLE 24**

**PRE- AND POST-TEST DATA FOR TOD**

Tod	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	aggressive	3			12.7
Post	aggressive	3	-	-	-

**JODI**

Jodi is 16 years old and in grade 10. She is short, slightly built, and dresses in jeans, t-shirts, and quilted vest. An investigation into Jodi's past school records suggest that her behavior might be derived from a need for belonging and of self-respect. Behavioral data contained in the cumulative school records point to long-term feelings of inferiority and powerlessness. This appears to be linked to her inability to find security from her family, who have given her total freedom since she was a small child.

Jodi accepted no responsibility for her behavior. She had a reason or excuse for everything she did. Jodi expressed feelings of a conspiracy between teachers and all adults, who were out to get her. She did not think any adults ever listened to kids, that those kids who thought adults cared, were just taken in. Jodi's sole interest was in sports. Her only positive comments during the term were in reference to her participation in the work experience program, in which she helped a P.E. teacher at an elementary school. Prior to the study Jodi was usually "out of" at least one class at a time. She had also been assigned to many different homeroom teachers during the previous few months due to her verbally abusive or off-handed interactions. Jodi was not suspended from any classes during the study, and appeared to enjoy working with her tutee.

The data collected on the Behavioral Rating Scale in the post-test setting showed ratings of "1" (moderate) in the category of aggressive--a decrease from the pre-test rating of "3" (acute). Jodi's teachers seem to concur with the investigators view of a moderating of Jodi's acutely aggressive behaviors and gaining of some sense of self-control and self-respect.

On the pre-test Gates-MacGinitie measure of reading achievement Jodi attained an averaged grade score of 4.3. This indicated performance of more than six years below her grade level of 10.5. Jodi was absent from school on the days the post-testing was carried out. In the last days of the school year when she was in attendance she was not permitted to leave subject area classes due to the exam schedule, and consequently no post-test score is available.

**TABLE 25**

**PRE- AND POST-TEST DATA FOR JODI**

Jodi	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	aggressive	3	5.6	3.0	4.3
Post	aggressive	1	-	-	-



**SARA**

Sara is 16 years old and in grade 10. She has thick bushy hair that covers her eyes. She dresses in slacks or skirts, and blouses with cardigans. Throughout her school years she has been reported as extremely shy and submissive. School records suggest that Sara's behavior might derive from a need for achievement and a need to be free from guilt. Behavioral data contained in the cumulative school records and conferences with present and past teachers, point to long-term feelings of fearfulness, nervousness and anxiety. This appears to be linked to the excessively high standards set by her parents.

Sara studied in every "free" moment. She was polite to adults, although seldom offering an opinion on her own initiative. She would not interact with her peers, except for one of the girls in the tutoring class. Her attitude did not change towards peers or school work throughout the study. Sara enjoyed tutoring and expressed a great interest in becoming a teacher.

The data collected on the Behavioral Rating Scale in the post-test setting showed "0" rating (not identified in any behavioral category). This was a decrease from the pre-test rating of "1" (moderate). Sara's teachers appeared to feel that her submissive behavior had lessened somewhat. Verbal reports from classroom teachers said that she was standing up for herself with her peers, and this was also observed by the investigator (see anecdotal data for Sara). The investigator

however, still observed many instances of submissive behavior in Sara's interactions with teachers.

On the pre-test Gates-MacGinitie measure of reading achievement Sara attained an averaged grade score of 11.7. This showed Sara to be 1.2 above her grade level. Her post-test reading score was 12.7, an increase of 1.0 over the pre-test score in reading achievement.

**TABLE 26**

**PRE- AND POST-TEST DATA FOR SARA**

Sara	Behavior		Reading Achievement		
	Type	Rating	Voc.	Comp.	Averaged Grade Score
Pre	submissive	1	10.8	12.6	11.7
Post	-	0	12.7	12.6	12.7

**BONNIE**

Bonnie is 13 years old and in grade eight. She is 5'10", very slim, has long blond hair and dresses in jeans and t-shirts. An investigation into Bonnie's school records suggest her behavior might be derived from a need for recognition, approval and acceptance from peers and adults. Behavioral data contained in the school records point to long-term feelings of rejection and being unworthy of love, and this appears to be linked to her family life. Reports from classroom teachers and counselors suggest that Bonnie feels outside the family circle, in that the love and attention available is directed to the one other child (4).

At the start of the study, Bonnie spoke in a loud voice often interrupting others. The students in the class disliked her constant bragging about how tough she was and her threats of punching people in the face. The teachers sent her to the office two or three times a week for her rude verbal behavior. Part way through the study, Bonnie was beaten up by some of the girls in the school. After this incident Bonnie was very quiet for a few weeks. The girls in the tutoring class told her she would be fine if only she would start to "act normal." Bonnie did stop the tough act, but began bragging about her weekends. Her behavior changed in other classes; she started doing some of her homework assignments, and was not seen in the office on a regular basis. The French teacher told of great changes in Bonnie's behavior and in her attitude towards school.

The data collected on the Behavioral Rating Scale in the post-test setting showed "0" rating (not identified in any behavioral category).--a decrease from the initial rating of "3" (acute) in this category. Bonnie's teachers reported that she was seldom verbally abusive and if given a slight ~~w~~arning was easily able to control her behavior. The investigator feels that Bonnie did moderate many of her aggressive behaviors but is not convinced it was a healthy change, in that she may now only be hiding her anger.

On the pre-test Gates-MacGinitie measure of reading achievement Bonnie attained an averaged grade score of 4.9. This showed Bonnie to be functioning at more than three years below grade level. Her post-test reading score was 7.4, an increase of 2.5 over the pre-test score in reading achievement.

**TABLE 27**

**PRE- AND POST-TEST DATA FOR BONNIE**

Bonnie	Behavior		Reading Achievement		
	Type	Rating	Voc	Comp	Averaged Grade Score
Pre	aggressive	3	5.6	4.1	4.9
Post	-	0	8.4	6.3	7.4

## CONCLUSIONS AND DISCUSSION

In Chapter II studies were presented in support of the Needs Theory as an effective strategy for diagnosing needs-related behaviors and suggesting methods which enable troubled children to feel more secure, therefore reducing their symptomatic behavior and allowing them to be more open to the process of learning. Other studies presented indicate that empathy is a critical condition of learning, allowing the individual to experience a relationship where he feels understood; enabling him to express his feelings and concerns; promoting positive personality and behavior change; and encouraging more favorable attitudes towards learning. Also cited were studies indicating that adolescents can not only learn interpersonal skills, but also employ them in responsible, helpful, caring ways and, in the process, help themselves.

Based upon these research findings, this study had as its primary purpose the development and implementation of a program for disaffected adolescents to reduce needs-related behavioral symptomology. This program included interpersonal skills training and tutoring of disaffected children.

The experimental program was divided into two stages--the development and implementation of an Interpersonal Skills Training Program, and the development and implementation of an Inverse Tutoring Program. The Interpersonal Skills Training Program employed demonstration video tapes, paper and pencil instructional tasks, live practice in diads, and group

discussion. This part of the experimental program involved eight hours of training over three weeks and focused on empathy. Part II, the Tutoring Program, employed the adolescents as tutors on a one-to-one basis for one-half hour, three times a week for approximately fifteen weeks. A second 30 minute period during Part II was spent in preparing for the tutoring session and/or working on interpersonal skills.

In interpreting the data, t-tests were used to compare the effect of training versus no training on the academic performance and observable behaviors of the adolescents on pre- and post-measures.

The four major findings of the quantitative data are:

1. the experimental and control groups of adolescent performance was not significantly different on the pre-test standardized measures of reading achievement;
2. there was no significant difference on the post-test standardized measures of reading achievement between the experimental and control group of adolescents;
3. pre-test data collected from the behavioral rating scales for the adolescents in the experimental and control groups was not significantly different;
4. the post-test behavioral rating scores approached significance in favor of the experimental group over the control group of adolescents.

Qualitative observational data collected on the adolescents in the experimental group in the form of anecdotal records and

subsequently written up as case studies were another component of the total data collection. These qualitative data contribute further to the understanding of the reduction needs-related behavioral symptomology and the interpersonal relationships formed by the adolescents, which is not able to be seen from the test scores. Three major findings of the qualitative data were:

1. the majority of adolescents by the end of the study were interacting in positive ways within the class, and with peers and adults outside of the class. The adolescents in the experimental group did exhibit enhanced interpersonal relationships;
2. by the end of the study the adolescents were more able to listen to one another and respond in reflective ways. They were less quarrelsome--e.g., not telling each other to be quiet, interrupting one another, or yelling and swearing at each other. They seemed more to want to hear what was being said, although only a few were able to spontaneously verbalize empathic responses without overt feelings of self-consciousness. The adolescents went from consistent level one responses, to level two responses, with occasional level three response shown. All if pressed, could articulate level three responses but seldom did so unless a specific request was made to do so;

3. the adolescents seem to have gained more confidence in expressing their opinions and did not allow their peers or adults to push them around.

The findings of this study show that the experimental group did not make significant gains on the standardized measures of achievement. However, the combined data from the Teachers Rating Scales and the anecdotal records show that the adolescents in the experimental group did exhibit observable positive behavior change and enhanced interpersonal skills.

The results of the data analysis will now be examined in further detail and compared to research presented in the literature.

The pre-test mean score on the behavioral rating scale for the experimental group was 2.93 and for the control group 3.0 (see Table 11). It may be seen that the inclusion of Sara into the experimental group (see Table 11) works to substantially influence the pre-test score of the experimental group and works to their disadvantage in the statistical calculation for significance. Human considerations weighed heavily in favor of Sara's inclusion into the group and these took priority over the statistical considerations.

The pre-test mean grade score in reading of 8.3 is 1.62 below the grade level of 9.92 for the experimental group, and the mean grade score of 6.7 is 3.38 below the grade level 10.08 for the control group. This showed both groups of adolescents to have performed on this test 1.62 years or more below grade



level (see Table 28). This might be viewed by recognizing the interdependence between emotional needs and learning (Raths, 1972; Aspy & Roebuck, 1972; and Gazda et al., 1977).

Adolescents from both groups had been identified as manifesting needs-related behaviors, thus the presence of emotional needs may have been interfering with the learning process.

At a conference held with some of the classroom teachers, the investigator asked--"What kinds of behavior problems generally, seem to disrupt the acquisition of skills?" The teachers mentioned the following: loud, verbally abusive students; openly defiant students; and those who do not actively participate in the class, the silent ones. In support of Raths (1972), it could be said that the adolescents in the experimental and control group exhibited behaviors that not only interfered with their own ability to learn, but also with the learning process of others.

In considering any conclusions for the post-testing of the Gates-MacGinitie Reading test, caution should be exercised. Many problems arose in the administration of the post-test; e.g., less attention was paid to the systematic requirements of the test--in fact a few students in the experimental group were found to be "helping" each other, during the test, and since the post-testing took place near the end of the school year many classroom teachers were also testing the adolescents. This required two sittings for the reading test and still not all students were able to take part. Another complication came from

TABLE 28  
 COMPARISON OF MEAN GRADE LEVELS AND MEAN GRADE SCORES IN  
 READING FOR EXPERIMENTAL AND CONTROL GROUPS OF ADOLESCENTS

Groups	Mean Grade Level at Time of Pre-test	Pre-test Mean Grade Scores on Reading Achievement	Difference of Grade Level and Grade Score	Post-test Mean Grade Score on Reading Achievement	Change from Pre-test to Post-test
Experimental	9.92	8.30	1.62	8.40	.10
Control	10.08	6.70	3.38	7.90	1.20

the fact that not all adolescents who took the pre-test were still in attendance at the school for the post-test. One of the adolescents in the experimental group refused to take the post-test--an important stand for this particular girl (Karen), who before the study, seldom spoke, or allowed herself to display emotions or verbalize her opinions (see case study Karen).

Although the Gates-MacGinitie Reading Test results did not show gains in reading achievement, some classroom teachers did report improved attitudes towards learning, completion of previously not attempted homework assignments, less disruption in class and participation by some of those who previously did not interact.

On the post-test collection of behavioral data the experimental group showed a mean score of 1.0 whereas the control group mean score was 2.12 (see Table 13). Of note here, is that four adolescents in the experimental group were not identified on the post-test as manifesting needs-related behaviors compared to one in the control group (see Tables 14 and 15). In reference to the same Tables, it can also be seen that only one student from the experimental group, compared to four from the control group were eliminated from the study because of suspension from school. One interpretation which may be made about these data favoring the experimental group may be that these adolescents provided each other with a needed support system. This support group may have contributed to their better control of their behavior and consequently to their staying in school.

The investigator's attempts to maintain high levels of empathy, genuineness and regard is seen as a critical component of the support system (Rogers, 1957; Gazda, 1977). The training and tutoring programs allowed for and encouraged the open discussion of feelings and opinions. The adolescents showed gains in their understanding of the reflective response, which also may have assisted them to help themselves and in the process help each other (Wittenberg in Segal, 1971).

The collection of qualitative data supported the findings in Teachers Rating Scale assessments. However, due to the gross measures of the behavioral rating scale, small, subtle but important changes could not be identified. For example, the rating given to Corry did not change from the pre-test to the post-test. Corry's behavior at the time of the post-test data collection showed aggressive, in the extreme. Yet from the case study and anecdotal records, it would seem that the level of intensity had decreased. Corry was not as verbally abusive, especially towards girls and was frequently more in control of his behavior.

The case studies also point to an increased sense of autonomy on the part of many of the adolescents. For example, Sabina, Karen, Doreen, and Dawn showed that they had gained confidence in themselves and were not backing down from every day occurrences in their life. Many of the others, Paul, Corry, Sara, and Bonnie were more able to control their behavior and verbalize their feelings. As reported in the "Baker's Dozen"

study (Wittenberg in Segal, 1971), the adolescents displayed improved feelings of self-worth, and were better able to cope with their social situations.

The adolescents in the role of tutors may also have helped them to gain a sense of autonomy. Kopp (1972) and Reissman (1965) state that the feeling of having assisted another often results in an improved self-image. Thelen (1969) and Ellison (1975) report the need for the tutor to establish a good interpersonal or caring relationship with the tutee.

#### IMPLICATIONS

This study has attempted to show the results of an Interpersonal Skills Training Program and an Inverse Tutoring Program on the reduction of needs-related behavioral symptomology of disaffected adolescents. The following implications are seen as related to the study:

1. Training/Tutoring Program - this study has indicated that disaffected adolescents may be trained within the context of the school system, to enhance their interpersonal relationships. Insofar as increased understanding of interpersonal skills and involvement in an inverse tutoring program may be related to interpersonal relationships, it would seem appropriate that disaffected adolescents participate in specifically designed training/tutoring programs. It would appear that this type of training could help adolescents in forming positive interpersonal

relationships. The program seemed to contribute the adolescent's understanding of interpersonal skills and their ability to communicate with others. However, the program did not work equally well for all the participants. This may indicate a need for a longer training program for some individuals and specific attention to individual needs.

During the training program, the adolescents seemed to establish a greater ability to listen to each other. They started to trust one another and become more accepting of the opinions of others and were better able to express their own opinions.

Reference to the qualitative data presented earlier, suggests a greater ability on the part of some adolescents to control behavior and to interact with others outside the group. Because of this, a similar program may be worth consideration for other adolescents. It may be reasonable to assume that an enhancement of the interpersonal relationships within the broader school setting could ensue.

2. Effect of Training on Behavior Change - as the adolescents participated in the program positive behavior changes seemed to occur. Teachers in the school reported individuals who were seen to demonstrate less of the extreme behavioral symptoms.

The qualitative data also indicate positive behavior changes did occur.

3. Meeting of Emotional Needs - research was reviewed that suggested satisfying emotional needs reduced symptomatic behavior, enabling the person to be more open to the process of learning. Some success was indicated by the classroom teachers in their verbal reports and by the investigator's collection of observational data. However, greater benefits might result if the classroom teachers were trained to respond to the adolescents in more facilitative ways.

#### **SUGGESTIONS FOR FURTHER STUDY**

As a result of this study, several suggestions can be made concerning further research.

Cross-validation studies are necessary before generalizations can be confidently made about observable behavior changes, and about the enhancement of interpersonal relationships of disaffected adolescents in other settings. Replications of the study would assist in exploring these connections.

Research could be done involving younger disaffected children in a similar training program. Research reviewed, pointed to the need for meeting needs of all ages of children and adolescents. If training the younger disaffected child was feasible then teachers/trainers may be able to help these youngsters to change their behaviors and enhance their

interpersonal relationships at a younger age. A study of this nature may help alleviate some of the problems experienced by disaffected children before the critical period of adolescence.

Not all adolescents seemed to benefit from participation in the study. As previously suggested, a more intense interpersonal skills training program might have resulted in increased positive observable behavioral changes. Considering that these adolescents had developed their symptomatic behaviors over many years, it may well be that the eight hours of initial training was not sufficient to allow the adolescents to become familiar with the skills and gain confidence in their own abilities to use them, within the group before trying to be facilitative outside of the group.

Research could also be done to determine the long-term gains of the adolescents participating in the study. The results of the research would assist investigators to assess continued or progressive behavioral change.

Replications of the study with the added dimension of an investigation and subsequent collection of data on tutee gains may indicate that the training/tutoring program is helpful in encouraging behavioral changes in the tutees.

In this study the classroom teachers expressed dissatisfaction with the Teachers Rating Scale used to assess symptomatic behaviors. The teachers had difficulty with interpreting the behavioral descriptions and assessing the levels of behavioral intensity. The development of an



instrument using more finite ratings of behavioral descriptors appears to be a critical need in doing other studies of this type.

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**APPENDIX A****THE SELECTION PROCESS****INTRODUCTION**

This section contains materials used in the selection process, initiated by the investigator. This includes letters of permission, materials used to introduce the study to the teachers, and the Teachers Rating Scale.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

118

To..... Claudia Engen..... M.Ed. Program Faculty of Education.....	From... Roger Blackman, Chairman..... University Committee on Human Experimentation.....
Subject... Ethical Approval of Tutoring..... Project	Date... February 21, 1980.....

I have reviewed the material just received on the Marlborough/Royal Oak Tutoring Project that you are supervising.

The principal concerns of my committee regarding such projects are the following:

- That the children, and their parents, freely give their informed consent to be participants;
- That confidentiality is strictly maintained;
- That the project supervisor remains alert and sensitive at all times to the participant's ethical rights (such as the right to withdraw their participation for whatever reason).

The first two points are covered in an acceptable fashion in your project, according to the information you have given me. Assuming your acceptance of, and adherence to, the third point, approval of your project is hereby provided.

Roger Blackman

:jh

cc: Prof. S. Wasserman, Education  
Prof. B. Hiebert, Education representative on  
UCHE Committee.

PROFESSIONAL DEVELOPMENT CENTRE  
BURNABY SCHOOL BOARD



1979-03-12

Ms. Claudia Engen,  
3984 Venables Street,  
Burnaby, B. C.  
V5C 2Z4

Dear Ms. Engen:

Further to our meeting with you on March 8, I have contacted Lex Henderson, principal of Edmonds Jr. Secondary School, and described in brief the nature of the study you would like to conduct.

We are not sure whether or not this setting will meet your requirements, but it would be worth visiting with Mr. Henderson to investigate this possibility further. He is expecting you to call in the next week or so.

Thank you for attending our meeting and describing in detail the nature of your study.

Yours sincerely,

Blake Ford  
Chairman  
Research Committee

BF/11

# MARLBOROUGH - ROYAL OAK SCHOOL <sup>120</sup>

Kindergarten to Adult Education

Elementary - Adult

6060 Marlborough Avenue  
Burnaby, B.C. V5H 3L7  
Phone: 434-5054

Secondary

6037 Marlborough Avenue  
Burnaby, B.C. V5H 3L6  
Phone: 433-9396

80-01-04

Dear Parents:

As you may have heard, Marlborough/Royal Oak is initiating a tutoring program. The plans have been developed by Mrs. Claudia Engen, a teacher working on a Master of Education degree at Simon Fraser University, and reviewed and supported by the Burnaby School District in agreement with the staff of both schools. Upper grade students will be given the opportunity of helping children in younger grades. It will give the upper graders the chance to gain confidence in their own abilities to help another person and build on their own problem solving skills. At the same time, the younger children will get more of the individual attention that every learner needs. The older children will receive special training in how to be a tutor and will become trusted members of a team of classmates who are working on ways to help children learn. Younger children will benefit from the special learning experience and from working with an older child who takes a personal interest in them.

The training of twelve student tutors at Royal Oak is now underway. Soon they will be ready to start helping a younger child; thus, it is time to select the elementary students. In this selection, we are not necessarily looking for children who need help with reading, as research clearly shows all children (including good readers) can benefit from individual, one-to-one help.

Your child's classroom teacher has given permission for him or her to take part in this new program. This means, 30 minutes three times a week, \_\_\_\_\_ would work with a trained tutor from Royal Oak. Mrs. Engen will supervise all sessions. The older students will cross over to Marlborough when meeting with the younger people. The program starts February 12 and continues until the last week of classes.

At the end of the school year, the program will be evaluated and a report made to the Department of Education at Simon Fraser University, to the Burnaby School District, and to Marlborough/Royal Oak School. Individual students will remain anonymous. The report will deal with the overall results of the program.

.../2

We ask permission for your child to participate in this new tutoring program. Mrs. Engen will hold a short meeting at 3:00 on Tuesday, February 5, in room 21 at Marlborough Elementary to answer questions and to outline the program in more detail. It is hoped you can attend. If this is not possible and you would like more information, please call Mrs. Engen at the school, 433-9396, or at home, 298-4889.

We are enthusiastic and have high expectations for the success of this tutoring program. We hope you will share our enthusiasm.

Sincerely,

Claudia Engen

CE:gk

\*\*\*\*\*

If you are unable to attend the meeting and you are willing for \_\_\_\_\_ to take part in this program, please sign this lower portion and return to the office by Tuesday.

I, \_\_\_\_\_, give permission for \_\_\_\_\_ to participate in the tutoring program.

# MARLBOROUGH - ROYAL OAK SCHOOL 122

## Kindergarten to Adult Education

### Elementary - Adult

6060 Marlborough Avenue  
Burnaby, B.C. V5H 3L7  
Phone: 434-5054

### Secondary

6037 Marlborough Avenue  
Burnaby, B.C. V5H 3L6  
Phone: 433-9396

80-01-16

Dear Parents:

As your child may have mentioned, Marlborough/Royal Oak is initiating a tutoring program. The plans have been developed by Mrs. Claudia Engen, a teacher working on a Master of Education degree at Simon Fraser University, and reviewed and supported by the Burnaby School District in agreement with the staff of both schools. Upper grade students will be given the opportunity of helping children in younger grades. It will give the upper graders the chance to gain confidence in their own abilities to help another person and build on their own problem solving skills. At the same time, the younger children will get more of the individual attention that every learner needs. The older children will receive special training in how to be a tutor and will become trusted members of a team of classmates who are working on ways to help children learn. Younger children will benefit from the special learning experience and from working with an older child who takes a personal interest in them.

Your child has been asked to join the tutor training program, and has expressed interest. This would involve one elective block in his/her timetable, starting January 22, 1980, and carrying on until the end of the school year. Thus, to be included in this class, he/she would have to drop one of the electives now being taken. For your child, this would mean dropping \_\_\_\_\_ and taking Tutoring. The school, in support of this class, will give the same type of credit as any other elective course offered.

At the end of the school year the program will be evaluated and a report made to the Department of Education at Simon Fraser University, to the Burnaby School District, and to Marlborough/Royal Oak School. Individual students will remain anonymous. The report will deal with the overall results of the program.

We ask permission for your child to participate in all aspects of this new course. (The students will be using cassette tape and possibly video tape recorders.)

Mrs. Engen will hold a short meeting at 3:30, Thursday, January 17, in room 204 to answer questions and to outline the program in more detail. It is hoped you can attend. If this is not possible and you would like more information, please call Mrs. Engen at the school, 433-9396, or at home, 298-4389.

We are enthusiastic and have high expectations for the success of this tutoring program. We hope you will share our enthusiasm.

Sincerely,

Claudia Engen

CE:gk

\*\*\*\*\*

If you are unable to attend the meeting and you are willing for your child to drop \_\_\_\_\_ and take Tutoring, please sign this lower portion and return to the office by Friday.

I, \_\_\_\_\_, give permission for \_\_\_\_\_  
\_\_\_\_\_ to drop \_\_\_\_\_ and take Tutoring.

# MARLBOROUGH - ROYAL OAK SCHOOL

124

## Kindergarten to Adult Education

### Elementary - Adult

6060 Marlborough Avenue  
Burnaby, B.C. V5H 3L7  
Phone: 434-5054

### Secondary

6037 Marlborough Avenue  
Burnaby, B.C. V5H 3L6  
Phone: 433-9396

80-02-25

Dear Parents:

We are now underway with the Tutoring Program. The older students who are acting as tutors have been working on developing their listening skills, that is, really trying to "tune in" to what is being said. Hopefully, these skills will be used when working with the younger person, as it is believed we all can learn and grow at a higher level when others show they care about us.

During the tutoring time, the pairs of students will be working on oral reading, vocabulary development, word attack skills, and basic comprehension. This may take a variety of forms: actual reading, playing of language arts games, crossword puzzles using vocabulary words, etc.

This letter is simply to let you know we have started tutoring. If you have any questions or want to discuss how things are going from your or your child's point of view, please call me at the school, 433-9396, or at home, 931-4346.

Sincerely,

Claudia Engen

CE:gk



**INTRODUCTION TO THE PROPOSED  
INTERACTIVE TUTORING STUDY**

The Course Outline provides a general description of the program. If detailed information is desired please contact me at .....

The Teacher Rating Scale will be the main criterion used in identifying possible students for the tutoring program.

Some guidelines in using the scale:

- the first two pages of this scale are instructional.
- please feel free to discuss prospective students with other teachers.
- please identify a student even if you know another teacher will identify the same person.
- any one child will not display all the described behaviors. They are intended to give you an overview to some of the possible behaviors.

Please return the Teacher  
Rating Scales to Counseling,  
by Dec. 19. If you have

questions after the  
orientation, contact me  
at.....

Thank you for your interest  
and support.

**COURSE OUTLINE FOR INTERACTIVE TUTORING****STATEMENT OF PURPOSE**

To study the effects of a tutoring program. The program will use students at Royal Oak Jr. High School as tutors of students at Marlborough Elementary. The Junior High students will be taught how to be helpful tutors. At the end of the program information will be collected to see if the program had any effect.

**OVERVIEW**

In taking this course the students will spend time: developing listening skills; making decisions; and be challenged by trying to help someone younger.

**LEARNING OUTCOMES**

1. To better understand himself and others.
2. To accept responsibility for his own actions.
3. Come to understand some of his feelings and the feelings of others.
4. To develop skills in:
  - listening
  - problem solving
  - working in groups
  - self-evaluation
5. To make gains in behavior and academic work.

**KEY EXPERIENCES**

1. Working alone and in small groups.
2. Be given responsibility for working with a young child.

3. Develop lessons suitable to assist the child.
4. Talking and sharing experiences with a younger child, and with peers.

#### **MATERIALS**

Provided by the Supervising Teacher:

- Introductory Handbooks
- Paper and pencil tasks (mimeos)
- Notebooks, one per student.

Provided by the Student:

- One notebook
- Pen or pencil

#### **DIVISION OF CLASS TIME**

- |                              |  |
|------------------------------|--|
| Jan. to Feb.                 | - Full hour of block, intensive training for tutors  |
| Feb. to last week of classes | - $\frac{1}{2}$ hour of block, serving as a tutor<br>- $\frac{1}{2}$ hour of block, involved with task work, lesson preparation, and discussion, on-going training |

#### **DURATION**

Jan. 22 to end of term in June

#### **COURSE REQUIREMENTS**

1. Students are expected to participate in all areas of the program.
2. Students are expected to complete all tasks.
3. Students are expected to attend all or at least a very high percentage of classes.

#### **EVALUATION**

Self-evaluation - Students will assess the degree to which they fulfilled the course work.

Teacher evaluation - Similar to other elective courses.

**TEACHER RATING SCALE****NEEDS RELATED BEHAVIOR****ASSESSMENT SCALE**

What kinds of behaviors are closely related to unmet emotional needs? What extreme kinds of behaviors can be observed and identified by professional teachers?

This instrument identifies five behavioral profiles which indicate emotional needs that are not being met. These are not the only needs which could be identified. They are, however, those needs which are seen as the most crucial and threatening to the child's basic growth and development.

This instrument, used in conjunction with your best professional observations, should be helpful in identifying behaviors which are exhibited in the extreme.

Claudia Beaven

adapted from a similar scale  
developed by Louis Raths,  
Meeting The Need of Children,  
1972.

**RATING SCALES**

There are five behavioral profiles in this instrument. Each profile describes an unsatisfied emotional need.

In making your assessments read each of the behavioral descriptions, and if, in your professional opinion you can identify one or more children who exhibit these behaviors, then enter their name/names in the spaces provided under each profile.

**ASSESSING THE BEHAVIOR**

Every person has good and bad days. Every person experiences times when "things go wrong". That is why teachers who have observed these people in a variety of situations are being asked to use these profiles. The assessments should reflect how the person generally behaves. Through this thoughtful application of the assessment scales, a profile of the persons behavior will be observed.

This instrument, along with the Individual Data Sheet will provide the data required to make the final selection of students.

Note: Not all students, so identified, will be selected.

## TEACHER RATING SCALE

### THE AGGRESSIVE TYPE

This is the child whose outward behavior presents problems to the teacher and to the other children. He may often be angry. He may engage in acts which are hurtful to other children, to the teacher, or to school property. He may also use verbal abuse--swear, yell, name call, or use domineering talk. In his interactions with other children, he may talk of killing, hurting, or maiming, or various other cruelties. He may talk of, or show cruelty towards animals. Or his aggression may take a more physical forms, in which he engages in pushing, hitting, punching, kicking--actions which are intended to hurt others. Sometimes, his actions are directed towards property--defacing desks or walls, breaking furniture, destroying supplies and equipment. He may direct his hostile behavior to his own property. He may tease others, use them as scapegoats and/or have a chip on his shoulder. This child is disruptive to the usual or "normal" classroom activities. His behavior brings him punishment and rejection from those with whom he comes in contact.

A. Which children in your class manifest clearly these behavioral patterns?

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

B. Which children seem to show these behavioral patterns?

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

## TEACHER RATING SCALE

### THE WITHDRAWN TYPE

This is the child that seems to isolate himself from others. He spends a great deal of time by himself. He may go to and from school alone: he may spend recess and lunch away from the other students. This type of child may avoid contact with his classmates by perhaps dawdling a long time in the washroom or lingering at his desk before going outside. He often takes a seat away from the other children. He prefers the association of adults rather than his agemates. He engages in activities which in a quite natural way divorce him from others. He seems to be on the fringe of things, spectating rather than participating.

A. Which children in your class manifest clearly these behavioral petterns?

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

B. Which children seem to show these behavioral patterns?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## TEACHERS RATING SCALE

### THE SUBMISSIVE TYPE

This is the child who has little sense of direction for himself. He has great difficulty making decisions and continually looks to others for support and guidance. He is generally resistant to newness of change, preferring activities that he has become accustomed to. He seems afraid of making mistakes. Frequently he is imitative. He yields to authority and group opinion with little hesitation and hardly ever argues or protests. Frequently he is the kind of child who gets "pushed around" but rarely, if ever, resists. Quite often he lets you know that he feels other students know much more and can do better than he can. He tends to have very few, and sometimes no real companions.

A. Which children in your class manifest clearly these behavioral patterns?

a. \_\_\_\_\_

d. \_\_\_\_\_

b. \_\_\_\_\_

e. \_\_\_\_\_

c. \_\_\_\_\_

f. \_\_\_\_\_

B. Which children seem to show these behavioral patterns?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



## TEACHER RATING SCALE

### THE REGRESSIVE TYPE

This is the child who reverts to more immature, or "babyish" behavior, after having already advanced to more mature and independent stages of development. This may be a seven year-old, who suddenly begins to act like a three year-old, sucking his thumb, or wishing to sit in the teacher's lap, or asking for help with his overcoat and boots. He may engage in baby talk, or he may whine or cry a good deal. Or, this may be a fourteen year-old, who regresses to the behavior of a nine, wanting to play with only younger children, or with toys that seem more appropriate to younger children. Sometimes, his academic performance suddenly falls to a much lower level. In either case, this is the child who has clearly advanced to more mature levels of development and who suddenly reverts or regresses backwards to behavior associated with a much younger child.

A. Which children in your class manifest clearly these behavioral patterns?

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

B. Which children seem to show these behavioral patterns?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## TEACHER RATING SCALE

### THE CHILD WITH PSYCHOSOMATIC SYMPTOMS OF ILLNESS

This is the child who has a whole variety of illnesses, or is subject to frequent and acute attacks of one type of illness. The important issue in these illnesses is that they do not seem, by physician's diagnosis, to have a physical cause. This child may suffer from attacks of allergies, skin disorders, headaches, stomach aches, respiratory difficulties. What is more, when the child experiences difficulties with school work, when he experiences anxieties or pressure in the classroom, his symptoms seem to either begin, or to intensify. This child may be absent frequently and/or frequently ask to be sent to the school nurse. This is a child whose physical symptoms give him a great deal of difficulty and who is intensely involved with his aches and pains.

A. Which children in your class manifest clearly these behavioral patterns?

a. \_\_\_\_\_

d. \_\_\_\_\_

b. \_\_\_\_\_

e. \_\_\_\_\_

c. \_\_\_\_\_

f. \_\_\_\_\_

B. Which children seem to show these behavioral patterns?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

INDIVIDUAL DATA SHEET

The Child I Recommend:

Name \_\_\_\_\_

Address \_\_\_\_\_

Birthdate \_\_\_\_\_

Sex - Male \_\_\_\_\_ Female \_\_\_\_\_

Grade \_\_\_\_\_

I.Q. \_\_\_\_\_ Reading level \_\_\_\_\_

This child's reading and/or writing performance is at least one level below grade average.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This child displays the following needs related behavior/behaviors.

- 1. Submissive \_\_\_\_\_
- 2. Withdrawn \_\_\_\_\_
- 3. Aggressive \_\_\_\_\_
- 4. Regressive \_\_\_\_\_
- 5. Psychosomatic \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX B****THE TRAINING PROGRAM****INTRODUCTION**

This section contains a complete description of the Interpersonal Skills Training Program. This includes outlines for the eight one hour sessions, the introductory handbook, the instructional handbooks, paper and pencil tasks and samples of the interaction leaders are included.

It is hoped that this material may prove useful to others interested in developing similar training programs.

**SESSIONS FOR INTERPERSONAL SKILLS TRAINING PROGRAM**

- Session I Introduction and Discussion of Interactive Tutoring Program
- Session II Awareness of Personal Feelings and Ways of Listening
- Session III Gaining an Understanding of Different Interaction Styles
- Session IV Preliminary Rating of Empathic Responses
- Session V Coding of Empathic Responses
- Session VI Formulation of Responses That Attend
- Session VII Initial Practice in Verbalizing the Empathic Response
- Session VIII Verbalizations of Responses and Planning for Tutee Observation

**SESSION I**  
**INTRODUCTION AND DISCUSSION OF**  
**INTERACTIVE TUTORING PROGRAMS**

**OBJECTIVES**

- To explore personal feelings toward participation in a tutoring program.
- To have students gain an understanding of what tutoring involves.

**TRAINING**

- Students read and discuss the handout "Interactive Tutoring, Developing a Helping Relationship".
- Students discuss in a group how they feel about participating in the tutoring program.
- Students discuss what is meant by "Interactive Tutoring".
- Students discuss what it means to help others.

**REMARKS**

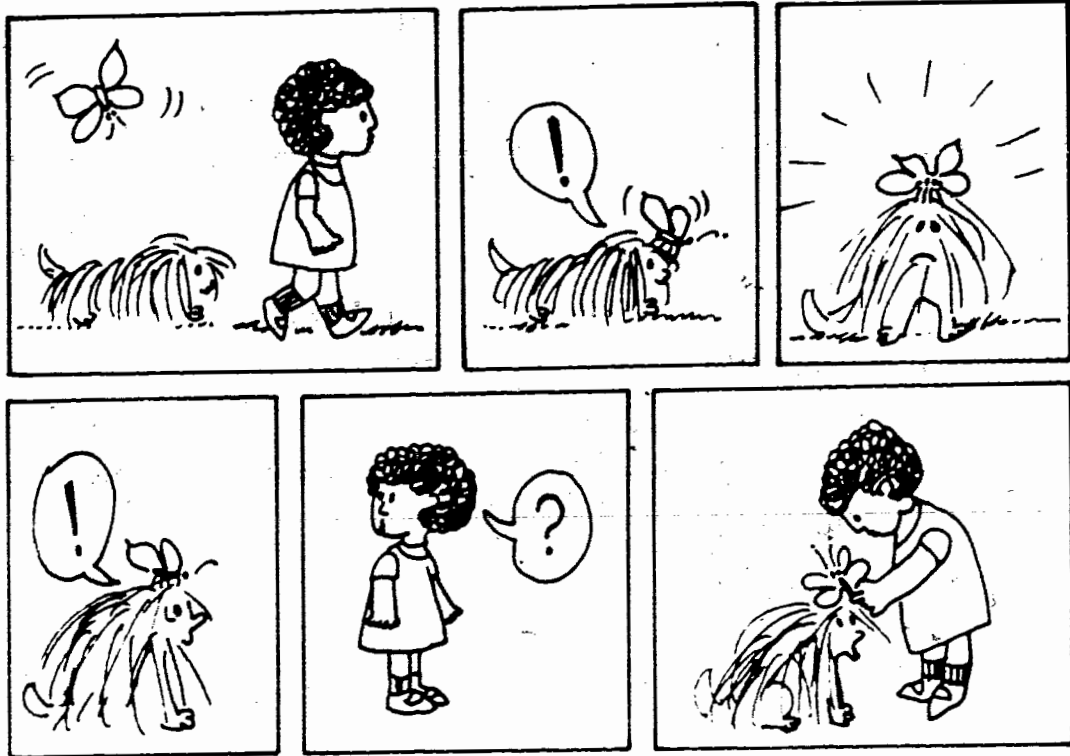
- It is important for students to start interacting with each other and the teacher. A trusting relationship needs to be built.
- Students need to feel their ideas and opinions are going to be heard and valued.
- The teacher models high levels of empathy, respect, and genuineness during group discussions, ensuring that all feelings and opinions are expressed.

# Interactive Tutoring



**Developing a helping relationship.**

This class will help you to be

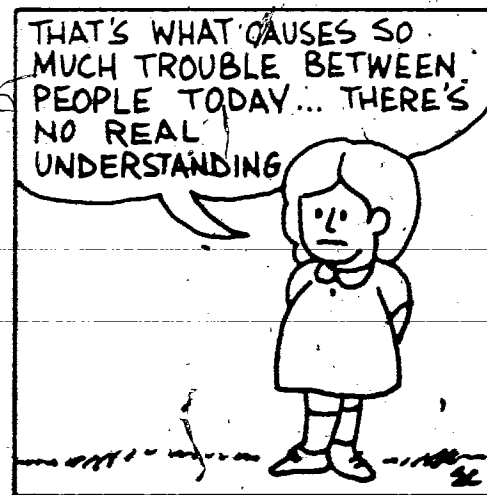
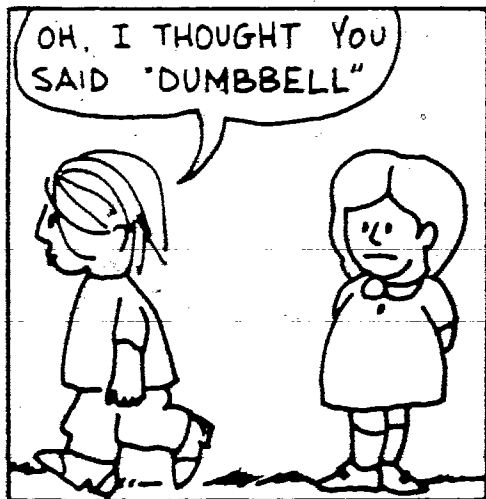
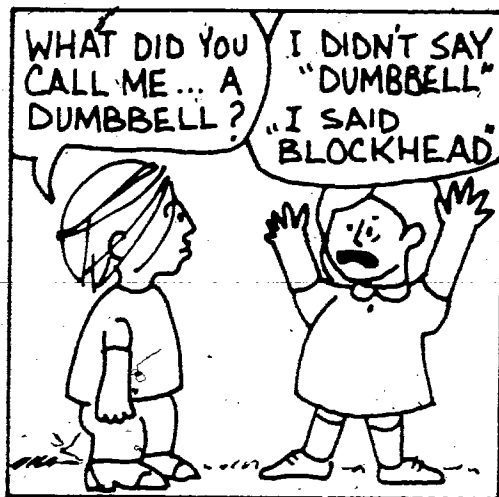
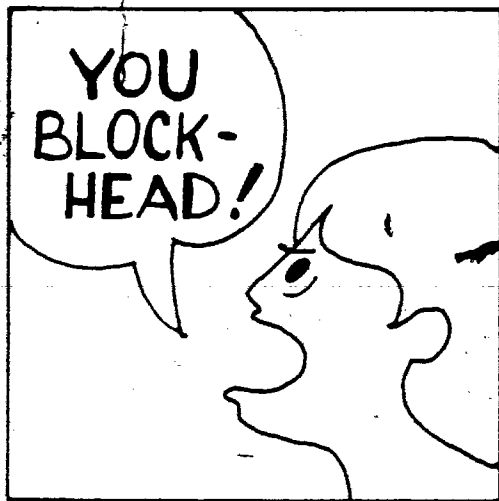


a thoughtful tutor.



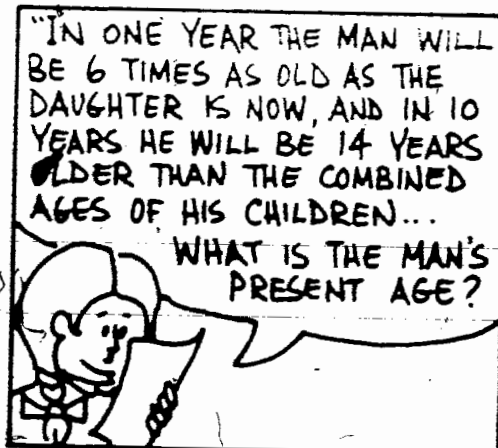
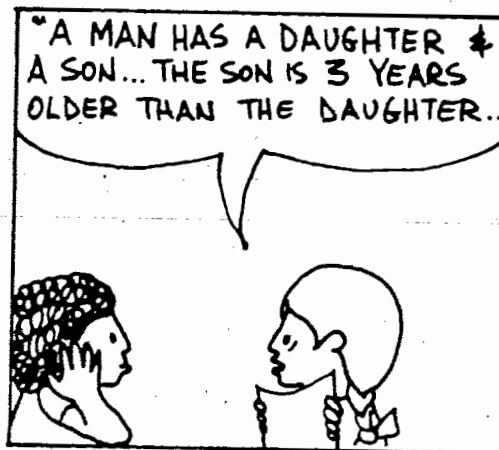
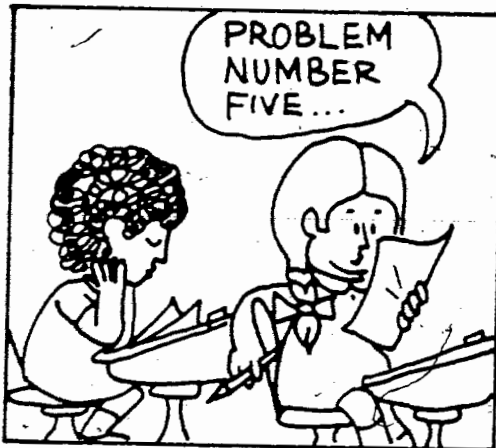
We will be working on listening skills.

\*These skills will help you to understand what others say.

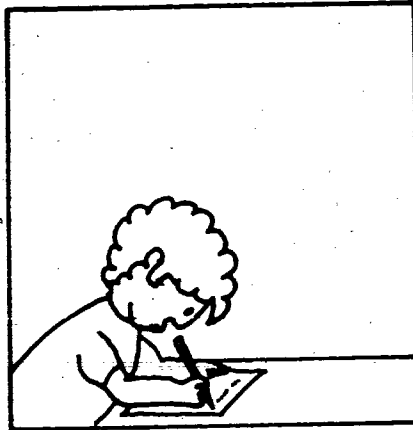


As a tutor, you will be working  
with a young child.

When helping your child,  
you will need to listen carefully,  
so that you  
understand what he or she is saying.

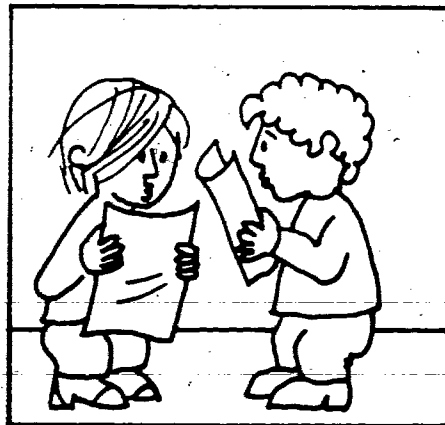


**In learning how to be a tutor, you will at times  
work alone...**

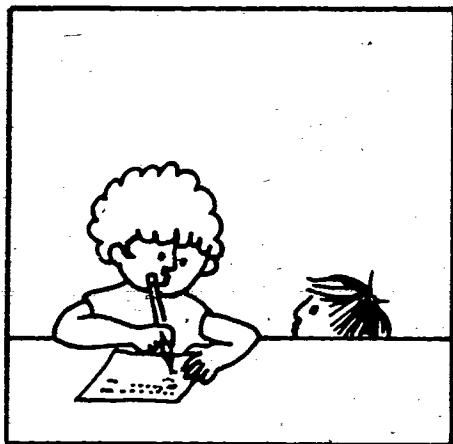


**or with another  
person in the class**

...



**Sometimes you will work with the child  
you will tutor...**

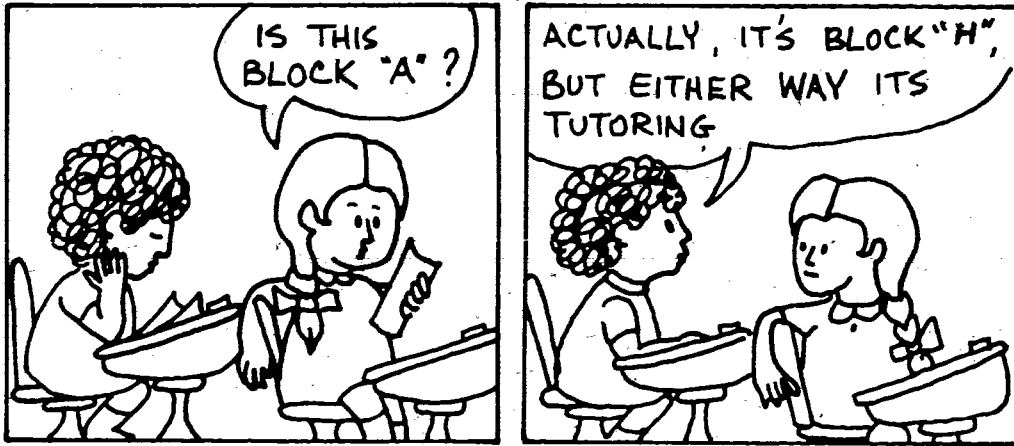


**And sometimes you will work in a group.**



## Class Meetings —

There are two Blocks of Interactive Tutoring.  
Some people will meet in Block A, others  
will meet in Block H.

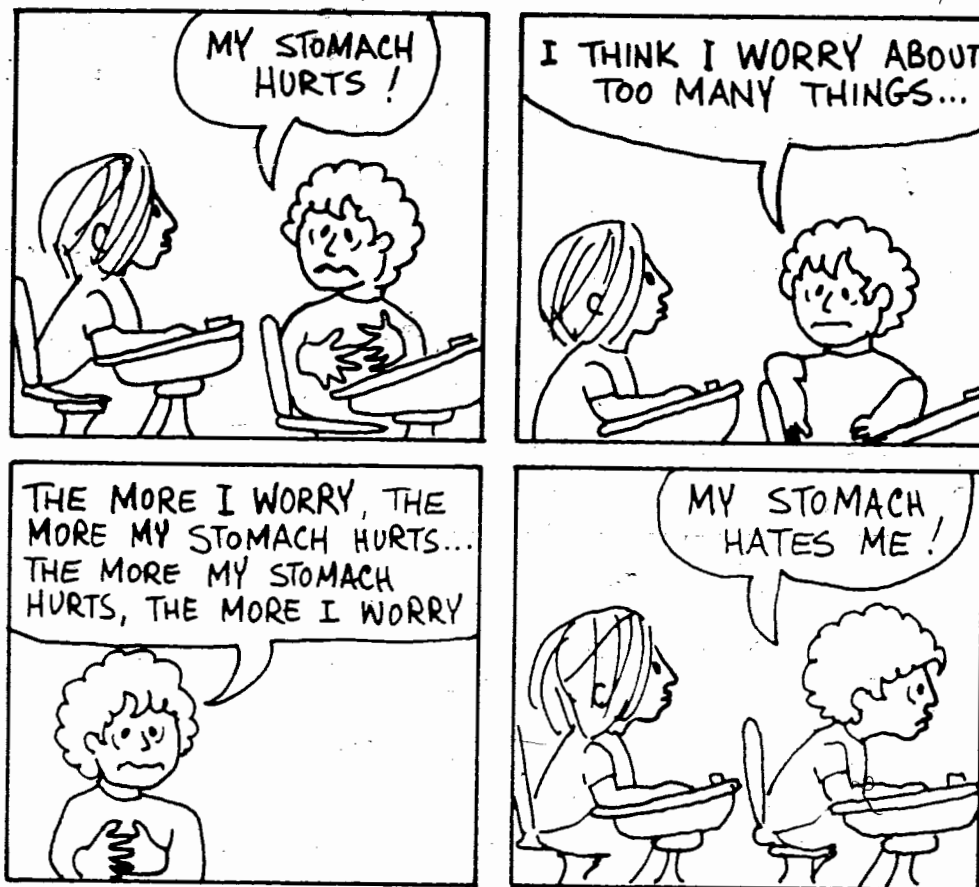


Attendance is very important.



## Evaluation —

The teacher will talk with each student-tutor about his or her progress. It will be important that you too, evaluate your progress.



**If you have concerns,  
lets talk about them.**

**SESSION II**  
**AWARENESS OF PERSONAL**  
**FEELINGS AND WAYS OF LISTENING**

**OBJECTIVES**

- To increase students understanding of helping relationships.
- To have students come to an initial understanding of helpful interactions.
- To encourage communication between students and teacher.
- To have students become aware that there are different types of interacting.
- To collect subjective data.
- To help students become in touch with their feelings.

**TRAINING**

- Students complete "This is me".
- Students spend 5-10 minutes writing in journals.
- Students share three things about themselves.
- Students read and discuss "Interactive Handbook - Interpersonal Skills: Book A".
- Students talk about different ways of listening.

**REMARKS**

- The acceptance of their own and other feelings is important for these students.
- The trainer needs to be consistent in her acceptance of all opinions, yet to model empathic understanding when

those opinions attack or are provocative to the other students.

- The teachers comments on journal writing is reflective and/or empathic.



Name \_\_\_\_\_

1. The games and sports I like are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. My favorite TV programs are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. My hobbies are: \_\_\_\_\_  
\_\_\_\_\_
4. If tomorrow were a holiday, I'd spend the day in the following ways: \_\_\_\_\_  
\_\_\_\_\_
5. The things I'm interested in are:  
\_\_\_\_\_  
\_\_\_\_\_
6. I'm happiest when \_\_\_\_\_  
\_\_\_\_\_
7. My favorite subject is \_\_\_\_\_
8. My 'worst' subject is \_\_\_\_\_
9. I need help with \_\_\_\_\_
10. I worry about \_\_\_\_\_
11. Things that scare me are \_\_\_\_\_
12. The things that bother me in school are \_\_\_\_\_  
\_\_\_\_\_

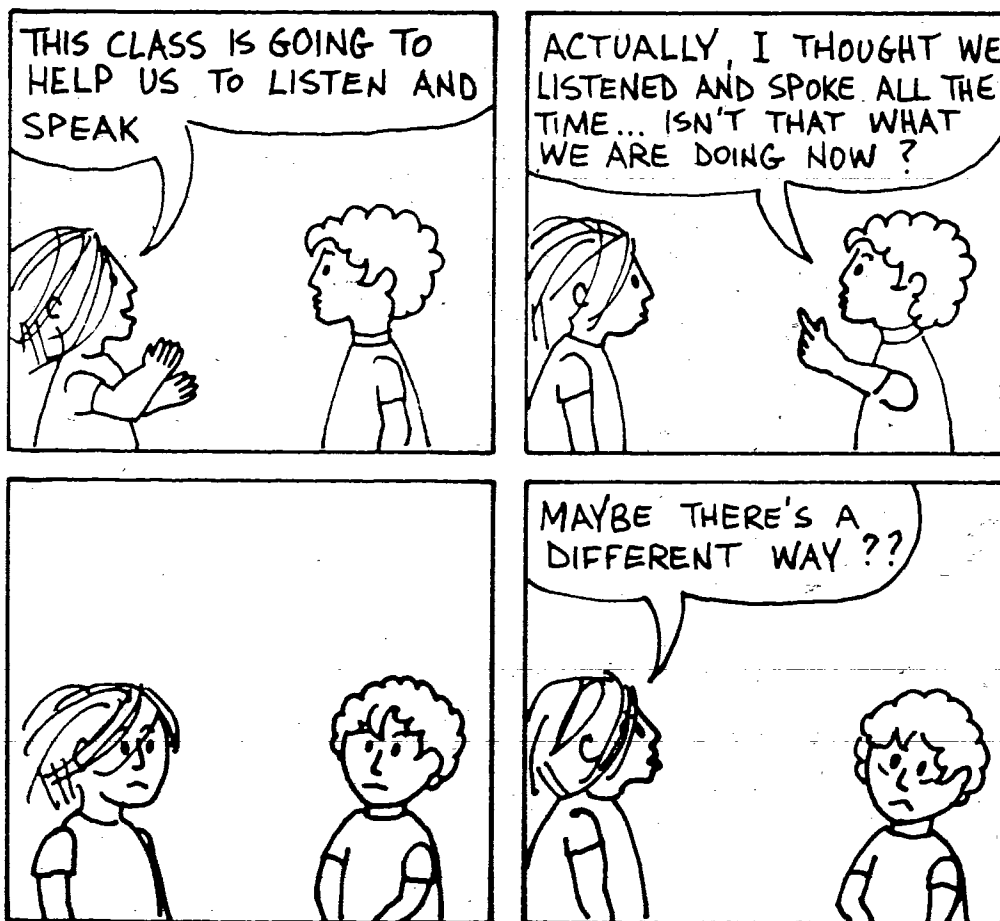
13. The things that bother me out of school are \_\_\_\_\_  
\_\_\_\_\_
14. The things that bother me at home are \_\_\_\_\_  
\_\_\_\_\_
15. When I'm eighteen, I hope \_\_\_\_\_
16. When I grow up, I plan to \_\_\_\_\_  
\_\_\_\_\_
17. The kind of job I'd like to have is \_\_\_\_\_
18. To me friendship means \_\_\_\_\_
19. Some words that describe me are \_\_\_\_\_  
\_\_\_\_\_

Circle the best answer

20. I like to be with friends YES NO
21. Making friends is EASY HARD
22. Check ( ) approximately 4 traits in the kind of person  
you like to be with.
- |                                   |                               |
|-----------------------------------|-------------------------------|
| _____ is friendly                 | _____ is good at sports       |
| _____ is helpfull                 | _____ is easy to talk to      |
| _____ acts natural                | _____ has a sense of humor    |
| _____ is understanding            | _____ is fun to be with       |
| _____ is good at school work      | _____ is happy-go-lucky       |
| _____ is popular with everyone    | _____ has only me as a friend |
| _____ is a good sport             |                               |
| _____ is a quiet person           |                               |
| _____ has similar interests as me |                               |
23. Say something more about yourself to help your tutee get  
to know you.
24. List the children in your family from oldest to youngest,  
giving age. "B" means boy, "G" means girl. Put a star by  
your own name. Example: B<sub>18</sub> G<sub>16</sub> \*Gary<sub>13</sub> B<sub>10</sub>

# Interactive Handbook

## Interpersonal Skills: Book A



What is meant by interactive tutoring?

Why are interactions part of the tutoring class?

Interaction means: action “between” two things or people.

Tutoring means: being helpful to another person.

Interactive Tutoring means: action (speaking and listening) between two people, one helping the other.

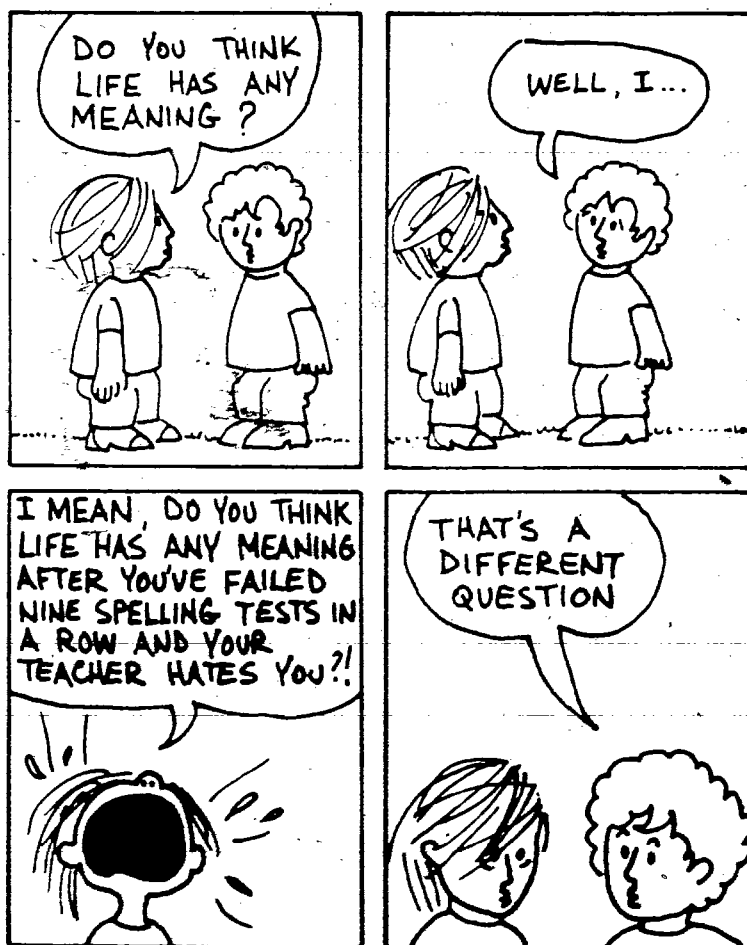


As an interactive tutor you will do a great amount of careful listening and speaking.

Each of you will practice listening and speaking skills in class, before you start helping your young child.

As you practice your interactions (listening and speaking skills) you will become better able to help.

You will be better able to understand how the student feels about himself and his school work.



Tutors can be helpful.  
 Tutors can be helpful to their students.  
 Tutors can help their students to learn.



...allow whoever you are with  
 to be who they are.

...accept the other person the  
 way he\* is.

\* We realize there are two  
 sexes, however, for clarity  
 and ease of reading, the  
 pronoun "he" will refer to  
 both males and females.

**Interactive Tutors:**

listen to what others say,  
and  
listen to what they themselves say.



...everyone needs practice  
in developing their listening  
and speaking skills.

**Careful listening helps you to understand:**  
how a person is feeling,  
and  
what he is saying.



After careful listening, you will  
be able to speak to the person so that

he knows

you heard and understood what he  
was saying.

School can and should be a helpful place.



**SESSION III**  
**GAINING AN UNDERSTANDING OF**  
**DIFFERENT INTERACTION STYLES**

**OBJECTIVES**

- For students to understand the importance of building a good relationship with the child they will tutor.
- To encourage communication between students and teacher.
- For students to gain an awareness of different types of interactions.
- For students to gain an initial understanding of the three levels of interpersonal responses.

**TRAINING**

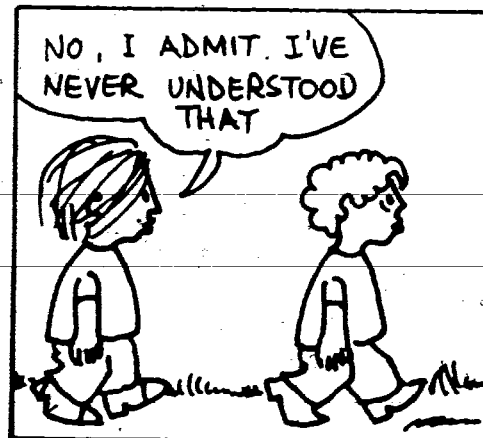
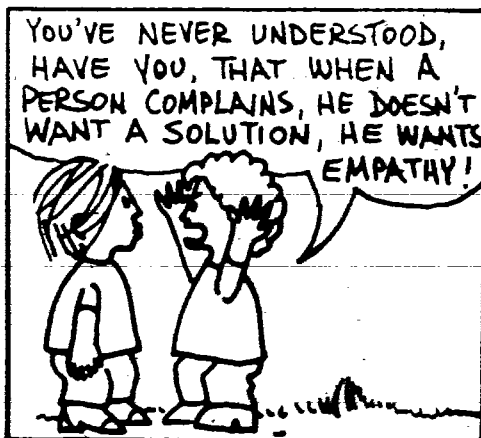
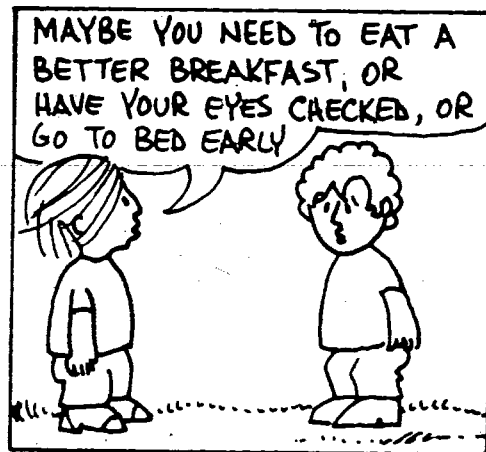
- Students spend 5-10 minutes writing in journals.
- Students discuss what is happening in their life.
- Students view video-tape "Teacher Trouble, Part A" and discuss their reactions.
- Students view video-tape "Teacher Trouble, Part B" and discuss their observations and reactions.
- Students brainstorm a list of possible problems younger kids might have in school.
- Students read and discuss "Interactive Handbook - Interpersonal Skills: Book B".
- Students read over and as a group use IS-I to help code the level and type of interactions used as examples by the teacher.

**REMARKS**

- Trainer needs to continue encouraging students to express personal feelings.
  - Group discussion and sharing of ideas is important for students to help build confidence in themselves.
  - Important for students to be able to relate to video-tape and examples used for coding practice.
  - Important for teacher to continue modeling high levels of empathy respect and genuiness.
- 2

# Interactive Handbook

## Interpersonal Skills: Book B



There are 3 levels of Interpersonal skills.

- Level 1 - The helper did not really listen to what was said.  
The helper does not try to understand what was said.
- Level 2 - The helper listens and understands some of what was said.  
The helper partly understands how the helpee feels.
- Level 3 - The helper listens carefully and understands what was said.  
The helper understands how the helpee feels.  
When the helper speaks the helpee knows that he is understood.



The helper does not listen carefully.

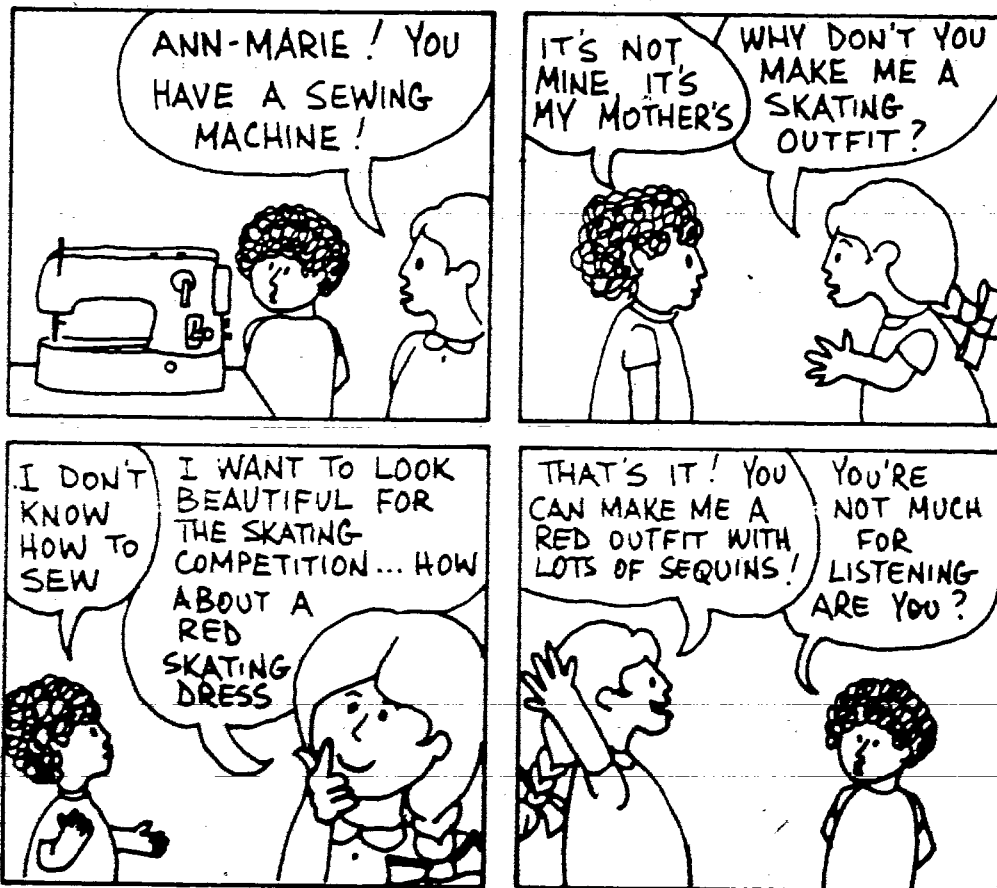
He does not try to understand.  
 He is hurtful.  
 He does not care about the helpee.  
 He puts the blame on the helpee.  
 He talks about something else.

Example:

F - "How did you do on the English test?"

J - "I got a 'D' again. Boy, am I in trouble this time.  
 I don't know what I'll do."

F - "It is your own fault. I did great, I got a 'B'."



The helper listens, and understands some of the feelings.

He tells the helpee what to do.

He tells the helpee how he (the helper) feels.

He asks stupid questions.

He tells the helpee to forget how he feels.

Example:

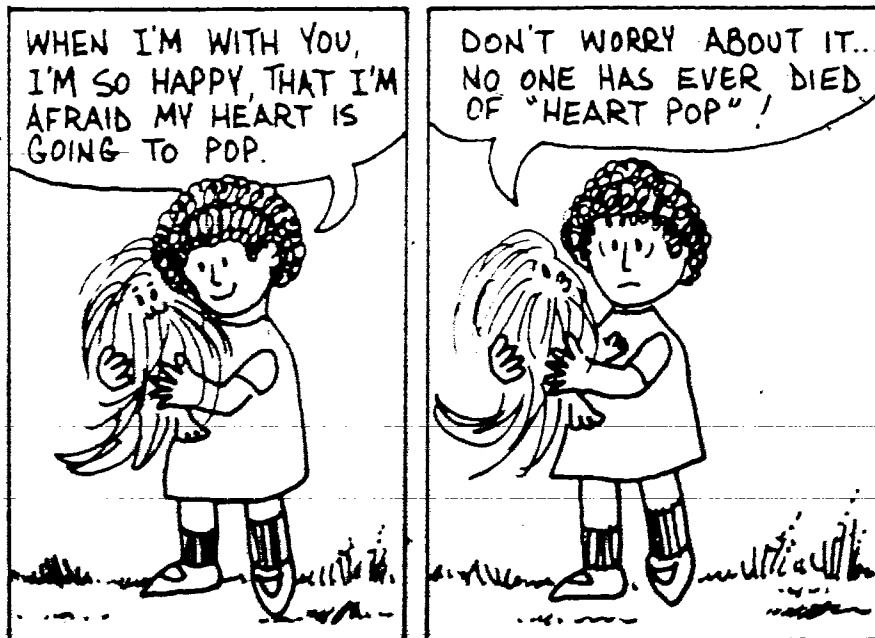
F - "How did you do on the English test?"

J - "I got a 'D' again. Boy, am I in trouble this time.  
I don't know what I'll do."

F - "You should have studied."

or

F - "Don't worry. Maybe you will do better next term."



The helper listens carefully. He understands how the helpee feels and what the helpee is talking about. When the helper speaks, the helpee knows that he is understood, and knows that the helper understands how he (the helpee) feels.

Example:

F - "How did you do on the English test?"

J - "I got a 'D' again. Boy, am I in trouble this time. I don't know what I'll do."

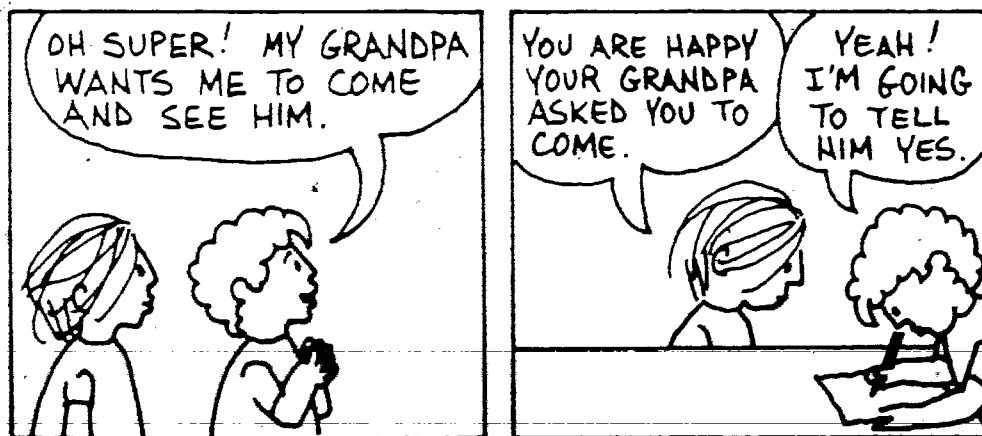
F - "This 'D' is going to cause some real problems for you, and you are unsure of how to handle them."

or

F - "You don't know what to do about the trouble you will be in, getting another 'D'."

or

F - "This time you will be in real trouble and you don't know what you can do."



A SCALE FOR TUTORS  
Interpersonal Skills

"My Mom and Dad were drunk again last night. I hate it when they drink so much."

LEVEL 1

Type	When a helper does not listen carefully:	Examples of how a helper might speak:
a	He does not understand how the helpee feels...	"Why tell me?"
b	He is hurtful...	"They're just drunks."
c	He does not care about the helpee...	"So?"
d	He puts the blame on the helpee...	"Maybe it's your fault." "Were you bugging them.?"
e	He talks about something else...	"What did you do yesterday?" "Yeah? Let's go to a show."



"My Mom and Dad were drunk again last night. I hate it when they drink so much."

## LEVEL 2

Type	When a helper listens and understands some of the feelings:	Examples of how a helper might speak:
a	He tells the helpee what to do...	"Why don't you just take off when they get drunk?"
b	He tells the helpee how he (the helpee) how he feels...	"I guess it would bother me too, but I would tell them to smarten up."
c	He asks stupid questions...	"What do they drink?"
d	He tells the helpee to forget how he (the helpee) feels...	"Don't feel bad, lots of parents drink." "That's nothing. Don't worry about it."

"My Mom and Dad were drunk again last night. I hate it when they drink so much."

## LEVEL 3

Type	When a helper listens carefully, he understands how the helpee feels and what the helpee is talking about:	Examples of how a helper might speak:
a	He understands what is said, and how the helpee feels...	<p>"It really upsets you when your parents get drunk."</p> <p>"It makes you angry when your parents drink too much."</p>



**SESSION IV****PRELIMINARY RATING OF EMPATHIC RESPONSES****OBJECTIVES**

- For students to explore and talk about personal feelings.
- For students to gain more familiarity for "listening skills" (empathy).
- For students to gain a better understanding of the three levels of interpersonal skills.
- For students to grasp the basics of coding.

**TRAINING**

- Students write in journals.
- Using IS-1 for guidance students as a group code the responses of the "helper" from the demonstration Video-tape "Teacher Trouble, Part B," using IS-101.
- In diads students work on IS-3.
- At the completion of IS-3, the group of students discuss their coding.
- Students write short paragraphs about how they felt the last time they were "happy," "sad," or "angry".

**REMARKS**

- It is important for the students to discuss the ratings with each other.
- The students need to explore and come to accept their own feelings.

IS -101

## "TEACHER TROUBLE"

HELPER: So you had a teacher who was giving you some trouble.

DINELLE: Yeah.

HELPER: Can you tell me what happened?

DINELLE: Well, I was like in front of reading. I was away ahead of her, and she made me do it all over.

HELPER: So you went to a new school and, um, you were more advanced, you were reading at a higher level...

DINELLE: Yes - - - Yeah.

HELPER: And she just put you back - - and made you start at a lower level.

DINELLE: Yeah, she made me do it all over.

HELPER: And how did you feel about that?

DINELLE: Well I felt terrible, because , like people were calling me - - aah you had to do it all over again, probably you did something wr-wrong. Like that.

HELPER: So the other kids were making you feel like maybe you were stupid or something.

DINELLE: Yeah.

HELPER: That when you did it the first time it might have not been good enough - - or something.

DINELLE: Yeah.

HELPER: Yeah and that made you feel real sad.

DINELLE: Yeah.

HELPER: And angry at the teacher.

DINELLE: Yeah.

HELPER: Yeah.

DINELLE: And like in math I was way back and they were in front - - like and, we were just starting times tables, and she was going on to new stuff over times tables, and I didn't know how to do it - - - and she just made me do it...

HELPER: And she didn't really...

DINELLE: And I got most of them wrong too.

HELPER: So you were really having a lot of problems with the math.

DINELLE: Yeah.

HELPER: Because they were more advanced than you were when you got there.

DINELLE: Yeah. And I'm troubled in math.

HELPER: So you have trouble in math, you know that.

DINELLE: Yeah... I have trouble in math and that was making it more troubled.

HELPER: And it was making it a lot worse for you.

DINELLE: Yeah.

HELPER: So you were really feeling bad.

DINELLE: Yeah.

HELPER: And because you weren't doing so well how were you feeling about that?

DINELLE: Well I felt like -- I felt like -- um -- like, like something like, like I was stupid because I had to do it all over again and then I had to do that.

HELPER: So because she made you do your reading all over...

DINELLE: Yeah.

HELPER: And then you weren't doing too well in math it really started to make you think gee-whiz maybe I'm not too smart in this stuff.

DINELLE: Yeah.

HELPER: So you were really having sad feelings.

DINELLE: Yeah.

HELPER: Yeah, and the other kids were making fun of you were they?

DINELLE: Yeah.

HELPER: So it was a bad time.

DINELLE: Yeah.

HELPER: It was a real bad time.

DINELLE: Yeah.

HELPER: That's what happened. Is it going to be any different next year?

DINELLE: Well I'm going to be going to a new school next year.

HELPER: Ahh, so the problem might be...

DINELLE: It will be over, but it may not be, because I will get a new teacher and it may start all over again.

HELPER: You're afraid it might happen again.

DINELLE: Yeah.

HELPER: Yeah. Once something like that happens you think it, um, it might happen again.

DINELLE: Yeah.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Understanding Interpersonal Skills Levels 1, 2, 3.

Work with another person.

Decide if the comments are level 1, level 2, or level 3.

Then using "A Scale for Tutors" — LS-1, decide what type of level 1, 2, or 3 comment is being used.



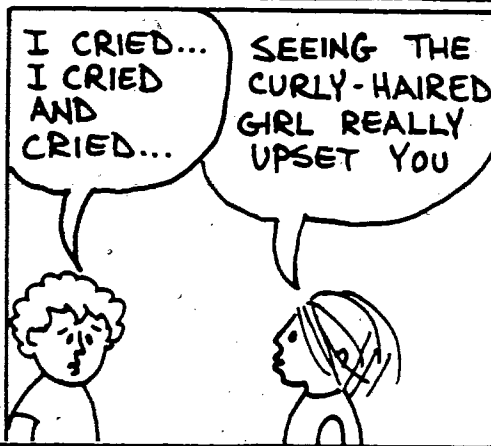
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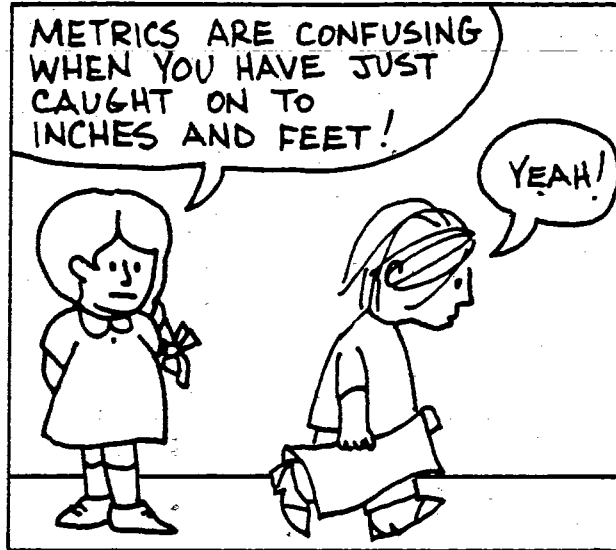
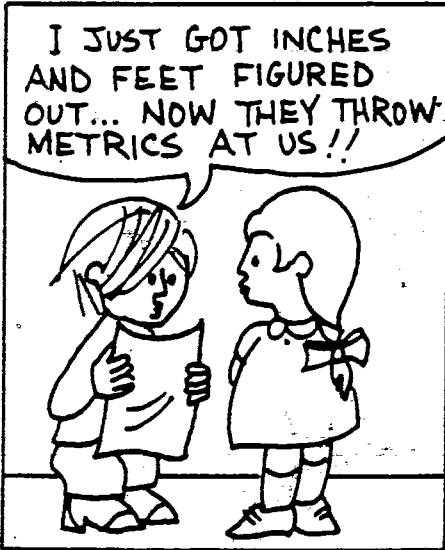


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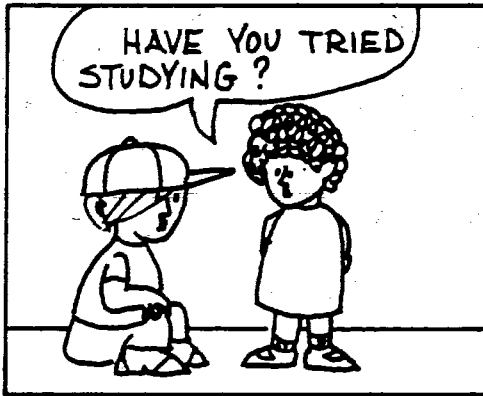
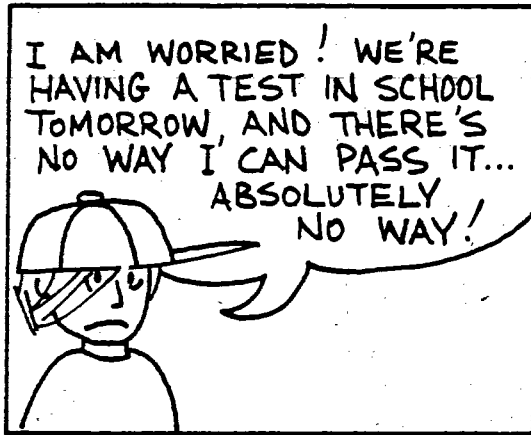
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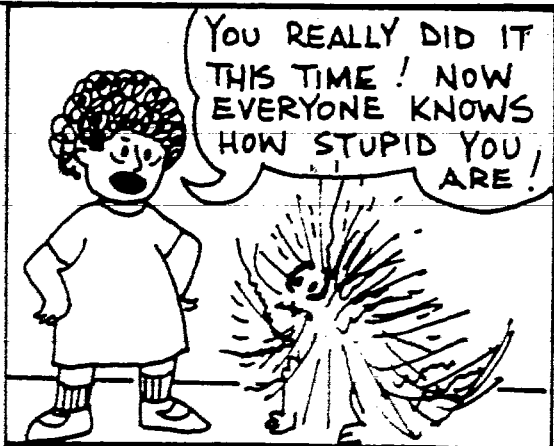
Level - \_\_\_\_\_

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Level - \_\_\_\_\_

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**SESSION V****CODING OF EMPATHIC RESPONSES****OBJECTIVES**

- For students to come to a better understanding of the coding responses.
- For students to build a greater awareness and sensitivity for each others feelings.
- For students to increase their understanding of what kinds of responses attend to feelings.

**TRAINING**

- Students spend 5-10 minutes writing in journals.
- Working alone, students code IS-4.
- Students working in diads, share and discuss their coding of IS-4.
- Students view video-tape "Going Out With Guys, Part A" and discuss their observations and reactions.
- Students view video-tape "Going Out With Guys, Part B" following along with the transcript.
- In diads students code and discuss the transcript IS-102.

**REMARKS**

- Video-tape needs to be revelant to students. This encourages them to share their feelings and also attend to the two types of "helper" responses.

- Experience working with someone is important and the sharing of opinions helps the students gain confidence in their ideas and opinions.
- Gaining confidence in themselves and in each other is needed before training can develop further.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## UNDERSTANDING THE HELPEE

The first statement will be done in class.

Look to your IS-1 scale for help. Rate each comment either Level 1, Level 2, or Level 3. Remember - Level 3 lets the helpee know that what he said, and how he feels, is understood.

Work with someone in the class on statements 2 and 3.

Statement 1

I really wanted to go to the school dance, but there is no way. You can't wear jeans and I don't have any cash to buy a pair of pants.

\_\_\_\_\_ May be you could borrow a pair of pants from someone.

\_\_\_\_\_ It's your own fault. You had money a few weeks ago and you just blew it.

\_\_\_\_\_ You were looking forward to going. Can't you make some money to buy a pair of pants?

\_\_\_\_\_ Don't even think about it. It will be a dumb dance anyway.

\_\_\_\_\_ The dance is important to you and you just don't have the money to buy a good pair of pants.

\_\_\_\_\_ You really wanted to go to the dance but the money problem is fouling things up.

\_\_\_\_\_ Yeah - I know how you feel.

Statement 2

School is boring. It's just a waste of time.

\_\_\_\_\_ You should talk to the counselor.

\_\_\_\_\_ I'm busy with my own stuff right now, could we talk tomorrow?

\_\_\_\_\_ You are not getting anything out of school. It's a boring place to be.

\_\_\_\_\_ If you went to bed earlier you might not be so tired.

\_\_\_\_\_ School is not very interesting. It is just a place to spend time.

\_\_\_\_\_ You could try harder.

\_\_\_\_\_ You better smarten up. You won't get a job if you don't finish school.

\_\_\_\_\_ You're dumb. You don't like anything.

\_\_\_\_\_ Maybe you need a girlfriend.

Statement 3

I hate going home. My Mom and Dad fight all the time.

\_\_\_\_\_ What can you do about it?

\_\_\_\_\_ Why don't you tell them you are going to run away, if they don't stop?

\_\_\_\_\_ The fighting makes you so unhappy, you want to stay away from the house.

\_\_\_\_\_ My Mom and Dad never fight.

\_\_\_\_\_ Be quiet. It's all you ever talk about.

\_\_\_\_\_ What do they fight about?

\_\_\_\_\_ Forget it. Lots of people fight.

\_\_\_\_\_ You feel bad that your parents don't get along, but it's getting to the point where you don't like to be around when they are fighting.

- Ask for the Answer Key
- Check your ratings
- Talk about your ratings with the person you are working with.

## "Going Out With Guys"

HELPER: OK. You have a problem with your parents not wanting you to go out with guys.

LORI: Yeah.

HELPER: Can you tell me something about it, maybe how they feel or how you feel?

LORI: OK. Um - there is three girls in the family- neither of us were allowed to go out with guys until they were about 20 or 19. They were brought up in the old country. They are really strict in their ways, not giving any lee - leeway. Ah - it's not that - I think it's more that they are scared that you are going to get hurt or that something is going to happen - but they just won't give you the freedom to go out.

HELPER: There is just no real discussion about it...

LORI: That's right.

HELPER: They've got their ways and they believe they are right, and they don't really allow you any chance to...

LORI: Right, it's a cut and dry matter with them. That's it.

HELPER: And you are the youngest of the three. So the other two - that is how they have been raised so it's naturally going to be the same way for you.

LORI: Right.

HELPER: So it really makes it difficult for you because you just don't have any options left open. They have, sort of all been closed off, all ready.

LORI: Umhm.

HELPER: And so how - what happens when you want to go out with guys?

LORI: I've tried sneaking out but it makes you feel really bad because they've brought me up enough to make me feel that way - that I have respect for them.

HELPER: So you don't want to - sort of go against their wishes.

LORI: Right.



HELPER: So you stay at home, and you don't like to sneak out. It's not a good thing to sneak out.

LORI: Definitely.

HELPER: And so what happens? You stay at home.

LORI: Stay at home and he can come over. So that's not too bad.

HELPER: So the boy that you like, he's allowed to come over to the house. And that's OK with your mom and dad. They say - no problem with that.

LORI: No problem and he has to go home at a reasonable hour.

HELPER: Uh - ah.

LORI: But that's OK.

HELPER: And so you do get to see him...

LORI: Umm.

HELPER: Even if you can't go out on say a date with him. But you do get to see him.

LORI: Right.

HELPER: Your parents feel safer, sort of - do they? That a guy can come over to the house.

LORI: I think so because - not that they are watching you, but that they know you are there. And they know - not exactly what you are doing every moment but they have a general idea.

HELPER: So that helps - that makes - so at least you can see him - but you still can't go out.

LORI: Yeah, it restricts your freedom quite a bit.

HELPER: And that's what really starts to get to you after awhile.

LORI: Yeah.

HELPER: You would like to be able to go out to a show or something without having to - well I guess you have to sneak out, if you want...

LORI: Uh - hmn.

HELPER: And you just don't want to do those kinds of things.

LORI: Right. I've tried but it's not worth getting caught, and feeling bad because you are not enjoying the evening anyway.

HELPER: Because you are worried about what's going to happen when you get home.

LORI: Yeah, if they find out.

HELPER: So you've got all that kind of anxiety churning around in your stomach while you're out anyway, so it's probably - you might as well just stay home. And that's the situation that you're in. You want to please your parents and be sort of obedient and do the right thing, and yet at the same time you want to go out with this guy.

LORI: That's right.

HELPER: And your friends probably can go out with guys and that puts another restraint on you.

LORI: That's true, all of them are allowed to go out and they don't understand why I'm not allowed to.

HELPER: So it makes it so that your friends are being allowed to do something that you can't do, and so it makes it even harder for you.

LORI: Right.

HELPER: Because you are having to make excuses to your friends - no I can't go out.

LORI: Even with parties and stuff too.

HELPER: So you really aren't even allowed to go to many parties.

LORI: NO.

HELPER: They would rather you stay at home, than go to parties.

LORI: (Nods)

HELPER: So you've got all that responsibility sort of laid on you...

LORI: Um-uha.

HELPER: And you don't want to be the bad kid, so you stay home.

And you miss out on a awful lot of stuff with your friends.

LORI: That's right.

HELPER: And going out with boys. And there is just - no - no, nothing you can do. You can see sort of the dye was cast with your older sisters - and that's the way it is. Nobody has broken the mold.

LORI: And I don't think I'm going to.

HELPER: You haven't got enough courage to decide to break the mold neither

LORI: No.

HELPER: So you are sort of at a dead end in a way. You have to wait until your nineteen. And then it will be OK.

LORI: Um - uhm.

HELPER: Is that - is that OK - to do that?

LORI: No - I guess it is something you got to live with. It's not OK really because it causes other problems.

HELPER: Such as...

LORI: Like if you are going to ask my mom or something - you get knotted up inside even though - you know what the answer is going to be. The worse it can be is no.

HELPER: But still just going to her and asking her - you know it's going to be no, yet you want to ask because you want to go and so you get all those feelings churning around inside yourself - you don't know which way to go.

LORI: That's right.

HELPER: That makes it so tough - you've got sort of pressure from your friends and pressure from you boyfriend - - hey come on lets go out - - and then knowing that mom is going to say no, or probably say no, and so it keeps building up.

LORI: Um - uhm.

HELPER: And there's no change in cite.

LORI: Not so far.

HELPER: And so it's something that you have to accept as part of your life.

LORI: It's hard.

HELPER: It's hard, to accept it. Yeah. You want it to change.

LORI: (laugh)

HELPER: It would make life a lot easier, if it would change.

LORI: That's true.

**SESSION VI****FORMULATION OF RESPONSES THAT ATTEND****OBJECTIVES**

- To come to understand what is meant by "listening".
- For students to gain initial skill in formulating responses that attend to feelings.
- To continue the sharing of personal feelings.

**TRAINING**

- Students spend 5-10 minutes writing in journals and sharing news.
- Teacher writes two or three examples of statements similar to those on IS-5. In the group setting students formulate level 3 responses to the statements.
- Individually students formulate level 3 responses for IS-5.
- As a group the students share their responses to IS-5.

**REMARKS**

- Working alone and then sharing their responses helps students to understand the formulation of level 3 responses. This also encourages interaction and respect for their own and others work.
- These students need to find respect for each other and themselves.
- These students may not have felt "listened to" before.

- The term empathy is not used or referred to. The investigator follows the format laid out in the Handbooks and calls empathy, listening skills.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LISTENING AND SPEAKING SKILLS I

In this exercise you are asked to write what you would say to someone making these types of statements.

Try to use level 3 comments, that is, include the feelings and the main idea of what was said.

Statement 1

I am so sick and tired of other people telling me what to do. Do this --- come here --- hurry up --- haven't you finished yet. I feel like telling the whole world to shut up!

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 2

I'm so happy. We are going camping on the weekend. My teacher said my report was good. Some of us kids are going fishing after school. It sure is fun to have lots of friends. I feel great.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 3

No one likes me. Nobody! I try to be nice, but it doesn't help. I have no friends.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 4

I'm afraid. My Dad hits me all the time. He is always angry. He doesn't hit the other kids, just me.

You feel \_\_\_\_\_  
because \_\_\_\_\_  
Natural \_\_\_\_\_  
\_\_\_\_\_

Statement 5

I don't take other kids to my house. It's always so messy. No one ever cleans it up.

You feel \_\_\_\_\_  
because \_\_\_\_\_  
Natural \_\_\_\_\_  
\_\_\_\_\_

Statement 6

I just asked a girl to the show and she said yes! Wow! I feel great!

You feel \_\_\_\_\_  
because \_\_\_\_\_  
Natural \_\_\_\_\_  
\_\_\_\_\_



**SESSION VII****INITIAL PRACTICE IN VERBALIZING THE EMPATHIC RESPONSE****OBJECTIVES**

- For students to gain skill in rating and writing responses for interpersonal skills.
- To continue sharing ideas and feelings.
- To start formulating verbal responses in diads.

**TRAINING**

- Students spend 5-10 minutes writing in journals and sharing news.
- Students complete IS-6 - coding practice and IS-7 formulating responses. They do these alone then share their work in a group format.
- Students look over (empathy) Response Leaders in diads, they formulate possible responses for one or two of the leaders.

**REMARKS**

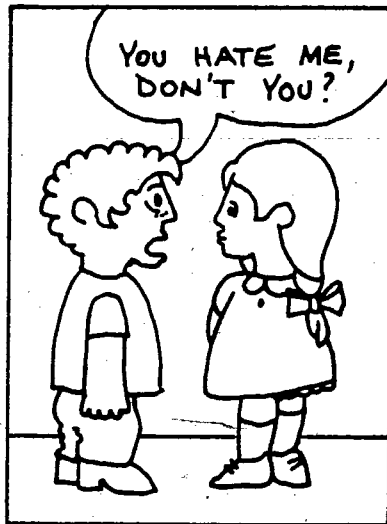
- Trainer discusses the use of tape recorders to help them really listen to what others say and to hear their response. This is very difficult for the students as they may not be ready to accept themselves and what they say.
- The students come to understand the helpful or attending response yet may not be ready to say it verbally to others.



TALK ABOUT HOW YOU FEEL WHEN SCHOOL IS OUT.

(Sample Interaction Leader)

TALK ABOUT HOW YOU FEEL WHEN  
YOU KNOW SOMEONE DOESN'T  
LIKE YOU



(Sample Interaction Leader)

IS-6

Name \_\_\_\_\_

Date \_\_\_\_\_

## SKILL PRACTICE 1

In this exercise, you are asked to rate the comments that are given. Rate them either - Level 1, Level 2 or Level 3. Use Scale 1 to help you decide.

---

Statement 1

I am so sick and tired of other people telling me what to do. Do this --- come here--- hurry up---haven't you finished yet. I feel like telling the whole world to shut up!

Possible comments.

- a) You should just tell them to shut up. \_\_\_\_\_
- b) You are so slow, no wonder everyone has to tell you to get moving. \_\_\_\_\_
- c) You are really getting fed up and angry with people who tell you what to do. \_\_\_\_\_

---

Statement 2

I'm so happy. We are going camping on the weekend. My teacher said my report was good. Some of us kids are going fishing after school. It sure is fun to have lots of friends. I feel great.

Possible comments.

- a) My Dad fishes a lot. \_\_\_\_\_
- b) Life is really great, everything seems  
to be going well. \_\_\_\_\_
- c) Big Deal. \_\_\_\_\_

Statement 3

No one likes me. Nobody! I try to be nice, but  
it doesn't help. I have no friends.

Possible comments.

- a) You try to be nice and you still don't have  
any friends. \_\_\_\_\_
- b) Well, don't give up. \_\_\_\_\_
- c) Do you have any cousins? \_\_\_\_\_

Statement 4

I'm afraid. My Dad hits me all the time. He is  
always angry. He doesn't hit the other kids, just me.

Possible comments

- a) Why don't you just stay out of his way? \_\_\_\_\_
- b) I would be scared too. \_\_\_\_\_
- c) Getting hit by your Dad is very scary. \_\_\_\_\_

Statement 5

I don't take other kids to my house. It's always  
so messy. No one ever cleans it up.

Possible comments.

- a) Your house is a mess and you don't like other people to see it. \_\_\_\_\_
- b) Why don't you clean it up? \_\_\_\_\_
- c) Your Mom never does anything. \_\_\_\_\_

---

Statement 6

I just asked a girl to the show and she said yes!

Wow! I feel great!

Possible comments.

- a) What's so great about that? \_\_\_\_\_
- b) It's a super feeling to know you are going to a show with this girl. \_\_\_\_\_
- c) I went to a show last week. \_\_\_\_\_
-

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## LISTENING AND SPEAKING SKILLS II

In this exercise you are asked to write what you would say to someone making these types of statements.

Try to use level 3 comments, that is, include the feelings and the main idea of what was said.

Statement 1

I'm mad. My Mom treats me like a baby. She even calls me "the baby!"  
If she says I'm just a baby once more, I will scream.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 2

I sure wish my parents would talk to me. But they just keep giving me money and telling me not to bother them. I hardly ever see them.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 3

I'm tired. I need more sleep. School is hard work. And at home I have to make all the meals and look after the kids. All I ever do is school work and baby-sit.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 4

We won our game! I scored the winning point. This is the best day of my life. I feel great!

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 5

I have got to get a job. My family really needs the money. If I don't find one soon, Mom says we will have to move to a cheaper house.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_

Statement 6

School is so much fun. Everyone is so nice to me. The teachers are great. They really are helpful. This school is a great place to be.

You feel \_\_\_\_\_

because \_\_\_\_\_

Natural \_\_\_\_\_



**SESSION VIII**  
**VERBALIZATION OF RESPONSES AND**  
**PLANNING FOR TUTEE OBSERVATIONS**

**OBJECTIVES**

- For students to verbalize listening (empathic) responses.
- For students to plan for observing their potential tutee.
- To continue sharing ideas and feelings.

**TRAINING**

- Students spend 5-10 minutes writing in their journals and sharing news.
- Students brainstorm things they want to look for when they do the classroom observation. From this brainstorming a list is drawn up to be used as a guide at the time of the classroom observation. The students also write a short self-introductory note to be given to the classroom teacher at the time of the visit.
- Using the Response Leaders the students work in diads and practice their interaction skills. Those who feel "safe" use tape recorders and play back the interactions.

**REMARKS**

- The students need to talk and plan their first contact with the elementary school and the teachers.

- Practice in verbalizing responses is needed since they know how to write the responses but may not be feeling safe enough to say them aloud.

## CLASSROOM OBSERVATION GUIDE

BEHAVIOR

Talking back-

Moving around-

Talking to his/her neighbor-

Paying attention-

Playing around-

Working-

Looking out the window-

GENERAL FEELINGS

Happy-

Sad-

Mad-

CLASS ACTIVITY

Quiet time-

Noisy-

Playing a game-

Listening to the teacher-

APPEARANCE

Clothing-

Attitude-

Personality-

---

(Developed by the High School students prior to the observation day.)

**APPENDIX C****THE TUTORING PROGRAM****INTRODUCTION**

This section contains samples of the materials used in the tutoring phase of the study. Included are outlines for the tutoring sessions, materials developed and used by the student-tutors, paper and pencil tasks used in the on-going training and a list of commercial games used in the tutoring sessions.

It is hoped that this material may prove useful to others interested in developing similiar programs.

**SESSIONS FOR TUTORING PROGRAM**

Session I Observation of Tutee and Forming a Helping Relationship.

Session II Getting to Know Your Tutee.

Session III On-going Interpersonal Skills Training and Tutoring

Continuing Sessions

**SESSION I**  
**OBSERVATION OF TUTEE AND**  
**FORMING A HELPING RELATIONSHIP**

**OBJECTIVES**

- To continue sharing ideas and feelings.
- For students to observe in an elementary classroom.
- To have students consider how they will start to form a helping relationship.

**TRAINING**

- Students spend 5-10 minutes writing in their journals and sharing news.
- Students go to the individual classes to observe their potential tutee in the classroom.
- Students return to high school and discuss their observations.
- Students brainstorm a list of what topics they might discuss at the first meeting with their tutee. Identified as "Getting to Know Your Tutee".
- Students become familiar with some of the language arts games made available. They choose ones they might use and make copies or prepare them for use.

**REMARKS**

- In discussing their observations they bring up the injustices of the classroom environment. They think back and recall what their life was like in elementary school.

- The students decided to call their list of ideas "Getting to Know Your Tutee".

## GETTING TO KNOW YOUR TUTEE

1. Name, grade, age, birthday.
2. Age, birthday. What did they do on their last birthday?
3.
  - a) What do they like to do in their free time?
  - b) What T.V. shows do they like?
  - c) What do they do at recess?
4. Do they have brothers or sisters?
5. What do they like/dislike at school?
6. What things are fun?



**MATERIALS USED BY THE  
ADOLESCENTS IN THE TUTORING SESSIONS**

Many types of materials were available for the tutors to use during the tutoring sessions. For example:

1. Language Arts. Activities such as:

- a) Phonic Games by A. Taulbee, Frank Schoffer Publications, California.
- b) Spill and Spell.
- c) Scrabble
- d) Crossword Puzzle
- e) Boggle
- f) Word and phrase sentence builders
- g) Sight word search
- h) Long and short vowel games
- i) Reading activity cards
- j) Readiness Gameboards by B. Schutte, Frank Schaffer Publication, California
- k) Learning Games by B. Baker and P. Hsieh, Montebello Unified School District, Montebello, California

2. Miscellaneous Activities

- a) Mastermind
- b) Pick-up sticks
- c) Paper and felt pens, scissors and magazines to make up their own activities such as, crossword puzzles, sight work searches, sentence builders

- d) Fabric, tissue paper, balsa wood, sewing needles, for doing crafts such as making kites and stuffed animals or puppets
- e) Students brought in games from home
- f) Thinking game developed by the investigator.

**SESSION II****GETTING TO KNOW YOUR TUTEE****OBJECTIVE**

- For student-tutors to start building a relationship with their tutee.
- To gain confidence in their interaction abilities.
- To continue sharing ideas and feelings.

**TRAINING**

- Student-tutors spend 5-10 minutes writing in journals and sharing news.
- Informal discussion with tutor and tutee pairs. Tutors use "Getting to Know Your Tutee" for guidance.
- Together the pairs personalize the tutee's folders which will be used to keep papers and journals in.
- Student-tutors return to high school where they discuss their first sessions, then write in journals about how they felt the sessions went.

**REMARKS**

- The ownership the student-tutors felt in making up and using "Getting to Know Your Tutee" list was important to them.
- The student-tutors need to share their ideas and feelings towards their tutee.
- The student-tutors were very apprehensive about their abilities to help their tutees.

**SESSION III**  
**ON-GOING INTERPERSONAL**  
**SKILLS TRAINING AND TUTORING**

**OBJECTIVES**

- For student-tutors to start to gain confidence in their abilities to help their tutee.
- For student-tutors to start to organize their tutoring sessions.
- For students to gain confidence in and use of their interpersonal skills.

**TRAINING**

- Student-tutors spend 5-10 minutes writing in journals and sharing news.
- Student-tutors work with their assigned tutee.
- Students follow "Interactive Tutoring Day Plan" until they feel comfortable in planning themselves.
- Student-tutors write in journals describing what they feel about the tutoring sessions.

**REMARKS**

- It is important for trainer to model good interpersonal skills.
- It is important to encourage student-tutors to plan for themselves. They need to come to an understanding of, and a belief in, their own abilities.

## INTERACTIVE TUTORING DAY PLAN

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Try to use responses which use one of these words-

HAPPY

SAD

ANGRY

SMILE

BE FRIENDLY

USE THEIR NAME

- 
1. TALK TO YOUR TUTEE - Ask her/him how the day is going, what has been good so far, what has gone wrong today. Remember to really listen to what is being said.
  2. READING - Talk about the story before reading it. What do they think it might be about? Listen to the child read and follow along. Help with missed words.
  3. AFTER READING - Talk about the story - What happened? Did they like the story? Why or why not?
  4. LAST BUT NOT LEAST -  
Talk quietly together,  
or  
Play a Language Arts Game,  
or  
Do a cross-word puzzle, or a sight word search.  
or  
Do what the student would like - Never force the child.  
Ask his/her opinion.  
or  
Use Sentence Builders.  
or ???  
Come to the class with your own ideas.
  5. AFTER STUDENT LEAVES - In your small booklet, write about what you did. Write about what the tutee did. Also, say how you felt about the session.
  6. GROUP DISCUSSION

### CONTINUING SESSIONS

The main objective of encouraging interpersonal relationships between the adolescents, and between the adolescent and their respective tutees continued throughout the tutoring phase of the study. The following sessions were similar to the outline for Session III, with the student-tutors slowly taking more responsibility for the tutoring sessions and participating in on-going practice of the interpersonal skills. Taping sessions were introduced and near the conclusion the "Task Completion Sheet" was given out. Teacher interviews by the student-tutors did not take place.

## TAPING SESSION

Today when you meet with your young person, record on tape about five minutes of your interaction. Talk to the child about school, what he/she did over the holidays, or about anything else the child would like to talk about.

Try to remember to REALLY listen and use feeling words, such as—

You were happy because...

You are mad at...

You don't like...

Sometimes...makes you sad

After the session is over and the child has gone back to class, listen carefully to the tape and write down one or two of your sentences. Write the ones that you think show that you were really listening to the child.

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## LOOKING AT MY USE OF THE INTERPERSONAL SKILLS

Listen to your tape, check in the right row on the other side of this sheet, the kind of comments you hear yourself making. Then do the questions on this sheet.

- 1) About how long did the taping last?
- 2) How many comments did you make, in total?
- 3) How many were at level 3?
- 4) How many were at level 1 or 2?
- 5) What were some of the problems you found?
- 6) What were some good things that happened?
- 7) In what ways did the helpee use your comments to help himself/herself?
- 8) What part of the skill do you need to work on?



Level 1 - Does not listen carefully

Does not understand how the helpee feels

- Type
- a) No understanding of feeling \_\_\_\_\_
  - b) Is hurtful \_\_\_\_\_
  - c) Does not care \_\_\_\_\_
  - d) Blames or finds fault with the helpee \_\_\_\_\_
  - e) Talks about other things \_\_\_\_\_

Total level 1 comments \_\_\_\_\_

Level 2 - Partly understands the helpee's feelings

- Type
- a) Tells the helpee what to do \_\_\_\_\_
  - b) Tells the helpee how he (the helper) feels \_\_\_\_\_
  - c) Asks stupid questions \_\_\_\_\_
  - d) Tells the helpee to forget how he feels \_\_\_\_\_

Total level 2 comments \_\_\_\_\_

Level 3 - Speaks so that the helpee knows that his feelings and  
what he has said was understood.

- Type
- a) Understands what the helpee said and understands the  
helpee's feelings - then says it back \_\_\_\_\_

Total level 3 comments \_\_\_\_\_

TOTAL NUMBER OF HELPER COMMENTS \_\_\_\_\_

AVERAGE SKILL OF COMMENTS \_\_\_\_\_

(A "good" average score should fall into the 2.5 - 2.8 range.)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

214

## SKILL PRACTICE II

In this exercise, you are asked to rate the comments that are given.

Rate them either - Level 1, Level 2, or Level 3.

Use Scale 1 to help you decide.

Statement 1

I'm mad. My Mom treats me like a baby. She even calls me "the baby"  
If she says I'm just a baby once more, I will scream.

Possible Comments

- a) You hate being treated like a baby. \_\_\_\_\_
- b) Maybe you act like a baby. \_\_\_\_\_
- c) If your Mom calls you a baby once more  
you are going to blow up. \_\_\_\_\_

Statement 2

I sure wish my parents would talk to me. But they just keep giving  
me money and telling me not to bother them. I hardly ever see them.

Possible Comments

- a) Don't worry about it. \_\_\_\_\_
- b) I'd just take the money and smile. \_\_\_\_\_
- c) You don't care about the money, you want  
to spend time with them. \_\_\_\_\_

Statement 3

I'm tired. I need more sleep. School is hard work. And at home I have to make all the meals and look after the kids. All I ever do is school work and baby-sit.

Possible Comments

- a) I like to babysit. \_\_\_\_\_
- b) Go to bed earlier. \_\_\_\_\_
- c) What do you cook for dinner. \_\_\_\_\_

Statement 4

We won our game! I scored the winning point. This is the best day of my life. I feel great!

Possible Comments

- a) You are real proud and happy you helped your team to win. \_\_\_\_\_
- b) You're just bragging. \_\_\_\_\_
- c) It's a super day. You scored the winning point for your team. \_\_\_\_\_

Statement 5

I have to get a job. My family really needs the money. If I don't find one soon, Mom says we will have to move to a cheaper house.

Possible Comments

- a) Yeah - I need a job too. \_\_\_\_\_
- b) You are pretty desperate in your need for a job. \_\_\_\_\_
- c) Did you try at the gas station? \_\_\_\_\_

## USING INTERPERSONAL SKILLS I

In this exercise, you are asked to write Level 3 comments to the statements. Remember the two parts needed to comment at Level 3 - understanding what is said, and understanding how the helpee feels.

You may listen to the tape IS-9 of these statements. The tape may help you decide what you would say to the helpee.

## Situation 1

Child to Tutor: "I have to share a room with my younger brother. He never makes his bed or cleans up his toys and I get yelled at if the room is messy."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Situation 2

Child to Tutor: "I sure wish we could learn about space labs, but only the big kids get to. We just do boring work."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Situation 3

Tutor to Tutor: "My little kid wiggles around and looks out the window during our time together. I can't seem to get him interested in the lessons I prepare."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Situation 4

Student to Tutor: "Some of the kids were bugging me because my dad left home. They said he is bad. But he isn't. Next time I'm gonna punch them out."

You would say \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation 5

Tutor to Tutor: "The little boy I work with has no friends to play with. He always sits by himself at recess. I can't figure out anything to say or do to help him."

You would say \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## USING INTERPERSONAL SKILLS II

In this exercise, you are asked to write Level 3 comments to the statements. Remember the two parts needed to comment at Level 3 - understanding what is said, and understanding how the helpee feels.

You may listen to the tape IS-10 of these statements. The tape may help you decide what you would say to the helpee.

## Situation 1

Child to Tutor: "Last week my mom had a new baby. It cries all the time. My mom is worried that it might be sick. I'm scared."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Situation 2

Child to Tutor: "When I walked to school this morning some big guy took my lunch. Now I have nothing to eat and I know no one will share with me."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Situation 3

Child to Tutor: "I can't read very well. Sometimes I try real hard - it doesn't help. I'm still no good."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Situation 4

Tutor to Tutor: "I finally finished my english paper last night and then I forgot it this morning. Now I get five marks taken off. Sometimes I wonder why I even try."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Situation 5

Tutor to Tutor: "Tomorrow we need \$2.00, if we want to go to the skating party. I really wanted to go but I just don't have the bucks. The rich kids get everything."

You would say \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TASK COMPLETION SHEET

## 1. Do IS-9 and IS-10

Use IS-1 for help in reviewing the three levels of interaction. ....

## 2. Setting Goals

a) Think about your tutees behavior. Identify ways you feel your tutee has changed since you started helping him or her. ....

b) What positive changes could take place from now until the end of the year? ....

c) How can you help your tutee to make these changes? ....

## 3. Evaluation of Your Goals

a) Interview the tutees teacher. ....

b) Interview your tutee. ....

c) Write your own report. ....

## 4. Taping Sessions

a) First taping. ....

b) Second taping. ....



**APPENDIX D****ANECDOTAL REPORTS****INTRODUCTION**

This section contains the anecdotal records for the experimental group of adolescents. Throughout the study the investigator recorded observations of the adolescent's behavior.

**KAREN**February 1

Karen is so very quiet. The aggressive girls in the class truly over power her. She does whatever written work is asked of her; anything verbal if answered, is done so quietly it is hard to hear. I often ask her to repeat what she said. The louder more aggressive students can't be bothered to wait for her and will say things like "leave her alone," "she never talks," "lets get on with it."

February 5

Karen writes, in her journal, quite openly about her friends away from school. She has a boyfriend who is four years older. Karen seems to be able to communicate with him. She writes about him nearly every day. He takes her for drives in the country and is teaching her to drive his car.

Karen has no problems with interpersonal skills material, so long as it is paper and pencil. She will not try it with the others in class.

February 29

Karen and her tutee get along O.K. He is small for his age and has also been described as withdrawn. They read and work well together. He smiles when she comes in the room. Karen is trying the listening skills with him.

March 9

Karen is still very quiet in class. From her journal I have learned her boyfriend is 19 years old and she spends a lot of

time with him. He picks her up after school and they are together every evening. She never writes about her family.

March 15

Karen is going to Regina for Spring Break. She will visit relatives she has never met, and her brother who she hasn't seen in a year and a half. She is looking forward to seeing him (all this from the journal). Karen and her tutee work well together. The last few days I find she is really watching the other girls who are more verbal. They all accept her quietness and don't tease her. She has their respect. I am not sure why, but it may be the older boyfriend. He seems to be a "good catch," in that he is thought to be a tough, fast guy.

April 9

Karen had a good holiday. She told the class, verbally, that she met a lot of cute guys. She told about how everyone was really friendly--especially the guys.

I asked her how the tutoring sessions were going and she said, "he talks more and does not seem as shy, like he used to."

This week Karen and her tutee teamed up with one of the other tutor/tutee pairs to play a language arts game. Karen really enjoyed herself, talking and fooling around with the other tutor. Her tutee didn't like it at all. He withdrew when he couldn't answer one of the questions involved in playing the game.

April 21

Karen is talking more in class, with me and the others. The

anger is ready to boil out of her. She hates school, thinks it's an absolute waste of time. The more Karen talks to the class the less helpful she is with her tutee. She gets him started reading then ignores him unless he asks a question. This is, of course, confusing to him. I spoke to her saying that the child seemed to be a little unsure of what was expected of him lately. She said, "I've helped him all I can. He's pretty good now. He doesn't need me anymore."

May 2

Wow, the anger! She lets loose almost as soon as she is in the class "Why should I write a tall tale? It won't help me any. That teacher is so-o-o stupid." No more the quiet girl. Now I have another aggressive kid in the class. She is right in there in support of the others. She is no longer on the outside looking in.

May 15

Karen told her boyfriend off. She laughed and said, "I'm not really mad at him. I'll still go out with him but he is too demanding. Always telling me what to do." With her tutee, its going from super to bad. He comes in, gets his books or games all set up and starts to work. Karen sort of is "just there."

May 30

Karen refused to take the Reading test used for data collection, saying it wouldn't help her, so why should she write it.

Karen is working part-time at one of the fast food outlets. She

really seems to enjoy it. Karen likes the boys she meets and the money.

**PAUL**February 1

Paul's problems are hard to pin down. He is constantly hurting himself in P.E., falling down "on purpose," actually throwing his body against walls, tables or the floor. He "trips" on pieces of paper. He is also very aggressive in a way different than the others. He tries to be tough, loud and abusive like those he admires. Yet his behavior might be called "inappropriate aggressiveness." For example, Paul swore for no apparent reason and then waited for a reaction, which he got in the form of abuse from the other students. Or when he comes into class and knocks over chairs, jumps on the couch and sits there looking at everyone. One of the students said "Smarten up Paul." He returned with, "Well frog face, what do you want to say?"

The others do not like him. I find it very hard to find anything positive about him.

February 14

Paul still constantly bugs the other kids. Calls them names, which they in turn use to call him something even worse. Frog face has become "fart face." They seem to feed off each other. Paul still walks into furniture and walls.

February 22

~~Paul hurt his leg in P.E. He told me but not his P.E.~~  
teacher. I said, "It seems you get hurt quite often in P.E."  
He agreed.

February 26

Paul was hurtful to the tutee he is working with. The child is very sensitive and Paul said, "Boy you sure are stupid." The tutee looked upset, so I intervened and spoke with the tutee for awhile until he was feeling a little better. Neither Paul nor the tutee wish to work together any longer.

February 28

I spoke with Paul's mother and explained that he would likely have to leave the tutoring program because of his interaction with the tutee. The mother was very concerned and asked if he couldn't please stay in the program and possibly work with another child. I said that it would depend on whether I could find another child for him to work with, and if Paul was able to convince me that he should be allowed a second chance.

Paul arrived at school with a broken arm. He was playing soccer at home and fell on it. We talked about his continuing in the tutoring class. He says he is willing to try, and that he just didn't "hit it off" with the other child.

March 5

Paul is working with another child. It is going very well. He is really trying to help the child. He already needs a new cast on his arm; he has literally smashed the cast to a pulp in less than a week.

March 14

Gary (the tutee) and Paul are both very immature and used to getting their own way. They argue about what to read and who will read first. They continually look to me to work it out. Each time I tell them to decide together.

March 22

Paul came to me and said that he had an itchy rash all over his body. He showed me his arm which looked normal. I said, "It is really bothering you." He shrugged his shoulders and replied, "No, not really." He then proceeded to break his pen.

March 28

Things are going much better between Gary and Paul. The power struggle and the need for teacher recognition seems to have gone. Gary thinks Paul is great.

April 9

Paul came in with a smile, sat down and said, "Hi Ms. Beaven. How was your weekend? Did you go to any good bars?" He then talked to Sabina about when they "went together" in grade six. It was, remember when . . . There was no signs of anger from Paul or Sabina.

April 11

Paul proposed a "deal." He said, "I'll work really hard with Gary if you drive me home from school." I replied, "You don't want to walk home in the rain, so you're trying to bribe me." He said, "Yeh, how about it?" I said "I don't make deals." How



you work with Gary is up to you. His answer was, "Can't get mad at a guy for trying."

April 15

I asked Paul to carry our box of games and files over to the elementary school. He said he couldn't lift heavy things with his arm (the cast has been off for more than a week).

April 18

Wonder of wonders! Paul's Science teacher came to me and said that Paul was working much better. He has handed in all his assignments.

Paul wanted to see a musical the elementary school was putting on. His tutee is participating. The problem was it was during Paul's Science class. He asked me to go with him to ask the Science teacher if he could go. The teacher said fine so long as Paul got the notes for the class and would go in after school to have the homework assignment explained to him. Paul said, "Yeh, O.K." I said, "Paul, do you understand what this means? If you miss the hour of class you will have to arrange to get the notes, read them over, and go after school to find out what else needs to be done." Paul thought about this for a moment and said, "I think it would be better to stay in Science. I can go to the night time show. The Science teacher was very pleased with Paul's "mature solution to his problem."

April 22

Paul is working very well with his tutee. He is trying to use the empathy skills. The tutee thinks Paul is wonderful. They even talk sometimes at lunch.

May 1

I've noticed Paul is not falling or walking into tables or walls. His English teacher says he is working very hard. The Socials teacher came in and gave him his Socials assignment back and said "Well you got it done (only two days late) and you passed. It's a wonder but you did it."

May 20

Paul says he really likes tutoring and would like to take it next year. He feels he has really helped his tutee.

May 30

Paul would like to continue working at the elementary school. He offered to carry my box over to the elementary school on the last day.

**HOLLY**February 1

Holly entered into the verbal discussion, however did not do any of the written work--journal or "This is Me." She refused, saying, "I don't have to do anything if I don't feel like it. This class is going to be dumb. I don't tell anyone anything."

February 8

Holly will not answer any questions directed to her. When asked why she was a half hour late in coming to class, she answered, "Oh, wasn't I here?"

February 15

Holly still refuses to write in her journal. She picks it up and rips off a piece each day, or rolls it up. Needless to say it's in bad shape. She sits each day with her head down. Holly appears to be very unhappy. She sits away from the group, only looking up or speaking if the discussion turns to sex or drugs.

February 22

Holly would not go over to the elementary school to participate in the classroom observation. She says she wants out of tutoring and to go back into Foods. Prior to tutoring she said she hated Foods. The Foods teacher will not take her back into her class. When asked why she wanted out of tutoring, she said she just did. Even with the use of clarifying she would not say more than "I want out, it's as simple as that. I don't like it and I want out. End of conversation." Other teachers are reporting she is rude and does only what she feels she must do.

February 29.

Holly came over to the elementary school for the first day of tutoring on Tuesday. She totally ignored her tutee. She went around and interrupted the other tutors who were trying to talk with their tutees. After about five minutes, I said, "Holly, Terry seems to be uncomfortable sitting alone and not knowing what to do." Holly looked at me with a steady stare for a few seconds, then went over and sat down. They talked together for a few minutes, then started to play "Hang Man" on the cover of the folder. When Terry left, Holly said, "It won't work. I want out of tutoring and nothing you do will change my mind." I feel so frustrated. I can't seem to break through the walls she has built around herself. She will not cooperate at all. I feel she wants me to become so upset with her behavior that I'll kick her out of the class.

March 2

On Friday, Holly would not talk to Terry or even play "Hang Man". She acted as if Terry was not even in the room. After about five minutes I said, "Holly are you planning to work with Terry today?" The answer was "No." I turned to Terry and said, "Holly has chosen not to help you today so maybe it would be best to go back to the classroom and maybe next day she will feel like working." Terry shrugged her shoulders and went back to class. Holly said to me, "You sure made me look bad. Thanks. I'm going back to the room at the high school."

March 7

Holly was suspended from school today. She can not return.

**SABINA**February 1

Sabina is the poor, little rich kid. She is very pouty and slouches as she walks. She complains about everything, nothing is good enough. Everything is dumb or stupid--people, school, dances, teachers. She shouts at the others, calls them names and swears when things don't go her way.

February 8

Sabina wants to talk in class and tell how stupid the people in her life are--her mom, dad, and brothers. She likes her sisters who are all married.

February 15

Sabina quickly caught on to the empathy training. She is trying to use it but wants the others to use it with her and since they won't she gets mad and calls them names. After the "Observation Day" Sabina wrote in her journal that she didn't like that teacher at all. "I wouldn't be able to work with her. She makes little kids cry."

February 22

Sabina and her tutee seem to like each other. They are both aggressive and don't trust each other yet. To watch them together is like watching two dogs--slowly approaching and sniffing, ready to spring with fangs bared. No one is going to be caught off guard. So far they talk and work well together.

February 29

A bad time for Sabina. Her brother, his new wife, and two week old baby moved into the house. Sabina had to give up her bedroom. She is very angry. She hates her sister-in-law who, on top of everything else, wears Sabina's clothes and doesn't wash them.

March 10

Sabina's parents flew her to Calgary for a few days. She was happy to go. She wanted to get away from the sister-in-law and baby. Her sister in Calgary used Sabina as a babysitter the whole time she was there. She was furious. As she said, "Used again."

March 15

Sabina's parents are away on holidays often. She has to stay with her brothers who smack her around and make her cook and wash for them. She's on the verge of crying most of the time. Sabina and her tutee really get along well. The tutee meets her at the gate to the school sometimes in the morning or at lunch to talk.

April 8

The topic of money comes up often in conversations. It "seems" Sabina has an unlimited supply. Sabina used empathy with me today. I sighed when I got up from a chair. She said, "You're tired today." I said, "I sure am. I really need to get more time to relax." She replied, "It's tough to have to teach the crazy people in this class."

April 29

Sabina was sick last week. When she came back she was very angry. She called the other students in the class names, said how much she hated her brothers and all guys. She said no one cared if she lived or died. Then she explained that while she was sick her mother left her and went to stay with her sister. The sister had fallen and hurt her leg. Sabina felt neglected, saying "You sure can tell who's important in my family. I'm the last on the list."

May 9

Sabina and her tutee are getting along very well. They share their problems, read together, and some days team up with Peter and his tutee to play a language arts game. The tutee is very relaxed with Sabina--no aggressive behavior.

May 15

Tod and Corry were away so there was just Sabina, Paul and Dawn. Sabina and Paul talked once again about old times when they were in grade six and "went together." They shared how they felt at the time. Sabina used her skills. They didn't ridicule each other about how they felt, or how they interacted.

May 21

Sabina came into class furious. She went home for lunch and her Dad critized everything she did. She hates him and called him names. As far as she is concerned he only likes his boys. Girls are just a nuisance, they don't contribute to anything in the family.



May 29

Sabina's tutee was away so we talked. Once started she talked non-stop about how mean her Dad and brothers are. Sabina and her Mom had a talk about it. Sabina wants her Mom to leave the home. She feels her Mom knows it would be the best thing but says her Mom is too old to start over again.

June 1

Sabina really is trying to listen to what others have to say. She often says, "I want you guys to know how I feel about . . . ." She loves to have them listen to how she is treated at home. The others do listen at times, however, often they give advice or tell her that it can't be all bad. At times though they say things such as, "You are really upset today." or "Your brothers sure do stupid things sometimes."

**DAWN**February 1

Dawn really wants to please. She will say something then quickly correct herself if she thinks it may not be "right." Yet the anger bubbles up often and she will let out a string of abusive remarks. She then apologizes to those around, making excuses as to why she said the things she did.

February 9

Dawn told me about how there is just her and her Mom. She said she really didn't ever know her father. Dawn had previously written in her journal that her family--Mom, Dad, and brother--were going to California for a holiday. When I asked her if she was still going to California she said, "No, the plans had been changed."

February 11

Dawn's parents went to California and she stayed with her brother. She talked about how she hates school and teachers.

February 16

Dawn is overweight. She acts tough, wears a Mac jacket. She says things like, "I'm not really tough I just wear these clothes because they are comfortable." or, "I like to look like this, then more kids accept you."

February 26

Dawn said today that she had eaten two packets of potato chips and that she was feeling guilty. She said she doesn't want to start smoking so she eats instead.

February 28

Dawn caught on to the empathy training quickly. Sabina and her are really trying to use it. Dawn said, "It would be nice if people talked to you like they cared, but that doesn't really happen."

March 1

Dawn and her tutee get along fine. The tutee is extremely withdrawn. Dawn gets quite frustrated in trying to get her to talk. They both like horses, so it gives them something to talk and read about. She tries to use empathy, however, the child simply nods or shrugs her shoulders.

March 15

In Math Dawn got 5 out of 30 on a test and was quite upset. She really wanted to talk about it but the boys told her to shut up. She said it was bothering her and she thinks that school is not for her. Sabina said, "You can't drop out. You'll never get a job." Dawn replied, "Yes I can. I can be a waitress."

April 15

When asked if they could see any changes in their tutee's behavior Dawn wrote, "I do not think my tutee has changed since I took her. She is still quiet and subdued." Dawn asked me if my daughter ever wore dresses to school. I said, Yes, in the last few years of high school she started to wear dresses and skirts." I asked her if she was thinking of wearing a dress to school and she replied, "Maybe one day."

April 29

Dawn has lost nine pounds. The Mac jacket has been gone for a week now. She is wearing make-up.

May 1

I've noticed Dawn's not always excusing or qualifying what she says. She is not letting the boys push her around and is doing it without the foul language. For example, she said to Corry, "That may be your opinion but it isn't mine. We don't have to agree."

May 6

Dawn has a new hairstyle. She was a little unsure of herself when she first came in. Corry told her "for a fat chick" she was sort of cute. She smiled and said, "I know that is about the nicest thing you could say so I'll take it as a compliment."

May 15

Dawn gained a few pounds and was depressed. She's working part-time as a dishwasher for her brother. She says the money is nice, even though the job is lousy.

May 22

Dawn wore a dress, nylons and make-up. The guys bugged her but it was O.K., sort of friendly teasing. They said, "Hey, look at Dawn. She's going sophisticated on us." "She thinks she's really somebody." "La de da, someone might lift your skirt and take a peek." (from Corry).

June 1

Dawn announced that she has decided to quit school at the end of this year. She says school is not worth it. The teachers hassle you and the work is too hard. She went waitressing for her Work Experience and really enjoyed it. The place she went to may give her a job this summer.

**CORRY**February 1

Corry is extremely aggressive. He swears and threatens peers and teachers. This behavior seems to stem from feelings of low self-esteem. A possible hypothesis is a fear of not being able to live up to the model of his father--a very successful business man.

February 16

Corry has no respect for women. He says only men can tell him what to do. Women should be at home raising kids or being pregnant. Girls are for boys to master. Boys are superior and the boss. He brags of beating up little kids. He puts on a brave front with his peers, and yet is afraid of kids his own size or age.

February 25

When he first sat down with his student he said, "O.K. Greg, I'll have you walking a straight line and smartened up in no time." Corry can really get to me. He knows how to be polite and is at times, but often says or makes vulgar references to the girls in the class. He will be polite if I say that I will not accept that kind of behavior or language. Then in his next breath will turn around and say something else. No girl can be as smart as him. Men are macho. Girls are dumb and weak.

February 29

Corry's reading and spelling are very weak. He is barely at the same level as his tutee. He will not use the interpersonal

skills with anyone. He says, "No one talks that way, I'll do it on paper but not with someone."

March 15

Corry reads with his tutee for 5-10 minutes then wants to play a language arts game or crossword puzzle. He views all of this (reading and game playing) as a competition between himself and his tutee and he has to win. He still espouses his superiority as a male and is concerned about homosexuality or "gays". He brings it up at least once or twice every session. In the first weeks he would not even sit on the same side of the table as the tutee. "Did I think he was one of those?" He is sitting closer to the child now. We are using a round table.

April 9

Corry wrote in his journal--"That Greg is a good boy. I think I helped him a lot but not a nuf. In the futcher I will help him more." Corry's concentration is very poor, 10 minutes at the most. He leaves his tutee and goes to check out what the others are doing. As he passes by the girls, he interrupts by saying something with sexual connotations. Or goes out into the hall and sings loudly so that he gets attention from me or other teachers.

April 21

Corry really was bothering one of the girls today. She was wonderful. She explained how she felt when he behaved as he did. He put her down saying he didn't care how she felt but he did stop and didn't bring it up again. With his tutee he was

super this week. He said to me, "We are really getting somewhere with this kid." The book they were reading was at an easier level so Corry could cope with it. He didn't have to struggle or compete.

May 2

Corry is much less abusive to the others. They are telling him to smarten up and to stop swearing. They are also telling him how they feel and even though he says he doesn't care, he is changing. He is not calling people names all the time. He is much calmer and is "stopping by" on his way to other classes. Just to "check up on the other people who take tutoring."

May 9

Corry and his tutee are working together on a kite. They are both positive it will fly, and of course theirs is far better than any of the others.

May 13

The kite went up and took a nose dive. When it hit the ground it broke. Corry and the tutee were mad at each other. It was the other guy's fault. They came back inside and together they reinforced it. The next time it flew for a few minutes before it fell--they were happy.

May 22

Corry feels important. He is going over to the elementary school before the rest of us. He is setting up the video-tape equipment. This means he has to get the key for the room and then set up. Teachers are reporting that he is polite and very



nice to the children. He loves the attention. He likes to explain about the camera and how it works.

May 29

I bought an old lamp that needed a new plug and asked Corry if he would fix it for me. He said sure "women always need men." He fixed it and the next day two teachers reported that he was great in their classes. No aggressive behaviors, even so far as being polite.

The other students have lost interest in using the video-tape but Corry and his tutee are still using it. It has become "theirs." They film themselves, then play it back. I asked Corry to put it in my car and gave him the keys. He said "I could take your car and leave" I said, "Yes that is true." He went out to the car and then returned saying, "I could have ripped you off. You have all kinds of stuff in your car." Again I said, "Yes Corry you could have done that." He shook his head and said "Boy are you stupid. You even trust ME. I could get a lot of money for dope from the stuff in your car." He gave me the keys and walked away shaking his head.

June 3

The last day of class Corry said in a brusque manner, "Have you checked the oil in your car lately?" I said "No." He said, "Give me the keys and I'll check it for you." Out he went, returning a few minutes later demanding we all come out. He showed us how to check the oil and how dirty it was. He said that I really needed an oil change. He also started checking

the water and the air filter. He was super. Nice to everyone. He had power and recognition.

**DOREEN**February 1

Doreen wears skirts, slacks, sweaters, and blouses compared to the regular jeans and t-shirts attire of the other girls. She has long brown hair held back by barretts or combs. She is what some might call your typical nice girl. She is very attentive in all her classes.

February 15

Doreen is always on time for class (the others arrive just as the bell rings or a little after, with an excuse). In the few minutes we are alone, she talks about her family and her best friend--a cousin who is 13. Doreen's voice lacks expression; everything is fine or O.K. yet she seems a little wistful.

February 22

Two of the other girls in the class said "Why do you wear baby barettes in your hair?" She ignored them completely.

February 29

Doreen can't decide if she should stay home and study or go out with her niece. It is an important problem for her. Doreen said that she likes Fridays best because if you want to you could go out and still have the weekend to study. Doreen is very organized in working with her tutee. She records the words he has trouble with and really tries to use the interpersonal skills with him.

March 9

Doreen and Sara are talking to each other. They seem to get along well and finally Doreen has someone in the class she can relate to. Doreen and her cousin are going roller skating every week. She really likes it. She wrote in her journal "I hate just sitting around in the evening watching T.V. It is really quite boring." Things are going very well with the tutee.

March 15

Doreen wrote about how angry she was yesterday because she was asked to make dinner which she likes to do, but when it was all cooked and she had just put it on the table, her older brother arrived and said come on, I want to go shopping and so they got up and left the food. She wrote "this really made me quite angry." Still no discussion between the two factions of the class.

March 22

The tutee was a real handful for Doreen today. She did very well, allowing him to make his choices even though you could see she wanted to tell him what to do. She said "It took him a little while to get on track but after awhile he was fine."

April 9

She worked with her tutee and one of the other tutees today (the other tutor was away). She had both children working together and then played a language arts game with them.

April 22

Doreen is worried about Math and Science. She says she has to study every night to keep up. Sara and her come in and study for the first two minutes of class before the others arrive. Every minute seems valuable to them. One day when the tutee was away she went to the back of the room and never once looked up from her books. There is still no communication between her and the others in the class.

May 2

Doreen is gaining more confidence. She wore a Rod Stewart t-shirt. Two of the girls started making fun of her t-shirt (he's no longer the "in" star). Doreen said "I don't care what you think, I like this t-shirt." The others shut-up. I think they were surprised by her standing up for herself and saying something back to them.

May 9

Doreen and Sara are becoming good friends; they are doing things outside of school together. She enters into the conversation if I ask a question of her. Doreen will give her opinion even if it is the opposite of one of the other girls. She told one of them they were silly to get drunk each weekend. That even if she was allowed to she wouldn't.

May 22

Doreen wants to be a teacher. She went to a school for her work experience and really enjoyed it. Doreen loves to work with her tutee and can see the progress she has made with him. His

aggressive behaviors seem to have gone. He does not fidget or move quickly anymore and he seems to be trying to model her quiet way. He doesn't shout out, but goes over to the person he wants to talk with.

**DANA**February 16

Dana is very submissive. What even her friends say is fine with her. She tries hard in class until someone says that this is stupid, then she goes along with them.

February 29

Dana's tutee said to her, "Do we read here?" Dana said, "Yeh, sometimes." The tutee then said, "There is no way you are going to get my mouth open." Dana shrugged her shoulders and said, "let's work on your folder then for today."

Dana is starting to talk about her home life. She has a little brother (5) who seems to get a lot of attention. She is very jealous. In her journal she wrote that it would be important for tutors to have patience because then it would give the little kids "courage that they are doing O.K."

March 15

Twice last week Dana was involved in fighting with other girls. The various groups of girls argue, then it's Dana who actually gets involved in the physical fighting. She is easily encouraged by the other girls.

March 21

Dana has decided she doesn't like her tutee. The tutee "hates" reading and so does Dana--that is one thing they agree on. They are reading each day but its like, the nasty task to be done. Dana becomes frustrated and says, "I can't get the kid to read. Will you tell her she has to?" Through clarification

Dana has come to realize how tough it is to be a teacher. She sees that her own behavior is often like her tutees.

April 10.

Dana is coming to trust the other tutors and me. She tells of her "exciting" weekends, where she gets "boozed and drugged up." Life for her only exists on the weekend. School is a bore. She says tutoring is, "O.K., but just O.K. It gets boring when I have to push the little kid to read like the other kids do."

April 23

Dana is saying how great she is. She writes on the board "I am great" or "Dana is the smartest kid in school." Dana and her tutee are doing a lot of crossword puzzles. She helps the child but not in a directive way. Dana has such a low opinion of herself that she figures that the child is almost as smart as she is.

May 9

Dana and the tutee worked well together this week. One of the other tutors who can easily influence Dana was away and Dana was on her own to make her decisions instead of following the other student's lead.

May 22

There is no way Dana will work with the tape recorder or be on the video-tape. She simply will not participate, end of discussion. Her tutee really wants to but Dana just can't allow herself to do it. Dana and the tutee are making a puppet. The



child is doing most of the work, as Dana says, "I'll goof or wreck it. You can do better than me." She tells me she hates art and puppet making is like art. Yet when the idea was first brought up she thought it was a great idea.

May 29

Dana still has a low self-concept. She thinks working with the tutee was O.K., but that "the kid was not great. I could have done better if the kid was better."

**TOD**February 1

Tod hits kids on the head, calls them names, and laughs at anyone who is trying to speak or ask a question. The students do not like him. He is on the verge of being suspended from school; his teachers feel it is only a matter of time.

February 8

Tod is never serious. He jokes and bothers the other students constantly. They get annoyed and tell him to smarten up. He says things like, "What makes you think you can tell me to smarten up? Who do you think you are? Smarten Farten." When he does this he will put his face right up close to the other person and usually they end up laughing. He will then sit down and continue to generally bug the others.

February 15

Tod's behavior is going downhill. In this class he jokes, fools around, and is seldom serious. Teachers from other classes report the same behaviors. Most teachers want him removed from school because of his disruptive influence.

February 22

This week I've noticed from Tod's facial expressions that he is quite upset--his face is red and tight looking. He won't look at anyone, keeping his eyes diverted. He moves constantly--arms moving, pacing around the room and moving his upper body. He is very agitated. I tried talking to him but he waved me away, saying "get away, leave me alone." He laughs aloud, at what

seems to be inappropriate times. He is drawing pictures in his journal, usually of buildings and tough looking men leaning against them. I asked Tod to come to the counseling office during his English class. He has been kicked out of three classes, so is truly on the verge of suspension.

When he first came into the room he said, "Why am I here? I don't want to talk with you. Are you going to kick me out of tutoring?" I said, "Come on in. I'm not going to kick you out of tutoring. In fact we don't even have to talk about tutoring if you would rather not. We can talk about anything you want." He replied, "I don't want to talk about anything." He did come in however, closing the door behind him and sat down. I waited a few minutes and he said nothing, so I asked him how things were going with his Science teacher. This was one of the teachers who had him removed from class. He said, "Fine, its Mrs. . . . who's bugging me." He then went on to tell me about being kicked out of her class because he had defended a girl she was berating. He told the teacher that she was the stupid one, not the girl. The girl was trying as hard as she could. Thus he was kicked out of class. He talked for quite awhile about "fairness," saying he thought everyone should be treated equally and fairly. He feels the teacher did not act fairly towards the girl or towards him. He feels if anyone should be "kicked out" it should be the teacher. He then started to talk about his Dad. There is just him and his father living together. His Mother died when he was nine. His father had a heart-attack

when Tod was eight. The father was retrained in another occupation and hurt his knee shortly afterwards. Tod's Father uses a wheel chair and doesn't work.

We talked, or rather Tod talked, for 40 minutes. When the bell for the next class rang he said, "Wow, I guess I should go back to class. I get Math and I can't be late or he won't let me in the room." He had been calm, logical, and sat for the 40 minutes without a lot of physical agitation. He said, "Thanks for the talk."

#### February 25

Tod is really trying with his student. The boy has a cleft-palate and Tod is being very serious about working with him. After the first session Tod came over to me and said, "It's going to be O.K. He's a nice kid. We talked about his mouth and about how kids, especially older kids, make fun of him. He said the kids at the elementary school are used to him and are usually OK. New kids are the worst ones. We talked about sports too. I think it will work out O.K."

He still draws pictures in his journal--a male with a scarred face outside a large building or cartoons of teachers, labeled with their names. He wrote that he scored two goals in floor hockey. Actually he is "out" of P.E., but since there was a substitute who didn't know, he went to class and participated.

#### February 27

Once again Tod is close to being expelled from school. He has already been dismissed from several schools. There is a meeting

next week to decide his fate. The school administration is giving him one more chance. If he gets one report of bad behavior he will be out.

#### March 1

Tod stopped by after school, to say that he is going to be different and not bug the teachers. I asked how he came to this decision. He shrugged his shoulders, smiled, turned and left. Things are going wonderfully. Tod works well with his tutee. He is very protective and won't let anyone say anything against the child. Tod is walking along beside me when we go between the high school and elementary school. He talks about his Dad and him watching T.V. late into the night, about hockey games they go to, and about doing the grocery shopping, the housework and the laundry.

#### March 15

During class one day this week, Tod's father called the school and asked that Tod be sent home. The father said he was sick and needed Tod. This was during a tutoring session and Tod became extremely agitated. He paced around the room wringing his hands for two or three minutes. He then got himself under control and said, "I better be going." It was later found out that his father was O.K.

#### April 8

Tod has missed several days of school. He came back today but was not in a good frame of mind. He completely ignored his tutee. The child finally said, "Tod, I'm fed up with your

behavior today. Are you going to help me or not?" They stared at each other for a few minutes, then started work together. After about ten minutes Tod said to the child, "Why are you giving me a bad time today?" The child said, "Because you are being silly."

#### April 22

Tod didn't come to school today. He had a hard time yesterday with his homeroom teacher. He was fooling around with a bongo drum and would not stop tapping on it. It was not officially reported so he is still in school.

#### May 2

Tod is staying away from school. He had the flu for a few days, came back for a couple of days, then started coming late or leaving in the middle of the day. He is coming to tutoring, although some days it is the only class he shows up for.

#### May 5

Tod often talks only in rhyme. For example, he says things like, Hannigan, Brannigan, Milligan, Malone. He won't "talk" at all, no matter what is said to him. His face seems tight. He twists his mouth around the words in a grotesque way.

#### May 6

I saw Tod at lunch. I asked him how he was doing. He said, "I can't talk with you, you are 35 years old and can't be trusted. I'm nine so I'm O.K., but soon I will start to deteriorate too and then I will be like you. So I'm watching everyone and learning how I can stop it." As he said this, he

was drawing on a piece of paper. He continued on to tell me how life happened to people, and if you were smart you could stop it and take control. He said so far he hadn't found anyone who could do it, but it was possible. He had a whole "system" worked out. As he talked it seemed he knew it was all a fantasy, yet it was important that he get across to me that it was real. The others in the office just stared, but did not interrupt. He went on to explain how at different ages people in this world were capable of certain things but as they get older they start to rot and by the time they were 35 it was virtually all over. He finally started to rhyme with various words like--rot, hot, tot, snot and school, pool, tool, fool. This went on for a few minutes.

I spoke with an administrator and explained that I felt Tod really needed more help than the school could give him. I was told it would have to go through the school district before they could approach his father.

May 9

Today during class Tod was unable to control his behavior. Before we went over to the elementary school I asked him to stop hitting one of the other students on the head with a large rolled up map. He did stop but laughed and laughed. The students could not take it anymore and were getting very angry with him. He said it doesn't hurt so stop complaining. He then started to pace around the room. At the elementary school he was rude to me and ignored his tutee. The tutee was angry and

told Tod, "I don't have to put up with you." The tutee said I don't want to work with him anymore. Tod then left the class and did not return to school for two days. When he returned I met with Tod and one of the administrators. I explained that Tod could no longer work with his tutee, but that I would supervise him for the block. He would have been expelled from school if I would not have him in the class. Tod felt I was being unfair to him, when he had just had a bad day. He went on at length about the unfair treatment he always got.

May 16

Tod has come to one class this week. He came in and sat in a corner with his feet up on the desk. The others were working with their tutees. After about 40 minutes he left and said, "This is stupid and boring."

May 30

Tod has been absent from school for the past week. He returned for one day and caused problems in every class.

June 6

Tod was suspended from school.



## JODI

February 1

Jodi is very talkative. She asks a lot of questions about tutoring, the main one being if she doesn't like it can she get out. Through clarification she says she never does anything she doesn't like, and that will probably include tutoring.

February 9

Jodi thinks the interpersonal skills component of the class is stupid. As far as she is concerned she is not going to talk "like that." She said, "No one really cares how I feel so why should I care how some little kid feels. The little kids will just have to find out how life really is, the same as I did."

February 15

Jodi thinks this class is "lousy." She thinks it is a big joke--there is no real work to do, no homework, and everyone just sits around and talks.

February 22

Jodi is still complaining. She would like to get out of tutoring and go back to P.E. The P.E. teacher kicked her out before tutoring started and will not let her back in the class. Jodi says tutoring is boring, so I asked her if she had any ideas on how we might change it. She said, "No, its more fun to complain."

February 28

Jodi says she is willing to try to work with her tutee, so long as I don't "expect too much." She has been kicked out of

Science for talking back to the teacher and being generally disruptive.

March 15

Jodi came into class today and went on about "this lousy school and the lousy teachers who don't do nothing but tell kids what to do." She has been missing school nearly every morning because she sleeps in, and if she comes late she gets garbage duty, so she doesn't come until lunch.

March 21

Jodi's tutee is very moody, one day she is aggressive, the next completely withdrawn. On the tutee's aggressive days, Jodi and her get along fine. They read and play language arts games, and both seem happy. On the days when she is withdrawn Jodi has little patience with her, Jodi gives up easily, saying when a kid wants to be quiet and not talk, then other people should leave them alone.

April 8

Jodi still talks of getting out of tutoring. She feels that the teachers just want to "hassle" her, and that we conspire against her. She says, "school is a prison."

April 9

She came late to class today. She stayed at home after lunch because the movie on T.V. was better than anything at school so she watched it until it was over.

April 15

Jodi's tutee has been away for a week. Jodi went around and bothered the other tutors/tutees. She would not do anything but complain for the first five minutes each day. When the others told her to leave them alone, she gave up and went and worked by herself.

April 21

The tutee came back to school and was very quiet, and non-communicative. Jodi was asked by the tutee's classroom teacher to try and "bring her out of her mood". Jodi came to me and said why expect me to do something. I said that since the child likes her, maybe she would talk to Jodi before she would talk to an adult. Jodi went away shaking her head. When Jodi and the tutee sat down they stared at each other for a few minutes, then Jodi asked if she wanted to play a game. The child nodded her head yes and by the end of the session they were talking with each other.

May 2

Between Jodi's absences and the many days the tutee has been away, they have only met twice in the last three weeks. The relationship is not growing.

May 9

Jodi and the tutee seem to be doing a little better, they are talking to each other. However, Jodi really doesn't put any effort into the session. She has given up on her campaign to

get out of tutoring. For Jodi's work experience she went to another school as a helper for P.E.

May 15

Jodi organized a softball game for all the tutors and tutees. Jodi was very helpful to her tutee. The child was nervous (wringing her hands) but seemed happy.

May 30

Jodi ruffled the child's hair and in a friendly voice said, "Well its been fun kid." The child looked up and smiled. This on the last day and about the most positive Jodi got with her.

**SARA**February 1

Sara comes into the class, sits down, and immediately opens a book. She doesn't speak to any one on her own initiative. She is very polite and will answer if she is asked a question.

February 15

Sara caught on very quickly to the interpersonal skills. She writes good level three responses on the paper and pencil tasks.

February 22

Sara seldom speaks to the other students. She seems to hide behind her hair which is frizzed and hangs over her eyes.

February 29

Some of the others in the class started to tease Sara about studying all the time. She said in a quiet, cold voice, "just leave me alone, I don't have to be like you."

March 7

Sara is a great tutor. The tutee and her get along very well. They share what they've been doing, laughing and giggling. She uses the interpersonal skills.

March 25

The tutee was also identified as submissive, but if someone came into the class and saw these two together they would never believe it. Sara wrote in her journal "Today my tutee was hyper. She giggled and gets me going too. She had had a rough day so I guess she was making up for it."

March 15

Sara and Doreen are taking to each other. Twice they have worked on a language arts game with their tutees as a group of four. It went very well.

April 8

Sara wrote in her journal about her and her tutee, "We get along well because we are both so quiet. We understand each other better." Sara is still not talking with anyone but Doreen. When the others talk about parties, drugs, boyfriends, etc., she raises her eyes and turns her back to them.

April 15

The relationship is really building between Sara and her tutee. She uses her skills and shares a lot of her own feelings. The two of them get together and chatter away.

April 29

The tutee has been away for the last two day. Sara gets out her books and studies. Twice Sara has worked with other tutees as well as her own when their tutors were away. All the tutees love Sara and want to work with her.

May 15

Sara has been taking her tutee and any whose tutors were away, but she wrote in her journal that her tutee gets quiet and seems uneasy. We had a talk and decided to stop this and just work with her own tutee. The child was all smiles when Sara told her.

May 29

The classroom teacher said the tutee is really coming out in class; she is talking more and her reading is improving. Sara still does not talk to anyone but Doreen. She is still very concerned about her marks. Sara says she would like to be a teacher.

**BONNIE**February 16

Bonnie is the tallest (5'10") yet the youngest in the class. She speaks loudly and makes her presence known by interrupting the others. Bonnie tries to act as old as she looks; she is 13 and looks about 17. It doesn't work and the students see right through her.

February 22

Bonnie tries to act the way she perceives teachers act. Today she said in a very sweet voice, "O.K., it's time for a spelling test." This came out of the air. It was not planned for. The child idolizes her and said O.K. Afterwards I spoke with Bonnie and suggested that if the child asked for help with spelling, it was alright to help, however, spelling tests could be a little tough if the words selected were too hard. I asked if she might think of how she could find words at the right level of difficulty. She remembered the words in the back of readers and said she would try them sometime.

March 10

Bonnie wrote in her journal that she hit a girl for calling her a name. The girl kicked Bonnie and so she slapped her hard in the face.

March 15

There was another fight with the girls in the school. This time Bonnie was not involved but was called down to the office because she was there. She complained about the injustice.



Many of the teachers do not like her. She is always in trouble for speaking out and joking around in class. She spends a lot of time sitting in the office, and so misses many hours each week of class time.

When working with her tutee, Bonnie has become very strict and puts time limits on things they do. She also made the tutee re-do something that was not neat enough. Through clarification, Bonnie is very clear about what a "teacher" should do and act like. Even though she doesn't like to be treated like that, "it is the way you teach, otherwise the kids take advantage of the teacher."

#### March 25

Bonnie was beaten up by five girls. Her eyebrow was split open requiring stitches. I heard from the other tutors that some of the girls had planned to beat her up for the past week. They said it was because she brags all the time about how tough she is. The other girls in tutoring will not speak to her. No one wants to be connected to her in case they get beat up too.

#### April 8

Bonnie is still very quiet with her peers, but they are speaking now. She is still talking back to her teachers but not at the same level of intensity. She feels she deserved the punishment but would do the same things again. Bonnie wouldn't tell on the girls that hurt her, saying she didn't know them. There was nothing the administration at the school or the social worker

could do, even though they had a pretty good idea who was involved.

April 15

Bonnie is talking more again. She told the class about a party she went to during the Spring Break. It was in Blaine, and she got very drunk. Bonnie was thrilled about getting a lot of candy at Easter--"The same as my brother got."

May 1

From teachers' verbal reports to me Bonnie is really settling down. She is even turning in some of the homework and trying in some of her classes. I got this from her teachers, Bonnie still tells me nothing has changed.

May 9

Bonnie is really working very well with her tutee. It's getting to be like two "friends" who get along and share ideas. The tutee worships Bonnie. If Bonnie says "Hi" to her at lunch, the child glows and tells her friends "that is my tutor." The tutee is very withdrawn, but with Bonnie she is starting to talk. In fact, she is talking so much that Bonnie said, "Boy when you get that kid started, she doesn't shut up."

May 15

The tutors and tutees have been going outside on the grass to read. Bonnie loves this freedom. She is trying to use the listening skills. Right now all is going well between these two.

May 22

Bonnie and her tutee have put a lot of work into making a puppet. They really have worked together. Bonnie thinks the child is wonderful. She feels she has helped the child a lot.

May 29

Bonnie says she wished she had not taken tutoring. She says, "It's O.K., but not very great. Sorry but that's how I feel."